



Apprenticeship builder

Draft: proposal to develop an occupational standard for an apprenticeship

This submission

Unique occupational standard reference number:
ST0796

Trailblazer Group Reference Number:
TB0458

Does this standard have core and options?
No

Is this proposal a resubmission?:
No

Would your proposed apprenticeship standard
replace an existing framework?
No

Target date:
03/04/2019

Title of Occupation:
Senior Professional Economist

Name of Trailblazer Group:
Senior Professional Economist

Rationale for target date:
Several employers have job rotation and recruitment cycles that begin in the Autumn. Launching a L7 apprenticeship programme in early 2020 would ensure early and more rapid take up of apprenticeship places.

Occupational profile

This occupation is found in...

Government, regulators and regulated industries (e.g. Energy, Telecoms), consultancies, other businesses (e.g. Banks) and to a lesser extent in the third sector

The broad purpose of the occupation is...

to design, implement and lead programmes of economic analysis to support decision-making. The role of a Senior Professional Economist is to deliver advice and analysis that improves outcomes for clients (including internal stakeholders). The advice can come in different forms including: models showing relationships between key variables of interest, business cases for Board approval or written submissions setting out the economic implications of different courses of action. It involves the reformulation of and application of advanced economic knowledge and skills across a wide and unpredictable range of situations. These situations could include advice to Government and businesses on critical impacts of EU Exit or climate change and policies to mitigate these; business cases for major expenditure programmes (e.g. whether to invest in new plant or Research and Development) or whether to introduce new regulation. Senior Professional Economists will also critically analyse, interpret and evaluate complex information e.g. to inform commercial decisions such as mergers and acquisitions or legal cases (e.g. alleged breaches of competition law). They need to understand a broad range of methodologies and be able to select the most appropriate one given the task. Senior Professional Economists will design and undertake research e.g. to assess the value of non-market goods and services provided by the environment. They usually operate within challenging political and business environments requiring them to understand the wider context in which their advice is given

In their daily work, an employee in this occupation interacts with...

a wide range of stakeholders including lawyers, senior management (up to and including Board members and Permanent Secretaries) and Ministers, finance and other specialists (e.g. social researchers, statisticians, operational researchers and scientists and engineers). Frequently this advice will draw on expertise from other disciplines (e.g. statisticians, corporate financiers). To this end, a typical day will likely include client visits, project management, team working and leadership tasks, commissioning work from others and overseeing and conducting desk-based analysis. Senior Professional Economists will work both independently as well as working in, or leading, teams. They will have extensive project management, communication, influencing and leadership skills

An employee in this occupation will be responsible for...

developing and implementing programmes of analysis that underpin policy and business decisions. Senior Professional Economists will be responsible for developing sources of specialist knowledge within their organisation and be seen as experts in their field; to do this they will demonstrate thought leadership. Senior Professional Economists will often specialise in a particular area e.g. environmental economics, but they will also be expected to have a good grasp of broader economic work. They will be responsible for: managing client relationships on a day to day basis; identifying opportunities where analysis can add value and communicating their views with conviction and impact. They could also manage research or programme budgets. Senior Professional Economists will tailor their advice to the audience and will take into account the wider context of the policy maker or client. Senior Professional Economists will develop their professional networks and use these to expand the analytical resource available to them. Where they fit in the structure of an organisation will vary by employer. But they will typically report to another Senior Professional Economist with more experience and seniority in the organisation. They will however have substantial day to day autonomy over their work programmes. In larger organisations they will often manage or coach junior staff. Where Professional Economists and Senior Professional Economists work together, the Senior Professional Economist will undertake more complex analytical tasks and take the leadership role: designing work programmes, reviewing outputs and taking responsibility for delivery. However, in many organisations employers will employ Senior Professional Economists only believing that Professional Economists lack sufficient knowledge and skills. In smaller organisations, Senior Professional Economists are likely to have even more autonomy and less professional oversight and may be managed by a non-economist

Typical job titles used for this occupation...

