

Heritage Apprenticeships: Historic Environment Advisor

Consultation

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Introduction

As part of the government's 'trailblazer' process, organisations from across the sector are working together to design new apprenticeships for historic environment roles. The Historic Environment Trailblazer, chaired by Historic England, includes representatives from across the sector, including professional bodies, public sector organisations, not for profit organisations, private sector representation and education providers.

Several apprenticeships are being developed by the 'Historic Environment Trailblazer' for roles in archaeology, conservation and heritage management. The apprenticeships will be at a range of levels from level 3 to level 7 (the equivalent to A Levels up to post graduate degree). Further information about the Trailblazer and the range of apprenticeships that are being developed can be found here:

<https://historicengland.org.uk/services-skills/training-skills/work-based-training/heritage-apprenticeships/#Section3Text>

The Trailblazer group is designing 'apprenticeship standards'. The standards set out the typical duties and knowledge, skills and behaviours required to work in a specific occupation, and the apprentice must be competent in these areas to complete the apprenticeship. Once approved, any organisation will be able to set up apprenticeships in their organisation based on these standards. We are therefore carrying out wider sector consultation to ensure the standards are fit for purpose and appropriate to organisations beyond those that have already commented through the trailblazer.

This consultation is seeking feedback for the **Historic Environment Advisor Level 7** apprenticeship, and comment on how it could be adapted or improved to better suit the skills needs of your organisation. We have already developed and consulted on a Historic Environment Advice Assistant Level 4 role, which is nearing completion, and can be found here: <https://www.instituteforapprenticeships.org/apprenticeship-standards/assistant-historic-environment-adviser/>

This document provides background information about the **Historic Environment Advisor Level 7** apprenticeship, and the consultation is being carried out by online survey with nine questions including a section for additional comments. The deadline for consultation feedback is 22 March 2019.

Historic Environment Advisor Level 7

The apprenticeship we are currently consulting on is the Historic Environment Advisor Level 7 apprenticeship. This is a post graduate degree level apprenticeship designed to train Historic Environment Advisors who are responsible for providing specialist and authoritative advice, guidance and assessment to those working on heritage assets and the legal and policy frameworks for their protection. Examples of heritage assets include historic buildings, places, landscapes, townscapes, monuments, the historic marine environment, archaeological sites and deposits of heritage interest, registered parks, gardens and battlefields.

The Historic Environment Advisor role may involve delivering professional advice and recommendations on change, protection, maintenance, interpretation, conservation or restoration within the Historic Environment; through critically analysing, interpreting and evaluating complex information. They assess the significance and/or condition of the historic environment, and its sensitivity to change. They design, provide strategic leadership and monitor the implementation of programmes of work and investigation and where necessary present arguments clearly and effectively on the significance of the historic environment in a broad context. They undertake research within their specialist area to develop understanding of the historic environment, setting standards and best practice and provide strategic leadership within the sector.

Typically this apprenticeship will be used to train: Historic Environment Consultant; Heritage Consultant; Heritage Advisor; Archaeological Advisor; Inspector of Ancient Monuments; Inspector of Historic Buildings and Areas; Heritage at Risk Officer; Conservation Officer; Conservation Advisor; Listed Buildings Officer; Churches Conservation Advisor; Architectural Investigator.

