

January 2018 Proposal to develop a new apprenticeship standard

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Q1. Please confirm that you have read the "How to" guide for Trailblazers on gov.uk (see link here), that you are content that this proposal meets all the criteria for final approval set out within it and that you have discussed the proposal with a relevant Route Relationship Manager within the Institute (Please specify who).

I have read the 'how to' guide for Trailblazers on gov.uk? Yes

Name of my Relationship Manager

Shona Hutton

Q2. Name of proposed trailblazer group

Libraries, archives, records, knowledge, information management trailblazer group

Q3. Are you an existing Trailblazer Group already with approval to develop other standard(s)? If yes or partly, please provide full details.

No

Q4. Name of proposed apprenticeship standard(s).

Library, information and archive services assistant apprenticeship standard

Q5. Is this a proposed core and options standard? If yes, please give the titles for each of the options.

Core only

Q6. How many standards are you proposing to develop? Please be aware that commitment from at least 10 employer members for each proposed standard is required.

One

Q7. Will there be a requirement for additional new standards to be developed in the future? If so, please provide brief details of what these will be.

Level four and higher level (six or seven TBC) for a similar standard are being considered.

Level four - library, archive and information service specialist

The specialist will be able to provide an advanced level of service support. Their skills and knowledge will be used to shape and advise on service delivery for a range of stakeholders. They will be able to operate independently with a deep understanding of organisational strategy and context. Specialists will also be able to provide specific advice to and influence decision-makers and stakeholders in the delivery of services to meet organisational objectives. They may have some line management responsibilities, but

Q7. Will there be a requirement for additional new standards to be developed in the future? If so, please provide brief details of what these will be.

will usually report to a head of service or head of section/department (in a larger organisation).

Level six or seven - library, archive and information head of service

The head of service will be responsible for developing and implementing organisation information strategy. They will oversee the development of the service and advise senior stakeholders on the future of service delivery. Heads of service will also be responsible for monitoring value and impact of the services and be expected to present key information about the success of the services. Developing governance and policies for storage, access, management, advocacy and business continuity of services will be a key responsibility.

Heads of service will also have developed high level information skills, with the ability to develop and implement knowledge and information management strategy, collection management strategy, marketing strategy, information storage policies, digital engagement and development strategies.

Q8. Have you submitted a proposal for an apprenticeship standard in this role(s) before? If yes, please give details below including comments from the (pre April 2017) DfE approvals panel or the Institute.

Yes. Feedback provided on 11 August 2017:

1. The potential for Level 4 and level 6 occupations should be considered when proposing the level 3 standard. Please ensure that any future proposal specifies how the level 3 will be occupationally distinct and show the difference in knowledge, skill and behaviour requirements at each level. Please refer to paragraph 1.22 in the 'how to' guide for further information.

2. The proposal will need to bring out the requirement for any digital skills required in line with section 2.2 of the 'how to guide'.

3. The group should work with the Trailblazer proposing to develop a registrar standard to explore whether the requirements can be combined into this proposal. The Chair of the Registrar Trailblazer group is Claire Hallinan and her email address is claire.hallinan@ng-london.org.uk.

4. Additional support and commitment to starts is required from a SME with fewer than 50 employees. This is in line with paragraph 1.8 and 1.9 in the 'how to' guide.

5. Please ensure that the apprenticeship proposal is broadened and that the commercial contexts in which the apprenticeship could apply (e.g. especially music and film) are more prominent.

Q9. Please insert details about each proposed standard below.

	Name of occupation	Proposed level of the standard	Proposed as a degree apprenticeship?	Intended to replace/partly replace an existing apprenticeship Framework? [if so please give details]	Do you expect any age restrictions to apply to this standard?	Estimated annual take-up across entire relevant sector(s) (This is separate to the number of apprentices that each individual employer group member will take on)	When do you estimate this apprenticeship would be ready to deliver starts?
1	Library, information and archive services assistant	Three	No	Replacing Level 3: advanced Level Apprenticeship in Libraries, Archives, Records and Information Management Services	No	200+	Dec 2018
2	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-
6	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-