Senior Professional Economist, Economic Adviser, Economic Consultant, Senior Economist

Duties

Occupation duties

Duty	Criteria for measuring performance	Days required to complete off the job training for this duty
Duty 1: Analyse problems using a broad range of micro, macro and statistical, including econometric, techniques. Improve existing techniques to address analytical questions setting new standards for performance (e.g. more accurate or more extensive predictions). Faced with novel analytical questions, develop new or adapt existing techniques.	Appropriateness and effectiveness of technique adopted for the problem under consideration.	24
Duty 2: Create or commission appropriate economic models to inform advice and decision-making, including policy and business decisions.	Relevance of models to the problem under consideration; nugatory modelling work avoided.	18
Duty 3: Review and critically evaluate published information (e.g. literature reviews, reports, statistics and databases) relevant to the task or project. Evaluate weaknesses in quality of evidence base, identify data gaps and develop approaches to addressing these.	Accuracy of interpretation; completeness of evidence base in area of work.	12
Duty 4: Keep up to date with relevant academic literature, developments in data science, techniques (e.g. behavioural insights) and contribute to wider debates within the organisation and economic profession.	Relevant advances in literature, data and professional techniques deployed in the provision of advice.	18
Duty 5: Structure, clean and manipulate data and, where appropriate, design and oversee data collection and transformation. Evaluate results testing for robust statistical and economic conclusions.	Accuracy of analysis and assurance provided to clients.	12
Duty 6: Bring together the right resources (stakeholders, other	Appropriate resources deployed drawing on the right mix of specialist advice.	6

analysts, financial), to deliver high quality economic analysis to influence and inform decision making.		
Duty 7: Contextualise own and others analysis taking into account wider political, social, economic and environmental issues affecting clients; adapt to changes in context as they occur.	Relevance of advice to clients and decision makers.	6
Duty 8: Recognise that stakeholders respond differently to different communication styles and messages. Analyse stakeholder needs using appropriate techniques based on stakeholder theory. Develop and implement strategies to communicate complex economic ideas and arguments to senior stakeholders to achieve influence and impact. Manage client expectations.	Effectiveness of communication strategies and communications in terms of clarity and impact.	6
Duty 9: Anticipate analytical requirements through horizon scanning and proactively scope work programmes for clients and colleagues.	Speed and flexibility of response to new requirements.	6
Duty 10: Evaluate trade-offs between quality of analysis, impact, resources and time. Select approaches that maximise impact given time or other resource constraints. Adapt to limited resources by, wherever possible, negotiating changes to scope of work or by leveraging networks to increase resource available.	Analysis provided when required to the highest quality possible.	6
Duty 11: Manage quality levels. Champion, design and implement approaches to quality assurance. Identify errors and take appropriate action.	Quality assurance embedded in team processes; reduced risk of error or unrealistic client expectations.	6

Additional information

Proposed Route:

Legal, Finance and Accounting

Typical duration of apprenticeship (months):

24

Proposed occupational Level:

7

Transferability: the Institute expects that being competent in the duties you have listed in this proposal will mean that an individual will be able to undertake the occupation in all relevant types of employer. Please outline the steps you have taken to ensure that this will be the case and upload two examples of job adverts relating to the occupation (please only use this upload facility for this purpose. Any other information uploaded here will not be taken into account when reviewing your submission).

The trailblazer includes a wide range of employers from Government Departments (BEIS, DWP, MoJ, Defra and DFID), Regulators (OFGEM, Ofcom, CMA and OME), Government owned companies (Bank of England), Banks (British Business Bank) and private consultancies (PwC, Arup, Oxera, Oxford Economics and Compass Lexecon). This is to ensure that the Standard caters for a broad range of employer needs. These employers recruit for a wide range of economic roles including macro-economists, econometricians and micro-economists. The roles provide a wide range of economics advice covering financial, social, environmental, regional, sectoral and international issues. In addition, we have engaged with the Society of Professional Economists - the leading organisation serving applied economists in the UK - and will continue to do so in the development of the Standard, if approved. We hope they will assist us in our wider consultation of economics employers (e.g. through sharing contact details of their employer members). Prior to finalising the Standard we also intend to consult with potential apprentices to determine whether they believe that the proposed Standard will provide them with sufficient transferability between employers. We are also seeking advice from universities, Birkbeck, Kent, Sheffield and Warwick, to ensure that the content of the standard is deliverable. All trailblazer members believe that transferability would be increased if the apprenticeship led to an accredited Masters degree.