Historic Environment Advisor: Level 7

Standard				
This occupation is found in... the Cultural Heritage, Historic Environment, Engineering, Construction, Design, Planning, Local Government, Education and Tourism sectors.				
The broad purpose of the occupation is... to be responsible for providing specialist and authoritative advice, guidance and assessment to those working on heritage assets and the legal and policy frameworks for their protection. Examples of heritage assets include historic buildings, places, landscapes, townscapes, monuments, the historic marine environment, archaeological sites and deposits of heritage interest, registered parks, gardens and battlefields. Legislation or policy frameworks may be international, national or local, and include (but are not limited to) the Planning (Listed Buildings and Conservation Areas) Act 1990, Ancient Monuments and Archaeological Areas Act 1979, National Planning Policy Framework, Protection of Wrecks Act 1973, Town and Country Planning Regulations 2017, Ecclesiastical Exemption Order 2010				
In their daily work, an employee in this occupation interacts with... a range of clients, colleagues and stakeholders in the public, private and third sectors, within organisations of any size. The Historic Environment Advisor is typically office based but normal duties include site visits, outdoor working and attendance at meetings with stakeholders, clients or colleagues.				
An employee in this occupation will be responsible for... delivering professional advice and recommendations on change, protection, maintenance, interpretation, conservation or restoration within the Historic Environment; through critically analysing, interpreting and evaluating complex information. They assess the significance and/or condition of the historic environment, and its sensitivity to change. They design, provide strategic leadership and monitor the implementation of programmes of work and investigation and where necessary present arguments clearly and effectively on the significance of the historic environment in a broad context. They undertake research within their specialist area to develop understanding of the historic environment, setting standards and best practice and provide strategic leadership within the sector.				
Typical job titles... Historic Environment Consultant; Heritage Consultant; Heritage Advisor; Archaeological Advisor; Inspector of Ancient Monuments; Inspector of Historic Buildings and Areas; Heritage at Risk Officer; Conservation Officer; Conservation Advisor; Listed Buildings Officer; Churches Conservation Advisor; Architectural Investigator.				
Typical duration... 36 months				
Occupational level... 7				
Duties				
No	Duty	K	S	B
1	Define, assess or provide advice on <u>significance</u> with regard to planning and other regulatory systems relevant to the historic environment, e.g. preparation of statements of significance and other heritage statements, supported by investigation where appropriate. This includes special architectural, historical and archaeological interest.	1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13	1, 2, 3, 4, 6, 8, 9	1, 2, 5, 6
2	Make, or provide advice on, designations, including national and local statutory designations and non-statutory designations e.g. scheduled monuments, listed buildings, conservation areas etc, and non-	1, 2, 3, 4, 5, 6, 7, 8, 13	1, 2, 3, 4	1, 2, 5, 6

	designated heritage assets.			
3	Undertake character analysis of heritage assets and areas e.g. Conservation Area Appraisals, historic landscape or area characterisation, urban design analysis, assessment of setting.	1, 2, 3, 4, 5, 6, 7, 8, 9, 15	1, 2, 3, 5, 6, 13	1, 2, 5, 6
4	Assess the <u>condition</u> of the historic environment, including actioning measures for monitoring, protection and discharge of legal responsibilities.	1, 2, 3, 4, 5, 6, 7	1, 2, 4, 6, 9	1, 2, 5, 6
5	Prepare specifications for, undertake, lead on or monitor compliance of, specialist research and investigation where required to support the provision of historic environment advice e.g. desk-based assessment, field investigation and analysis, evaluation or building fabric analysis.	3, 5, 8, 11, 12	5, 6, 11	1, 2, 5, 6
6	Prepare, appraise, lead or provide advice on plans for the <u>management of change</u> of heritage assets and areas, and strategies for managing their loss, their protection, enhancement or regeneration, including preparation, appraisal and management of statutory consents and legal responsibilities, including supporting statements, conditions, appeals and enforcement/prosecution.	1, 2, 3, 4, 5, 6, 7, 13, 15	1, 2, 3, 4, 5, 7, 8, 9, 15	1, 2, 5, 6
7	Establish performance requirements, monitor and assure quality for projects and schemes which impact heritage assets and areas to ensure they meet agreed specifications, e.g ensure construction works comply with the approved architectural or landscape design and constructional specification.	2, 3, 5, 6, 11, 12, 13, 15	1, 2, 3, 4, 5, 7, 8, 9, 15	1, 2, 5, 6
8	Provide advice on or appraise the quality of design proposals involving the historic environment and the impact of proposals for change e.g. the impacts of major infrastructure, new build development, extensions, adaptations, refurbishments and public realm schemes. Contribute to Environmental Impact Assessments, Strategic Environmental Assessments and Sustainability Appraisals.	1, 2, 4, 5, 6, 7, 13, 15	1, 2, 3, 4, 5, 7, 8, 9, 15	1, 2, 5, 6
9	Provide advice on or assess sustainability in the historic environment. For buildings, it includes assessment of building performance and potential for retrofitting.	1, 2, 4, 7, 15	1, 2, 3, 4, 13	1, 2, 5, 6
10	Prepare, provide advice on or assess repair and specifications for conservation, maintenance, repair and renovation of heritage assets	1, 2, 3, 4, 5, 7, 9, 15	1, 2, 3, 4, 7, 13	1, 2, 5, 6
11	Prepare, lead, appraise or provide advice on the financial aspects of a wide range of projects and initiatives within the historic environment, e.g. project costings, grant applications and monitoring, economic viability assessments, feasibility studies and business plans.	3, 7, 11, 13, 15	2, 3, 5, 15	2, 5, 6

