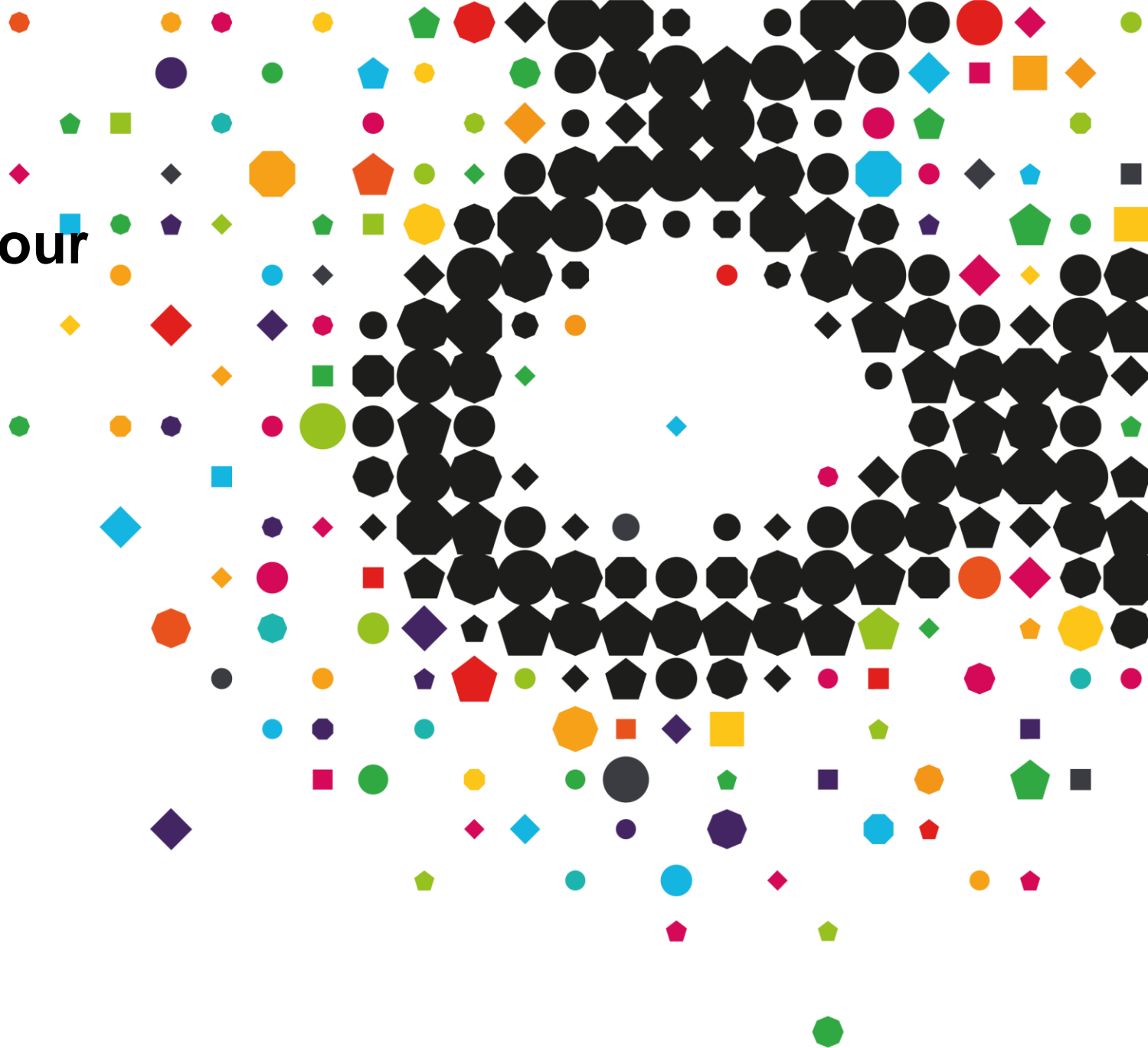


# How to create buy-in from your internal stakeholders - Apprenticeships

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Bryony Kingsland

Thursday 5 September 11.00



# Our purpose

City & Guilds Group  
To help people,  
organisations and  
economies develop  
their skills for  
growth

Our Building Services  
Qualifications  
and products  
are well respected  
and have a long  
history