Transferability uploads (if any):

Analyst Analytics Job ad.pdf

Generic Economic Adviser DFID for GES recruitment May 2018.docx

Please estimate the typical number of annual starts on your proposed apprenticeship standard:

150

What is the Standard Occupational Code (SOC) for the occupation?

2425 - Actuaries, economists and statisticians

Stand alone occupation: please confirm that the proposed apprenticeship relates to a stand alone occupation, and explain how it will fit in with any associated apprenticeship standards and list any further occupations for which you plan to submit proposals (if you have no plans to submit further proposals please say so).

The L6 professional economist and L7 senior professional economist apprentices are distinct:

a) Some employers do not recruit L6 economists to fill their roles, as they lack sufficient knowledge, technical or other skills (e.g. leadership). They currently recruit university trained Masters qualified students. The benefits of the L7 apprenticeship to these employers is that they create more diverse entry routes to

the L7 role, helping them to attract a broader range of talent, and will also potentially benefit from a more applied focus to off the job learning (e.g. through the creation of more bespoke learning programmes that are more relevant than a traditional Masters degree).

b) Some employers, particularly Government Departments, will use L6 and L7 apprenticeships in a different way:

i) The L6 apprenticeship provides a more diverse route into the economics profession allowing employers to access a wider range of talent. Rather than rely on traditional routes e.g. A level followed by University it will allow post students with suitable L3 qualifications to learn while they work. The L6 apprentice will have off the job training in economic knowledge and skills designed to provide them with the “language” and knowledge of fundamental economic theory required of economists in general. On the job learning will occur as they seek to apply their knowledge and skills to problems. Their jobs will be typically more routine (e.g. data analysis) and be subject to high levels of supervision. In terms of behaviours, the successfully qualified L6 will have learned how to manage: their time; their interaction with others and how they communicate.

ii) The level 7 apprenticeship is designed to equip apprentices with the higher levels of knowledge and skills, which will be fundamentally of an applied nature. We estimate that the off the job component will account for at least 120 days (i.e. 60 days per year for, say, a 2 year apprenticeship). A working year of 230 days (260 less 30 days leave/bank holidays) implies that the off the job component would account for over 25% of all learning. New economics learning could account for perhaps 70% of all off the job learning. L7 apprentices would develop behaviours that are less about managing self and more about managing and influencing others in order to increase the impact of what they and others do. On the job learning will also focus on developing leadership skills, higher levels of creativity e.g. designing solutions for client needs and helping apprentices apply the knowledge they gain. This group of employers may use successful conclusion of a L7 apprenticeship as a stepping stone towards promotion. We anticipate that many successfully completed L6 apprentices will participate on the L7 apprenticeship at a later stage in their career.

Whilst some overlap of knowledge, skills and behaviours between apprenticeship standards is inevitable, the Institute will not permit the development of new apprenticeship standards relating to occupations already covered by existing standards. This means that the proposed apprenticeship needs to be recognised and to stand alone. To help demonstrate this, you may wish to upload a diagram detailing how the proposed apprenticeship fits in with any related apprenticeships and reference where it fits within the relevant occupational map.

Does professional recognition exist for the occupation?