12	Provide formal and informal oral and written advice and professional judgments to clients, colleagues, external stakeholders and others on historic buildings, structures, areas, archaeological sites and landscapes.	1, 2, 4, 5, 6, 13	3, 4, 8, 9	2, 5, 6
13	Develop, interpret, assess or lead on heritage legislation, policy and guidance at local, regional, national and international levels.	1, 2, 6, 7, 13	1, 4, 5, 8, 9, 10, 11	2, 5, 6
14	Prepare, lead or provide advice on, or appraise strategies for heritage, including the role of heritage in addressing economic development and sustainability, neighbourhood planning, regeneration, housing, employment, town centres, rural areas, and other planning and placemaking issues.	1, 2, 3, 4, 5, 6, 7, 9, 13, 15	1, 2, 3, 5, 6, 7, 8, 9, 13	1, 2, 5, 6
15	Provide leadership and manage staff, volunteers, external specialists or others, review and monitor others' work to technical standards. Be responsible for education and skills development in the workplace including dissemination of information.	2, 6, 10, 11, 12, 13, 14	7, 10, 12	1, 2, 3, 4, 5, 6
16	Raise awareness, appreciation and understanding of the historic environment, historic environment resources and promote good conservation practice. Effectively lead and manage communications with stakeholders and other interested parties, including statutory consultation.	5, 6, 7, 8, 13	5, 8, 9, 10, 12	2, 3, 4, 5, 6
17	Contribute to, or lead, the development of practice through research, publication, participation in professional or academic events. Develop, or lead on the development of, new techniques and best practice.	1, 3, 5, 6, 8, 9, 10, 11, 14	8, 9, 10, 11, 12	2, 3, 5, 6
18	Prepare, lead on the production of, or review products derived from work on the historic environment for both professional and public audiences, e.g. publications, exhibitions and archives (including Historic Environment Records).	6, 7, 8, 9, 10, 11, 13	8, 9, 10, 11, 12	2, 3, 5, 6

Knowledge, Skills and Behaviours

No	Description
Knowledge	
K1	relevant statutory legislation, policies, frameworks, strategies, and best practice for the historic environment.
K2	standards and compliance processes for the historic environment.
K3	established techniques of investigation, research, documentation and management for the historic environment, as well as new techniques or approaches and their associated risks.
K4	conservation principles and the agents of deterioration, and how to evaluate the significance and condition of the historic environment.
K5	British archaeological or architectural practice and chronology, including expert

	understanding and recognition of archaeological site or building types, styles, and periods.
K6	the wider context (political, social and economic) of the historic environment and other sectors within the individual's specialist area of work (construction, planning, design, tourism), and the roles and responsibilities of statutory authorities, heritage organisations and specialists.
K7	when and how to provide advice and guidance, either verbally, through written reports, publication or public speaking.
K8	current academic research, and regional, national and international research agendas, developing and expanding on knowledge within their area of expertise.
K9	analytical, editorial, drawing and report writing techniques required within the historic environment.
K10	develop a personal action plan for learning and self-development with realistic but challenging objectives, expectations and priorities, and how this aligns with the interests of the organisation/employer.
K11	techniques for the management and delivery of projects, including budgeting, timetabling and quality assurance, assessment of skillsets and capacity of wider teams. How to review and report on the quality of other's work.
K12	their employer's health and safety policy and procedures and how those relate to industry standards.
K13	the needs and expectations of a range of customers, colleagues and stakeholders. How to communicate effectively, including management of stakeholders, mediation and partnership working.
K14	the limits of their own understanding, abilities and responsibilities, and how to practice within them, when to ask for specialist or more senior advice.
K15	appropriate techniques and materials for the repair of historic buildings and monuments. How to assess sustainability in the historic environment.
K16	professional ethics and codes of conduct involved in the management of projects and the historic environment, including recognising conflicts of interests and appropriate processes for dealing with these
Skills	
S1	contextualise, interpret and apply relevant statutory legislation, policies, frameworks, strategies, and best practice for the historic environment.
S2	establish and monitor implementation of standards and compliance processes for the historic environment.
S3	provide expert advice and guidance to clients, colleagues and stakeholders, exercising appropriate judgement and decision making and recognising when to involve others.
S4	prepare and deliver evidence for the enhancement or protection of the historic environment, including that required for relevant hearings, inquiries, public meetings, appeals, written statements, proofs of evidence and expert witness testimony.
S5	lead and work as part of a team to manage and deliver projects of all scales and complexities.
S6	design, execute and monitor project plans and investigations. Conduct specialist research and investigation, reformulate and interpret complex historic environment data to provide specialist analysis.