Q10. <https://www.gov.uk/government/publications/apprenticeship-standards-in-development> Please provide any relevant information below regarding potential overlap with other Trailblazer standards published or in development. It is important that you review your proposal against all other apprenticeships published and in development to confirm there is no significant overlap, in overall occupation or in the content of potential skills/knowledge/behaviours. Where there is potential of any overlap, we ask that you contact the existing Trailblazer(s) before submitting a new proposal to discuss whether the existing standards would cover your needs (or email apprenticeship.trailblazers@education.gov.uk). Please then provide below full details of any possible overlap identified, interaction with relevant Trailblazers, and any relevant further detail explaining why this occupational role is sufficiently unique to still justify separate apprenticeship standard. The existing list of standards in development, is here [The list of existing published standards and Trailblazer contact details, is here](#)

There are minor overlaps with a number of other standards (listed below) but the proposed standard has a distinct sets of skills and knowledge that distinguish it from these. The identified overlaps cover generic skills, knowledge and behaviours that will be evident in a many professions. The main KSBs inherent in the proposed standard, and that will be its focus, are considerably more technical and specific to roles within the wider library, archives and knowledge professions (see Q11 and 12).

Business Administrator (level 3)
Skills: IT, Communications, Planning
Behaviours: Professionalism, Adaptability

Customer Service Specialist (level 3)
Knowledge: Knowing customer needs
Skills: Providing a positive customer experience

These KSBs represent a small proportion of overlaps that are common to many more professions. The roles within the wider library, archives and knowledge professions are considerably more specific. This is detailed below.

A specific area of overlap is with the Registrar standard in development.

A Registrar is responsible for the logistical, legal, practical and technical aspects of caring for, moving, recording and installing of objects in the organisations' care. The key aspects of a Registrar's work are organising loans, acquisitions or documentation of objects, arranging transport and customs formalities, acquisitions and legal agreements. A Registrar sets policies and procedures, gives advice and is responsible for the logistical and legal aspects of collections and exhibition activities.

Key KSBs

Knowledge: Arts Council England Accreditation and Designation schemes; Spectrum's Museum Collections Management Standard (core activities); PAS197 Collections Management Standard; Professional standards of object handling and collection management standards; Facilities Reports and environmental monitoring data; Nature and requirements of different government indemnity schemes and commercial insurance policies

Skills: Project Management; Compliance Management; Communication Skills; Data Management; Functional Management

Behaviours: results driven; problem solving, meticulous and methodical approach to work; flexible approach; diplomatic; interpersonal skills; collaborative working; patience and persistence; decision making; work under pressure

Archivists, Librarians or Record Managers are information professionals concerned with knowledge and information management who assess, organise, provide access to and preserve archives, current records and library holdings determined to have long-term value. They are skilled in research techniques, knowledge of information and providing support to users to enable access to information e.g. for research and analysis. They are more public facing e.g. supporting the public in library reading rooms and enabling learning.

Key KSBs

Knowledge: The organisation's place within the wider, national library, archive, knowledge and information management sector; The regulations regarding information use such as copyright, intellectual property, licensing and data protection; The nature of information and the value of its various forms; The management of information resources and the importance of organising information; The specific features

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of archives, media, etc; The nature and value of research; Some basic information/digital literacy frameworks; The capabilities of Web-based technologies and content management systems; How services might impact users differently

Skills: Teamwork and collaboration; Policy implementation; Regulation and compliance; Cataloguing; Information retrieval; Preservation and digital preservation; Collection management; Information literacy; Learning support; Information and digital skills; Service administration; Communication skills; Marketing; Customer services; Knowledge sharing; Service innovation

Behaviours: Practise in an ethical and legal manner; Work collaboratively with others; Honest and accountable; Adaptable to change; Solutions focused; Commit to continuous professional development

These differences outweigh any elements of overlap in the generic KSBs, the 2 occupations are significantly different in their roles and responsibilities as well as the occupational knowledge and skills needed to evidence competence. Representatives from the Registrar trailblazer are in agreement about this.