No



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Does this standard have core and options?
No

Is this proposal a resubmission?:
No

Title of Occupation:
Senior Professional Economist

Name of Trailblazer Group:
Senior Professional Economist

Occupation profile

Occupation summary:

This occupation is found in Government, regulators and regulated industries (e.g. Energy, Telecoms), consultancies, other businesses (e.g. Banks) and to a lesser extent in the third sector. The broad purpose of the occupation is to design, implement and lead programmes of economic analysis to support decision-making. The role of a Senior Professional Economist is to deliver advice and analysis that improves outcomes for clients (including internal stakeholders). The advice can come in different forms including: models showing relationships between key variables of interest, business cases for Board approval or written submissions setting out the economic implications of different courses of action. It involves the reformulation of and application of advanced economic knowledge and skills across a wide and unpredictable range of situations. These situations could include advice to Government and businesses on critical impacts of EU Exit or climate change and policies to mitigate these; business cases for major expenditure programmes (e.g. whether to invest in new plant or Research and Development) or whether to introduce new regulation. Senior Professional Economists will also critically analyse, interpret and evaluate complex information e.g. to inform commercial decisions such as mergers and acquisitions or legal cases (e.g. alleged breaches of competition law). They need to understand a broad range of methodologies and be able to select the most appropriate one given the task. Senior Professional Economists will design and undertake research e.g. to assess the value of non-market goods and services provided by the environment. They usually operate within challenging political and business environments requiring them to understand the wider context in which their advice is given. In their daily work, an employee in this occupation interacts with a wide range of stakeholders including lawyers, senior management (up to and including Board members and Permanent Secretaries) and Ministers, finance and other specialists (e.g. social researchers, statisticians, operational researchers and scientists and engineers). Frequently this advice will draw on expertise from other disciplines (e.g. statisticians, corporate financiers). To this end, a typical day will likely include client visits, project management, team working and leadership tasks, commissioning work from others and overseeing and conducting desk-based analysis. Senior Professional Economists will work both independently as well as working in, or leading, teams. They will have extensive project management, communication, influencing and leadership skills. An employee in this occupation will be responsible for developing and implementing programmes of analysis that underpin policy and business decisions. Senior Professional Economists will be responsible for developing sources of specialist knowledge within their organisation and be seen as experts in their field; to do this they will demonstrate thought leadership. Senior Professional Economists will often specialise in a particular area e.g. environmental economics, but they will also be expected to have a good grasp of broader economic work. They will be responsible for: managing client relationships on a day to day basis; identifying opportunities where analysis can add value and communicating their views with conviction and impact. They could also manage research or programme budgets. Senior Professional Economists will tailor their advice to the audience and will take into account the wider context of the policy maker or client. Senior Professional Economists will develop their professional networks and use these to expand the analytical resource available to them. Where they fit in the structure of an organisation will vary by employer. But they will typically report to another Senior Professional Economist with more experience and seniority in the organisation. They will however have substantial day to day autonomy over their work programmes. In larger organisations they will often manage or coach junior staff. Where Professional Economists and Senior Professional Economists work together, the Senior Professional Economist will undertake more complex analytical tasks and take the leadership role: designing work programmes, reviewing outputs and taking responsibility for delivery. However, in many organisations employers will employ Senior Professional Economists only believing that Professional Economists lack sufficient knowledge and skills. In smaller organisations, Senior Professional Economists are likely to have even more autonomy and less professional oversight and may be managed by a non-economist.

Typical job titles:

Typical job titles include Senior Professional Economist, Economic Adviser, Economic Consultant, Senior Economist.

Duties

Off the job training:

Do not believe that the initial funding band allocation is appropriate but will complete the apprenticeship apprenticeship training delivery quote at a later date

Occupation duties

Duty	Criteria for measuring performance	KSBs
<p>Duty 1 Analyse problems using a broad range of micro, macro and statistical, including econometric, techniques. Improve existing techniques to address analytical questions setting new standards for performance (e.g. more accurate or more extensive predictions). Faced with novel analytical questions, develop new or adapt existing techniques.</p>	<p>Appropriateness and effectiveness of technique adopted for the problem under consideration.</p>	<p>K1 K2 K3 K4 K6 K7 K10 S1 S3 S7 B1 B2</p>
<p>Off the job training Please provide a detailed breakdown of the off-the-job activity that will be required to develop the apprentice's competence in this duty:</p> <p>Specify how this training will typically be delivered:</p> <p>Days required to complete off the job training for this duty: 24</p> <p>Type of training provider:</p>		
<p>Duty 2 Create or commission appropriate economic models to inform advice and decision-making, including policy and business decisions.</p>	<p>Relevance of models to the problem under consideration; nugatory modelling work avoided.</p>	<p>K1 K3 K4 K5 K6 K7 K10 S1 S2 S3 S7 B1 B2</p>
<p>Off the job training Please provide a detailed breakdown of the off-the-job activity that will be required to develop the apprentice's competence in this duty:</p> <p>Specify how this training will typically be delivered:</p>		