S7	review and report on the quality of other's work constructively and effectively, including technical work, be responsible for quality assurance.
S8	lead on, produce, review, or update documentation and information on the historic environment using relevant analytical, editorial, drawing and report writing techniques.
S9	apply policy to decision making, including developing new approaches and policy and best practice guidance. Assess and evidence gaps in knowledge or skills to support heritage protection, management and policy development.
S10	raise awareness, appreciation and understanding of the historic environment, promoting good conservation practice.
S11	contribute to advances in the body of knowledge and historic environment practice, through research, publication, participation in professional and academic networks and events.
S12	train and develop colleagues, external clients and stakeholders where relevant.
S13	apply relevant sustainability principles to historic environment projects.
Behaviours	
B1	Take reasonable care for the health and safety of themselves and of others who may be affected by their acts or omissions at work
B2	Be capable of conceptual thought, independent decision-making and professional judgement in order to solve problems and tackle complex projects
B3	Commit to quality and their continuous professional development
B4	Work effectively individually and as part of a team, including providing leadership
B5	Develop and maintain honest and constructive client and colleague relationships. Be approachable and able to communicate with all levels of their own and other organisations, as well as the general public
B6	Be resilient and deal with controversial issues and conflicts of interest, difficult situations and confidential data sensitively. Be sensitive to and aware of the significance of the historic environment, and the needs of its stakeholders, being conscious of integrity, honesty and professional ethical requirements.

Please note the following:

The entry requirements set out the minimum entry requirements for the apprenticeship. The Institute for Apprenticeships stipulate that this must be set at GCSE level, with recommendations for higher levels if appropriate (as included here). However, the individual employer can set higher entry requirements if they wish.

This sets out the 'typical' duration of the apprenticeship. The duration of the apprenticeship will differ according to the individual's prior knowledge, skills and experience. The duration of the apprenticeship can reduce from the quoted typical duration if the individual is already competent in some of these areas and requires less training, although all apprenticeships must be of at least 12 months duration.

The Level 7 apprenticeship can be used for new or existing staff. For any existing staff supported through the apprenticeship, they must be on a contract of employment that lasts the duration of the apprenticeship.

Consultation Questions for the Historic Environment Advisor Level 7

Q1: Are you providing consultation feedback on behalf of yourself or a group?

Q2: Does the apprenticeship standard as written reflect the Knowledge, Skills and Behaviours expected of someone performing the role of a Historic Environment Advisor? Would you suggest any additions or changes?

Q3: It is suggested the apprenticeship standard is delivered at Level 7 (guidance on levels is available below). Is this appropriate?

Q4: It is suggested that this apprenticeship typically takes 36 months to complete. Do you agree this is a reasonable duration?

Q5: The training for this apprenticeship will be delivered through the completion of a relevant Masters degree. Employers will be able to choose from a range of courses, including specialist courses in Archaeological or Conservation Advice. Do you agree that this provides a sufficiently distinct range of options for employers seeking to train expert advisors in both specialist and flexible roles at this level? Please explain your answer.

Q6: Is your organisation likely to consider using this apprenticeship standard to upskill existing staff, if so, please indicate possible numbers?

Q7: Is your organisation likely to consider using this apprenticeship standard to take on and train new staff, if so, please indicate possible numbers?

Q8: Might you or your organisation be interested in delivering training for apprenticeships on this standard? If so, in which areas?

Q9: Do you have any general comments about this apprenticeship standard?

Appendix 1: Background to apprenticeships

The following section provides some initial background information on apprenticeships, for further information please visit the [GOV.UK website](#) and the [Institute for Apprenticeships website](#).

Apprenticeship Reform

In '[English Apprenticeships: our 2020 Vision](#)' the government set out its ambition to increase the quality and quantity of apprenticeships through a transformational programme of change. A target of 3 million new apprenticeship starts nationally by 2020 was set, and to achieve this target the government introduced a new 'trailblazer' process to design apprenticeships in all sectors, and introduced the Apprenticeship Levy and a 2.3% apprenticeship starts public sector target.