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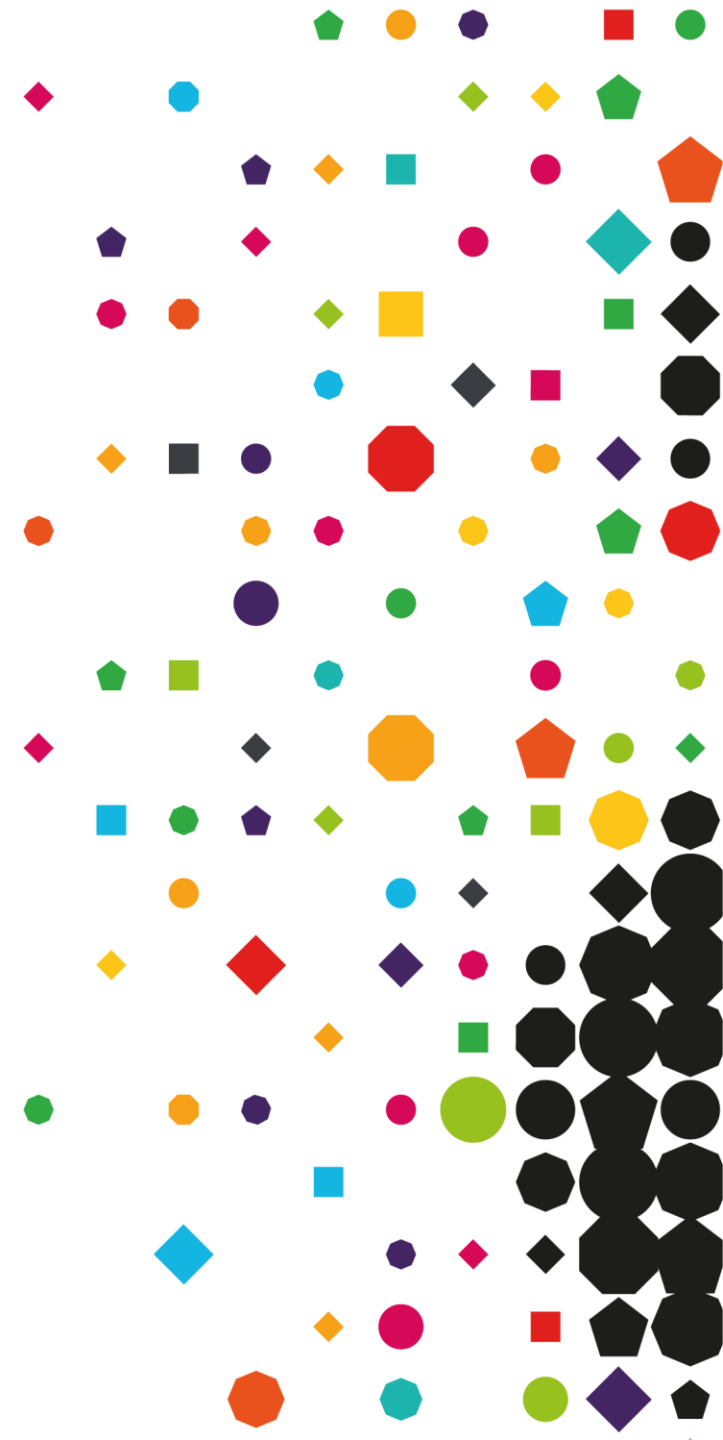
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# Agenda

- **Introduction and Background**
- **Building the business case for Apprenticeships within a large organisation**
- **Key Messages for your Stakeholders**
- **Overcoming barriers**
- **Case Study: Marston's Brewery**
- **Questions & Answers**




# Introduction & Background

- The apprenticeship levy was introduced to businesses in April 2017, from Government, which made much of the fact that it was creating a truly employer-led system.
- Almost two years after its implementation, apprenticeship start figures continue to decline in overall terms and questions remain around the ways in which the funds collected by the Government are being spent.
- DfE confirmed that in 2017/18, it received an annual apprenticeships budget of £2.01bn from the Treasury. Of this, it appears that only £268m was spent by levy-paying employers on apprentices.
- This leaves a £400m underspend in the first year of the system alone.
- So how can employers ensure they are able to make the most of their levy or no-levy opportunities?