Q11. Please provide a full description below of what the occupational role involved (or roles in the case of a proposed core and options standard). The information you provide here is crucial to our assessment of whether the occupational role is suitable for an apprenticeship, so please be as comprehensive as possible, and always refer to the criteria and guidance set out in the "How to" guide for Trailblazers. In particular, the information should include: Main duties and responsibilities - please set out clearly what someone in this occupation will actually be doing; the range of environments/sectors/industries in which someone in this occupation could work; a summary of key competencies/skills etc required for full occupational competence; how the occupational role typically fits within the wider work hierarchy; who would they be working with, and what is the usual relationship between the roles.

Library, Information and Archive Services (LIAS) assistants are responsible for creating, gathering, organising, storing and accessing information. In addition, they ensure that the information is accessible and that others are also able to search and make use of it. LIAS assistants can work across both private and public employers. Key sectors include, but aren't limited to health, legal, educational, government, heritage/cultural, entertainment (TV/music/film).

They work with and support a wide variety of users including members of the public, professionals, students, executives, administrators etc. The relationship will vary depending on the structure of the service provided and the organisational structure.

Overall this means being able to anticipate, determine, stimulate and satisfy the needs of existing and potential users for access to information in an ethical and equitable manner.

The information that they deal with includes:

- Hard copy: children's literature, reference books, adult fiction, medical records, legal materials, folios, journals, catalogues, etc
- Digital files: eJournals, genetic and medical mapping, electronic documents, databases etc
- Other media: audio and visual media, computer terminals, job applications, music materials, coding sets, elearning modules etc

For the purposes of brevity, "services" relates to library, archive, records, knowledge and information management services.

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Main duties and responsibilities

Whilst these will vary from sector to sector and specific roles within the wider profession, there are a common set of duties and responsibilities for most roles.

The overall purposes of these roles:

- Acquire, create and organise information to describe content and facilitate use
- Ensure the security and safety of information, collections and records
- Comply with and apply relevant policies and legislation
- Provide access to information and information sources for users
- Support user access to information
- Develop user-centred services particularly for under-represented user groups
- Assist users with reader development, information literacy and research skills
- Support, work with and create communities for sharing and engaging with information and related resources
- Engage users and stakeholders in shaping inclusive and outward looking services for all
- Ensure that services and staff reflect and support the equality and diversity of the user communities (actual and potential)

Detailed duties and responsibilities include:

Information/content

- Identify information content and collections for the services
- Establish information acquisition processes and procedures
- Acquire new collections
- Sort, analyse and evaluate collections, applying policy and guidance for long term retention
- Create and acquire information to meet the requirements of users
- Organise and edit information within the available systems
- Organise information to aid access by users
- Create and provide finding aids for users of information
- Create innovative ways of accessing information to engage with information and related resources
- Protect information, records and collections
- Implement the organisational policies for handling information, collections and related resources
- Maintain information and related resources
- Preserve information and collections for the future
- Withdraw information and related resources from use and store or dispose of safely
- De-accession items and collections, applying national and local policy and criteria
- Manage content, collections and displays to sustain user interest

Legislation/policy

- Comply with data protection and FOI requirements
- Comply with national and local requirements for records retention
- Comply with preservation requirements
- Maintain health and safety within the work place
- Ensure the services comply with equality and inclusion requirements
- Comply with any other relevant legislation
- Uphold the ethics of the professional body

Users

- Support users with specific needs to access information
- Assist users in identifying their information needs
- Assist users to undertake searches and research to meet needs
- Enable users to assess information and related resources and recognise their integrity and validity
- Provide support to users in analysing information
- Provide learning and development for users of information services

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- Support individuals to develop and engage in professional communities
- Create opportunities for the development of users
- Create an ambience for users to develop their interest in exploration of information and related resources and reading
- Develop information literacy and research skills
- Assist with reader development
- Engage users within their communities
- Support users to advocate for the value and impact of services

Services

- Develop information and learning exploration spaces
- Promote the services to all
- Maintain facilities to enable users to access information and related resources
- Develop systems to support stakeholders
- Design interfaces to assist, encourage and support users and stakeholders
- Involve and work with users and stakeholders in the shaping of the service
- Develop local service networks and communities of practice
- Provide outreach services appropriate to specific communities in partnership with them
- Use communities to engage the hard to reach in service provision
- Work with stakeholders to deliver services in communities
- Participate in schemes to assist user developments