Days required to complete off the job training for this duty:
18

Type of training provider:

<p>Duty 3 Review and critically evaluate published information (e.g. literature reviews, reports, statistics and databases) relevant to the task or project. Evaluate weaknesses in quality of evidence base, identify data gaps and develop approaches to addressing these.</p>	<p>Accuracy of interpretation; completeness of evidence base in area of work.</p>	<p>K2 K3 K7 K10 S3 S7 B1</p>
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Off the job training
Please provide a detailed breakdown of the off-the-job activity that will be required to develop the apprentice's competence in this duty:

Specify how this training will typically be delivered:

Days required to complete off the job training for this duty:
12

Type of training provider:

<p>Duty 4 Keep up to date with relevant academic literature, developments in data science, techniques (e.g. behavioural insights) and contribute to wider debates within the organisation and economic profession.</p>	<p>Relevant advances in literature, data and professional techniques deployed in the provision of advice.</p>	<p>K3 S3 B2 B3</p>
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Off the job training
Please provide a detailed breakdown of the off-the-job activity that will be required to develop the apprentice's competence in this duty:

Specify how this training will typically be delivered:

Days required to complete off the job training for this duty:
18

Type of training provider:

<p>Duty 5 Structure, clean and manipulate data and, where appropriate, design and oversee data collection and transformation. Evaluate results testing for robust statistical and economic conclusions.</p>	<p>Accuracy of analysis and assurance provided to clients.</p>	<p>K3 K7 K10 S3 B1 B4</p>
<p>Off the job training Please provide a detailed breakdown of the off-the-job activity that will be required to develop the apprentice's competence in this duty:</p> <p>Specify how this training will typically be delivered:</p> <p>Days required to complete off the job training for this duty: 12</p> <p>Type of training provider:</p>		
<p>Duty 6 Bring together the right resources (stakeholders, other analysts, financial), to deliver high quality economic analysis to influence and inform decision making.</p>	<p>Appropriate resources deployed drawing on the right mix of specialist advice.</p>	<p>K8 S4 B3 B5</p>
<p>Off the job training Please provide a detailed breakdown of the off-the-job activity that will be required to develop the apprentice's competence in this duty:</p> <p>Specify how this training will typically be delivered:</p> <p>Days required to complete off the job training for this duty: 6</p> <p>Type of training provider:</p>		
<p>Duty 7 Contextualise own and others analysis taking into account wider political, social, economic and environmental issues affecting clients; adapt to changes in context as they occur.</p>	<p>Relevance of advice to clients and decision makers.</p>	<p>K9 S6 S7 B2 B3</p>

Off the job training

Please provide a detailed breakdown of the off-the-job activity that will be required to develop the apprentice's competence in this duty:

Specify how this training will typically be delivered:

Days required to complete off the job training for this duty:

6

Type of training provider:

Duty 8

Recognise that stakeholders respond differently to different communication styles and messages. Analyse stakeholder needs using appropriate techniques based on stakeholder theory. Develop and implement strategies to communicate complex economic ideas and arguments to senior stakeholders to achieve influence and impact. Manage client expectations.

Effectiveness of communication strategies and communications in terms of clarity and impact.

K10

S7

B3

Off the job training

Please provide a detailed breakdown of the off-the-job activity that will be required to develop the apprentice's competence in this duty:

Specify how this training will typically be delivered:

Days required to complete off the job training for this duty:

6

Type of training provider:

Duty 9

Anticipate analytical requirements through horizon scanning and proactively scope work programmes for clients and colleagues.