Trailblazers

The government's Trailblazer process sees a move away from a system driven by training providers, to one in which the content of apprenticeships is developed by employer groups. The intention of this has been to ensure that the content of an apprenticeship is matched to the needs of employers, as well as ensuring that those completing the apprenticeships come out with the skills to ensure that they can compete effectively with others in the job market. These Trailblazer groups are working to produce what are called 'apprenticeship standards', which are short documents that outline the key knowledge, skills and behaviours that an individual is expected to be competent in to perform in a particular role once they have completed their apprenticeship.

Apprenticeship Levy

In April 2017 the government introduced the 'Apprenticeship Levy', a tax for all large employers (with an annual paybill of over £3 million). This is charged at 0.5% of their monthly paybill. A digital apprenticeship service allows levy payers to access their levy to pay training providers and to manage apprentices. Smaller employers who do not pay the levy are able to claim a subsidy to support apprentices: the government will fund 90% of the training and assessment costs.

Public sector target

All public sector organisations are required to reach a 2.3% apprenticeship workforce. This includes new apprentices recruited in the organisation and also existing staff placed on apprenticeships. More information on the public sector target can be found on the [GOV.UK website](#).

The Institute for Apprenticeships

In April 2017, the Institute for Apprenticeships (IfA) was introduced to ensure the highest possible quality in apprenticeships. The IfA oversees the development and approval of new

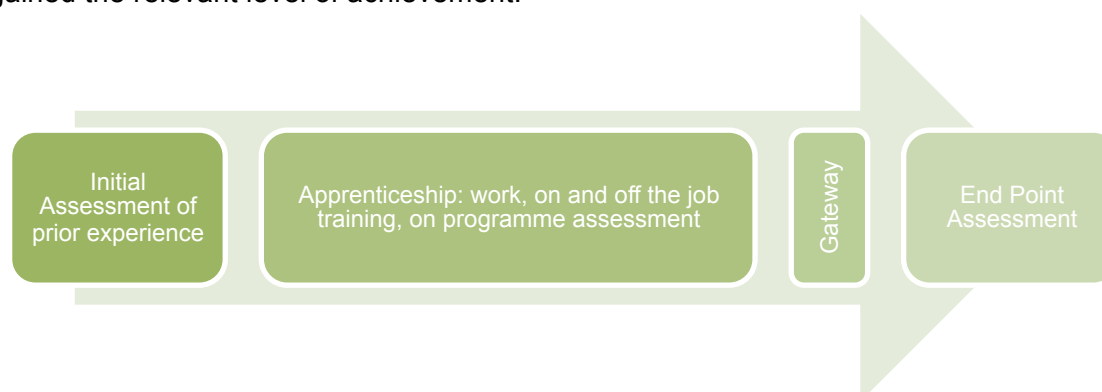
apprenticeships. It is a non-departmental public body sponsored by the Department for Education, led by a board of employers with an independent chair.

What is an apprenticeship?

Apprenticeships offer a unique and valuable opportunity for individuals to learn a profession through formal training, gain experience in the workplace and earn a wage at the same time. An apprenticeship will involve 20% off-the-job and 80% on-the-job training, and overall comprise of 30+ hours per week and lasts for 12 months or more. Apprenticeships can be from Level 2 to Level 7 (equivalent to GCSE up to post-graduate degree), and they offer employers the opportunity to take on new staff and up-skill existing staff.

Each apprenticeship requires 20% off-the-job training delivered by an approved training provider. The employer and training provider agree the costs for providing on- and off-the-job training and on programme assessment for the apprentice: this may vary from candidate to candidate depending on factors such as previous experience – which may reduce the amount of training and duration of the apprenticeship.

Once the apprentice has completed the on- and off-the-job training, the employer and training provider agree when the apprentice has reached the gateway. This is the point at which the training programme is complete, and both consider the candidate is ready for end-point assessment. The end-point assessment is specifically designed to test the knowledge, skills and behaviours outlined in the standard. It provides an independent evaluation of the candidate and upon successful completion of the end-point assessment, the apprentice has gained the relevant level of achievement.



Who can complete an apprenticeship?

Employers can either take on new staff or can put existing staff through an apprenticeship. For both new and existing staff they must be working 30+ hours per week, and their contract must last the duration of the apprenticeship. For existing members of staff their job title and contract status will not change, but you will need to agree to release them for the 20% off-the-job training.

What are the entry requirements?