Evaluation

- Advocate for the value and impact of services
- Use user satisfaction measures, including surveys
- Identify user requirements for specific information and related resources
- Encourage communities to engage in feedback and services evaluation
- Recommend improvement to service delivery based on user feedback
- Identify and address barriers to audiences participation and development
- Facilitate user groups to advise on and work with services on future user development

Nature of the role within organisational structure:

These roles can operate in a number of ways dependent on the nature of the organisation and sector within which the apprentice is employed. The service can be the central purpose (e.g. public library, national library, national archive, knowledge management consultancy), or they could be supporting other primary services (e.g. law librarians supporting legal services; health information professionals providing evidence and support in diagnoses etc). In other cases, they can play a key role in supporting learning and development (e.g. information/library services in educational institutions; health librarians in medical education).

Typically, the services assistant will be working within a team of information professionals, who are all contributing to delivery of information and archive related services. As this is a junior role, tasks will be supervised by experienced colleagues, but mainly the line manager who will be acting as front-line services manager (e.g. library manager). There will be occasions where a services assistant might be a solo worker, i.e. in a small law firm or information services desk – on these occasions they would be closely supervised by the service lead (e.g. a senior information officer/manager).

PLEASE NOTE: Prior to drafting this proposal a sector-wide survey was undertaken to test out the interest in apprenticeships for the profession, with particular focus on new standards and what needs they would address. A summary of the findings is available on request, but it clearly demonstrates the potential for taking this up across all sectors.

Q12. Please provide an overview of the knowledge, skills and behaviours required for these roles.

Knowledge and Skills:

The list below highlights the different skills and knowledge required for those practising within the profession (in a variety of roles and at different levels of seniority). These skills and knowledge groups underpin a professional's ability to deliver the duties and responsibilities outlined in Q7.

Knowledge

Sector / governance

- The organisation in which they work, its relationship with stakeholders/partners, its products and services.
- The organisation's place within the wider, national library, archive, knowledge and information management sector.
- How effective management and team-working contribute to a successful service.
- The regulations regarding information use such as copyright, intellectual property, licensing and data protection.

Information and knowledge management

- The nature of information and the value of its various forms, i.e. primary and secondary sources, print and digital (including databases); current, semi-current and archival.
- The management of information resources and the importance of organising information, e.g. the role of catalogues and search tools.
- The methods for storing analogue and digital collections and which media serves the purposes best, e.g. packaging of physical resources, use of online repositories.
- The means of acquiring, maintaining, disposing of and locating documents, according to the organisation's collection management guidelines.
- The specific features of archives, media, etc., (as distinct from other forms of collection), their legal and historical value, and archival principles.
- The nature of collections, how they are changing, and the organisational policy relating to collections management and development decisions.

Research, learning and literacy

- The nature and value of research, including that undertaken by practitioners and that which is mediated, e.g. ways of assessing individual information needs and how to support research and retrieval of the right information.
- Some basic information/digital literacy frameworks and how these support the research and dissemination of information
- The role that information professionals and services play in developing knowledge and literacy (reading, writing and numeracy).
- The capabilities of Web-based technologies and content management systems of particular relevance to the sector, e.g. to provide alternatives, to store and search for information.

Customer service and communications

- Users' needs and information seeking behaviour and how different information services cater to different types of user.
- Methods for promoting services and collections to users and non-users and how to guide them through their information seeking journey.
- How services might impact users differently, depending on their age, disability, ethnicity, etc..
- The impact of online environments/spaces and physical spaces on the provision of services

Skills

Sector / governance:

- Teamwork and collaboration to achieve goals, e.g. with stakeholders and partners beyond the organisation.
- Policy implementation, e.g. communicating clearly basic copyright restrictions and reasons for not sharing personal data.
- Regulation and compliance searching, e.g. in order to ensure data protection is not breached.

Information and knowledge management

- Cataloguing, to create a single arrangement of resources, e.g. a catalogue or list by adhering to pre-set schemes.
- Information retrieval, to identify and use relevant media and systems, e.g. searching databases, catalogues or physical stores.

Q12. Please provide an overview of the knowledge, skills and behaviours required for these roles.