Speed and flexibility of response to new requirements.

K3 K8 K11 K12

S5

B2 B3

Off the job training

Please provide a detailed breakdown of the off-the-job activity that will be required to develop the apprentice's competence in this duty:

<p>Specify how this training will typically be delivered:</p> <p>Days required to complete off the job training for this duty: 6</p> <p>Type of training provider:</p>		
<p>Duty 10 Evaluate trade-offs between quality of analysis, impact, resources and time. Select approaches that maximise impact given time or other resource constraints. Adapt to limited resources by, wherever possible, negotiating changes to scope of work or by leveraging networks to increase resource available.</p>	<p>Analysis provided when required to the highest quality possible.</p>	<p>K8</p> <p>S4</p> <p>B2</p>
<p>Off the job training Please provide a detailed breakdown of the off-the-job activity that will be required to develop the apprentice's competence in this duty:</p> <p>Specify how this training will typically be delivered:</p> <p>Days required to complete off the job training for this duty: 6</p> <p>Type of training provider:</p>		
<p>Duty 11 Manage quality levels. Champion, design and implement approaches to quality assurance. Identify errors and take appropriate action.</p>	<p>Quality assurance embedded in team processes; reduced risk of error or unrealistic client expectations.</p>	<p>K7 K8</p> <p>S8</p> <p>B4</p>
<p>Off the job training Please provide a detailed breakdown of the off-the-job activity that will be required to develop the apprentice's competence in this duty:</p> <p>Specify how this training will typically be delivered:</p> <p>Days required to complete off the job training for this duty: 6</p>		

Type of training provider:

KSBs

Knowledge

K1: Applied econometric techniques, such as micro-econometric techniques, time series and panel data, including limitations thereof. (1,2)

K2: Applications of micro-economic and macro-economic theory in a range of policy and business contexts. (1,3)

K3: Understanding the robustness and quality of economic statistics, model generated data and external information; data cleaning; hypothesis testing; the most relevant software and programming techniques; main requirements for successful survey design. (1,2,3,4,5,9)

K4: Appraisal and evaluation techniques, including cost-benefit analysis, multi-criteria decision analysis, real options and least regrets; and the underpinning tools that are required to conduct appraisals e.g. asset pricing models. (1,2)

K5: Non-market valuation techniques including willingness to pay/accept. (2)

K6: Topics from competing streams of economic thought and the implications they have for policies, e.g. rationale for intervention, and business strategies. (1,2)

K7: Quality assurance techniques and sources of risks to quality of analysis (1,2,3,5,11)

K8: Team's capacity to deliver - organisation specific processes for: securing additional resource from within and without the organisation; work planning and associated risk management techniques; and the demands from clients. (6,9,10,11)

K9: The wider context affecting the work area and how changes might affect clients and analysis. (7)

K10: Different communication styles and techniques; stakeholder theory; different ways of presenting data. (1,2,3,5,8)

K11: Techniques to assess how future political, economic, social, technological, legal and environmental developments could affect organisation, work programmes or clients (9).

K12: Understand high level business objectives and strategy in order to anticipate demands for economic analysis (9).

Skills

S1 Apply micro-economic and/or macro-economic theories and modelling, including econometric, to inform a range of business and policy decisions. (1,2)

S2 Convert the policy or other question into a tractable appraisal, evaluation or other analysis drawing on the most appropriate analytical method. And, where appropriate, consider: non-market valuation methods, the counterfactual, opportunity cost, risk and uncertainty and how to estimate discount rates and costs of capital. (2)

S3 Critically assess available information sources and judge validity and usefulness for the issue at hand; clean and manipulate data; be aware of data limitations and explain them; clearly describe and present data using data visualisation techniques; and draw out and explain policy and business implications to clients (1,2,3,4,5)

S4 Prioritise scarce resources, including own time, and focus work on areas of greatest impact; deploy project management techniques; negotiate for additional resources where appropriate; manage delivery risks; build and maintain relationships with colleagues and clients and develop and utilise internal and external networks (6,10)

S5 Scope areas of work identifying: objectives, analytical methods, resources required and potential delivery risks. Able to recognise when complementary expertise is required e.g. scientists, other social scientists and data specialists. (9)

S6 Use horizon scanning methodologies to anticipate new trends, opportunities and challenges that may influence outcomes of interest to client. (7)

S7 Clearly communicate economic principles and concepts to non-economists; present trade offs and articulate these clearly; frame advice, drawing on knowledge of stakeholders' positions, for maximum impact (1,2,3,7,8).