The Apprenticeship Standard sets out the minimum requirements for the apprenticeship, listing the knowledge, skills and behaviours the apprentice must be competent in to complete

the apprenticeship. The employer may identify additional training needs that are specific to their organisation and include this in the apprenticeship. They may also wish to set higher entry requirements (for example a relevant undergraduate degree or xx years of experience in the sector).

How long will it take to complete the apprenticeship?

The 'typical' duration of the apprenticeship is set out in the Apprenticeship Standard, but this is designed to act as a guide and the duration may change according to the individual's prior experience and qualifications. For example, the duration may reduce if the individual has prior experience in a relevant field and does not need to complete all of the training.

The End Point Assessment is an independent test at the end of the apprenticeship designed to test the individual's level of competency in the knowledge, skills and behaviours set out in the Apprenticeship Standard. Examples of End Point Assessment include a professional discussion, an online test, a practical observation, a report or a short project.

For the Level 7 Historic Environment Advisor we have proposed that the on and off-the-job training will typically take 36 months to complete, followed by the End Point Assessment.

What do I call the Apprentice?

The title of the Apprenticeship Standard and list of relevant job titles is designed as a guide for employers. The employer may wish to call their apprentice something more relevant to their organisation (for example Apprentice Conservation Officer or Apprentice Heritage Advisor) or if it is an existing member of staff then it is very unlikely their job title will change.

What funding is available to support apprentices in my organisation?

Levy paying employers will be able to use their Apprenticeship Levy to fund the training and assessment costs of apprentices in their organisation. Non levy paying employers will be able to access government funding to fund 90% of the training and assessment costs of apprentices in their organisation.

Each apprenticeship is allocated a funding band during the trailblazer approval process. This is the maximum amount of levy funding an employer can spend on training and assessment for an individual apprentice, or the maximum amount of subsidy a non-levy payer can claim for each candidate. Apprenticeship funding covers the costs of training (on and off job) and end point assessment, but employers must cover wages and normal costs arising from employing a new apprentice.

The government have also introduced some additional funding to support employers with recruiting new apprentices. Employers are not required to pay National Insurance Contributions for apprentices under the age of 25. There is also a £1,000 payment available to the employer when they train a 16 to 18 year old, or when they train a 19 to 24 year old who has previously been in care or who has a local authority education, health and care plan.

What do the levels mean?

Level	Qualifications
Level 2	GCSE at Grade A*, A, B or C; O level A, B or C.
Level 3	A levels, International Baccalaureate Diploma, Higher Education Diploma
Level 4	Certificate of Higher Education(CertHE), Higher National Certificate (HNC)
Level 5	Diploma of Higher Education (DipHE), Higher National Diploma (HND)
Level 6	Bachelor's Degree, Graduate Certificate, Graduate Diploma
Level 7	Master's Degree, Postgraduate Certificate, Postgraduate Diploma

Do the apprenticeships meet professional standards?

Professional bodies, alongside the employers and training providers in the group, have played a significant role in the development of the new Level 7 Historic Environment Advisor apprenticeship to ensure that the apprenticeship and the degree courses mandated as the training provision mechanism meet professional standards across as many relevant professional bodies as possible.

How much should I pay an apprentice?

Each organisation will have to decide independently their pay rate for apprentices. For any existing staff member that you place on an up or side skilling apprenticeship, their contract and pay remain the same. For any new apprentices recruited into the organisation as a minimum they must be paid at the national minimum wage for their age bracket. It is possible to pay an apprentice who is 16-18 years old, or older but in their first year of an apprenticeship at the apprenticeship minimum wage on the gov.uk website. In practice it would be expected that the salary level is comparable to other similarly skilled positions within the organisation. Historic England and the English Heritage Trust have committed to paying their apprentices the living wage, although this will increase according to the level and duration of the apprenticeship. You can contact your relevant professional body for further guidance.

What are the benefits of supporting apprenticeships in the sector?

- Apprenticeships will offer an important new route into a range of professions
- Apprenticeships will help to improve social mobility and diversity in the sector
- Apprenticeships will help to address personnel shortages and specialist skills and knowledge-gaps in the sector
- Apprenticeships can support career progression for existing staff through up or side skilling opportunities delivered through formal training
- Apprenticeships will meet professional standards, and ensure the apprentice is fully competent to work in the role at the end of the apprenticeship
- Apprenticeships will create development opportunities for managers and mentors