- Preservation and digital preservation, to keep collections physically safe using guidelines, and supporting work that provides digital access by creating alternatives.
- Collection management, by implementing the organisation's collection management policy, e.g. through identifying stock that should be acquired and that which is no longer used or needed, removing these materials, amending the catalogue and relegating or removing these appropriately.

Research, learning and literacy

- Information literacy, by contributing to development of learning activities for different audiences to enhance knowledge and literacy, e.g. reader development.
- Learning support, through use technologies to support users in researching and disseminating information, e.g. databases, search engines, digital libraries, repositories and social media.
- Information and digital skills, to support users to identify, find, access and evaluate information, to share knowledge and to promote self-help.
- Service administration, by enabling users to access materials, e.g. through lending books/artefacts, emailing documents.

Customer service and communications

- Communication skills - oral, written, presentation, interpersonal, listening, assertiveness (online and face to face)
- Marketing, through promotion of resources to users and potential users ensuring they are aware of their value and benefit, e.g. by arranging collections and displays in effective ways, undertaking outreach activities to guide users to achieve independence in their use of information.
- Customer services, by respond to enquiries by clarifying and meeting users' requirements and managing expectations, e.g. by signposting to alternative resources.
- Knowledge sharing, by contributing to learning activities for specific audiences, e.g. inductions and events, particularly for those in education.
- Service innovation, by adapting the learning environment to enhance service, e.g. re-organising study spaces, suggesting improvements to catalogues or web pages.

Behaviours:

Practising in an ethical manner
Putting values at the heart of practice
Effective communication for different audiences
Focussing on customer needs/delivering excellent service
Working collaboratively with others
Respect for others
Showing leadership in all responsibilities
Business focus and positive returns on investment of time and resources
Accountability and integrity
Continuous improvement
Adaptability and embracing change
Engaging with the bigger picture/wider context
Being solutions focussed
Continuing professional development

Q13. How will the apprenticeship allow the individual to develop transferable skills to perform the role in a business of any size or relevant sector?

The standards will focus on the KSBs common to all parts of the profession. This means that no matter what role an apprentice might take up in the future they will have the foundations needed to practise in an effective manner from the outset, whilst developing contextualised and specialised KSBs in specific roles.

Knowledge and information management skills are of particular importance to modern commercial organisations (including banking and finance). Customer services and communications are imperative to many different roles. Skills developed for collections management are essential to libraries (including media, arts and culture organisations) and archive institutes. There are a variety of digital skills that are applicable in many sectors, with information synthesis and literacy important in health, education and commercial sectors.

Q13. How will the apprenticeship allow the individual to develop transferable skills to perform the role in a business of any size or relevant sector?

As a profession, those working in libraries, archives, records, knowledge and information management services regularly move sectors. It is a natural part of those practising to cultivate their transferable skills and to engage in reflective practice. The implementation of the standards will help to reinforce this.

The trailblazer group has a well rounded representation from many sectors who will ensure the standards meet this objective.

Q14. Will the occupation require rigorous and substantial training of at least 12 months prior to the end-point assessment to achieve full competence, with off-the-job training accounting for at least 20% of the apprenticeship? Please provide detail of what this will include.

Off-the-job training will be required for completion of the apprenticeship. The trailblazer will work with training providers to shape up this programme. It is envisaged that this will provide blended learning opportunities, but may also include shadowing within other sectors. Use of online learning will also serve to:

- Help to model the practice of the learning within the Research, learning and literacy
- Support understanding the role of technology and communication skills

The training programme will be structured to enhance both skill and knowledge sets (as described in the standard) whilst developing the associated behaviours. It will be necessary to develop these in an off-the-job setting so as best to provide the correct level of grounding in the occupation. This will benefit the apprentice by allowing them dedicated time to learn without the pressures of day-to-day tasks and activities. Learning units will typically consist of the following:

Sector / governance

Introduction to the organisation and induction to the department/team (2 days, face-to-face)
Overview of the library, knowledge, information and archive professions – including terminology, roles etc (2 days, face-to-face and online learning)
Team working (1 day, theory and practical exercises)
Introduction to policy and legislation (2 days, online learning)
Role and function of professional bodies (1/2 day, face-to-face and online)
Project work – the value of the information professions to society (5 days)