S8 Design Quality Assurance processes and implement these, following organisational best practices, and drawing on sources of external expertise; critically assess economic analysis and improve it. (11)

Behaviour

B1: Ethical conduct: analyst attributes sources and ideas to their originator; provides honest advice on all relevant aspects to an issue; avoids bias. (1,2,3,5)

B2: Proactive: seeks opportunities to apply analysis to policy and business problems; seeks ideas for improvements, such as new approaches and/or methods; looks beyond the narrow confines of a problem or opportunity when producing analysis; is a passionate advocate for analysis; uses professional judgement and reaches conclusions even when evidence is incomplete. (1,2,4,7,9,10)

B3: Collaborative: understands others point of view and adapts approach or ask; seeks to reconcile different views; builds trust with colleagues and clients; shares ideas and work with other professionals; respects and appreciates diversity; listens to others' points of view, however challenging; invites and considers feedback; aware of the impact of language and non verbal behaviour on others. (4,6,7,8,9)

B4: Rigour: demonstrates a commitment to detail. (5,11)

B5: Leadership: leads others, including outside organisational structures, to deliver outcomes. (6)

Additional information

Proposed Route:

Legal, Finance and Accounting

Typical duration of apprenticeship (months):

24

Proposed occupational Level:

7

Please select the end-point assessment method/s likely to be used to assess competence against the KSBs as a whole:

Project based Discussion based Test based

Qualifications & professional recognition

English and Maths qualifications

Level 3 and above apprenticeships

Level 3 and above apprenticeships Apprentices without level 2 English and maths will need to achieve this level prior to taking the End-Point Assessment. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

Other mandatory qualifications

Does the apprenticeship include any mandated qualifications in addition to the above-mentioned English and maths qualifications?

Yes

Mandatory qualification 1

Irrespective of the type of qualification please indicate the basis on which you wish to mandate it

Hard sift

Please specify type of qualification

Type 1 qualification that accredits occupational competence

Title

Masters Degree e.g. MSc or MA

Title

Masters Degree e.g. MSc or MA

Level of qualification

7 (integrated degree)

Level of qualification

7 (integrated degree)

Ofqual qualification number (QAN)

Evidence for mandating the qualification

MandatoryQualificationsEvidenceType2

University 1

The name of all the Universities delivering the integrated degree

University of Kent

University 2

The name of all the Universities delivering the integrated degree

University of Sheffield

Evidence for mandating the qualification: please upload 10 job adverts from employers representative of the sector including small employers (fewer than 50 employees) showing the qualification as an entry requirement and provide a summary below of evidence of support for inclusion of the qualification from your consultation on the occupational standard

Uploaded evidence

Job adverts.docx

Entry requirements

Are there any statutory/regulatory or other typical entry requirements?:

Yes

Please detail any statutory/regulatory and/or other typical entry requirements here:

Entry requirements will be a matter for individual employers. But typically an apprentice might be expected to have already achieved an undergraduate economics degree or a level 6 Professional Economist apprenticeship with degree classification of at least 2(i). Where apprentices do not have a previous level 6 economics qualification employers might take into account previous undergraduate degree and relevant experience or fund additional training to develop basic economics and maths skills to allow apprentices to participate effectively on the course.

Professional recognition

Does this standard align to any professional recognition?

No

Please specify any professional recognition which you have considered but concluded is not applicable to the occupation.

The Economics profession does not have a body that regulates professional recognition.

Consultation

Consultation Summary