Information and knowledge management

Managing and organising information and knowledge (5 days, face-to-face and online)
Managing information resources in the organisational context (1 day, face-to-face)
Collection development and systems (3.5 days, face-to-face)
Project work – the importance of knowledge and information management (5 days)

Research, learning and literacy

Introduction to research (1 day, online)
Information and digital literacy frameworks (1.5 days, face-to-face and online)
Understanding the role of technology (2 days, face-to-face and online)
Project work – contribute to the development of learning activities for different audiences (5 days)

Customer service and communications

Customer service skills (1 day, face-to-face)
Service design – creating accessible physical spaces and digital access points (2 days, face-to-face and practical)
Basic marketing and communication skills (2 days, face-to-face and online)
Equality and diversity (1.5 days, face-to-face and online)
Project work – undertake basic evaluation of services through user feedback (5 days)

This is a list of examples that are currently under consideration and development. It is not an exhaustive list and only serves to provide a good idea of what the off-the-job training elements will consist of. Training units will be defined further once the EoI has been approved.

Q15. What will the duration of the apprenticeship be?

12-18 months

Q18. Please provide details below of any professional body recognition of this standard. This should include information on what this will be.

The standard will be recognised by both CILIP and the ARA. Specific to CILIP will be the assurance that the standard maps out to the following levels of Professional Registration:
Certification (ACLIP)

By submitting a portfolio of work undertaken during the apprenticeship it is expected that apprentices will be in a strong position to achieve one of these levels of Professional Registration.

Q19. We are committed to ensuring that the standard we design provides sufficiently transferable skills to enable a successful apprentice to perform this role in an employer of any size and in any relevant sector. We are collectively representative of our sector(s) and are willing to work with other employers who come forward with an interest in this occupation and with colleagues from other sectors where our standards are closely related. We will develop the apprenticeship standard and assessment plan in line with the latest edition of the Institute's "How to" Guide for Trailblazers, will aim to complete this process within a year and are committed to working with relevant sector organisations to promote the use of the resulting standard once it is ready for delivery.

Yes

Q21. I am happy for my organisation to be publicly named as the lead employer and the companies listed above are happy to be named as working together to deliver this is the standard is approved for development

Name of lead organisation

Q22. Name and email address of contact we can use publicly on the gov.uk website (and Institute website when ready) as a contact point for any enquiries relating to the Trailblazer. (By filling out this box you consent to the publication of these details. If you wish to opt out please leave this box blank)

Name of public contact Luke Stevens-Burt

Email address luke.stevens-burt@cilip.org.uk

Q24. Do you have a copy of the draft standard? If so, please include it with your submission.

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Add comments below:

This is still very much a draft. The TBs appreciate that more work will be required in presenting the knowledge and skills required, but also the occupational description.

Q25. In future, Technical Education will be arranged around the common framework of 15 technical education routes identified in the Sainsbury Review. These encompass all employment-based and college-based activity. The aim of these new routes is to facilitate the progress of young people from compulsory schooling into skilled employment and the highest levels of technical competence. A technical route could be followed either through an apprenticeship or in a college where the training would be supported by a substantial work placement, with both programmes being based on employer-designed occupational standards. In light of this, we have introduced a new criterion requiring any standard approved for development to align with one of the 15 technical routes. Details of the 15 routes can be found on page 22 of the Government Skills Plan here. Please detail which of the 15 Sainsbury Technical Education Routes your standard(s) aligns to. Also, if an occupational map is available for this route, there will be a link to it on the "How to" Guide for Trailblazers webpage. Please refer to this and specify which occupation detailed in the route map your proposed standard covers.

	Proposed Standard (s)
Agriculture, Environmental and Animal Care	-
Business and Administrative	Library, information and archive services assistant apprenticeship standard
Catering and Hospitality	-
Childcare and Education	-
Construction	-
Creative and Design	-
Digital	-
Engineering and Manufacturing	-
Hair and Beauty	-
Health and Science	-
Legal, Finance and Accounting	-
Protective Services	-
Sales, Marketing and Procurement	-
Social Care	-
Transport and Logistics	-