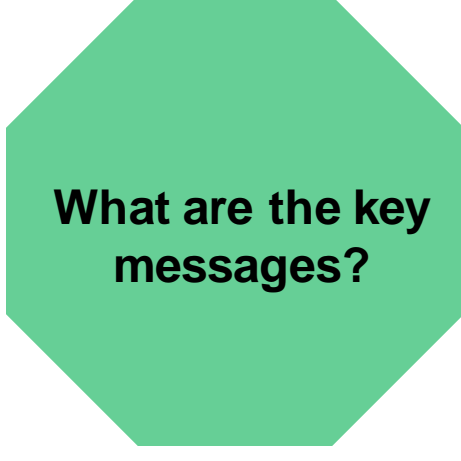


# Building the Business Case for Apprenticeships within a large organisation – How to get buy in?



**Who are your key stakeholders?**

- Who are the key decision makers?
- Who will make this happen within the operation?
- Who will champion the programme?



**What are the key messages?**

- Check understanding of Apprenticeships
- What's changed from before?
- Apprenticeship are designed and delivered exponentially
- Outline the commitment



**Communication, Governance and structures**

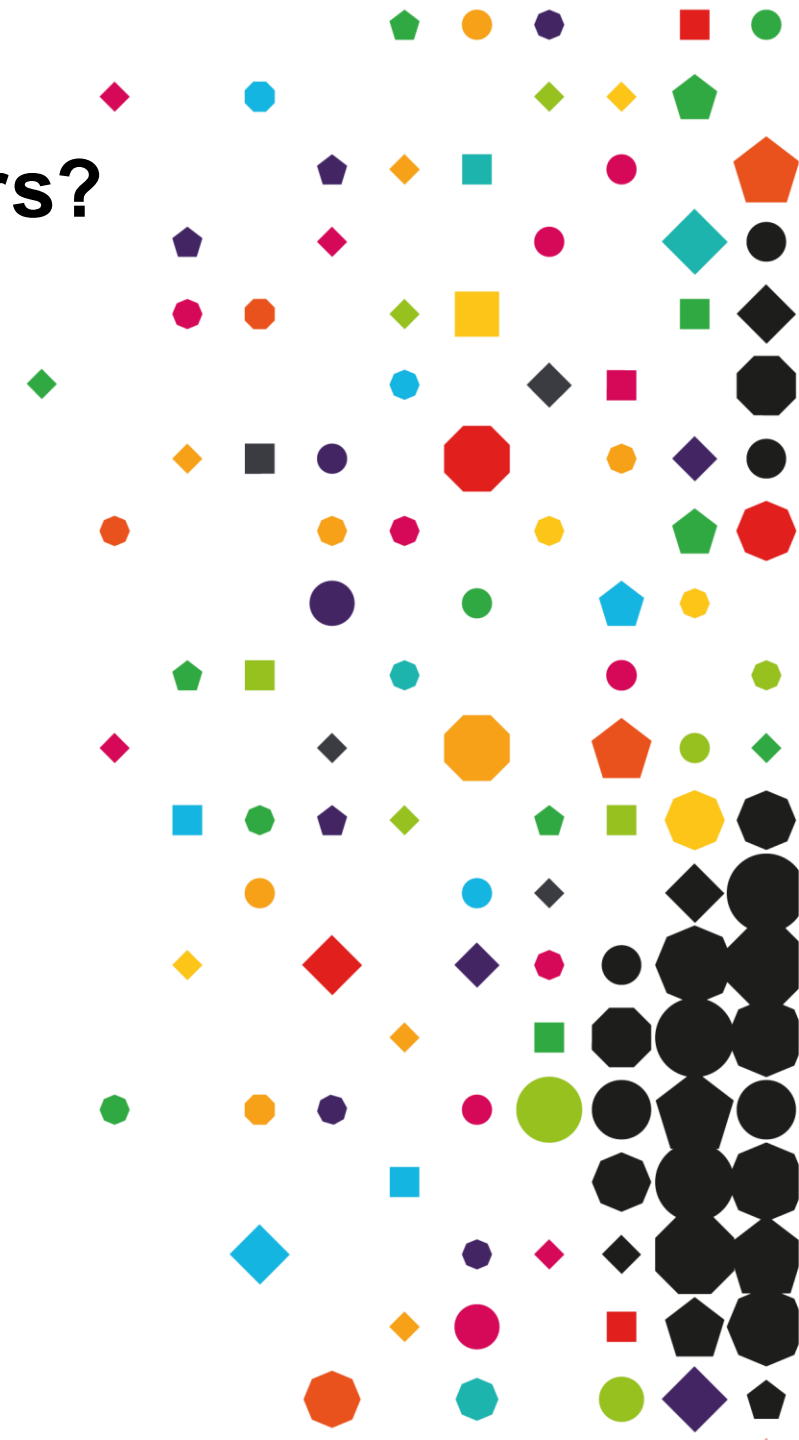
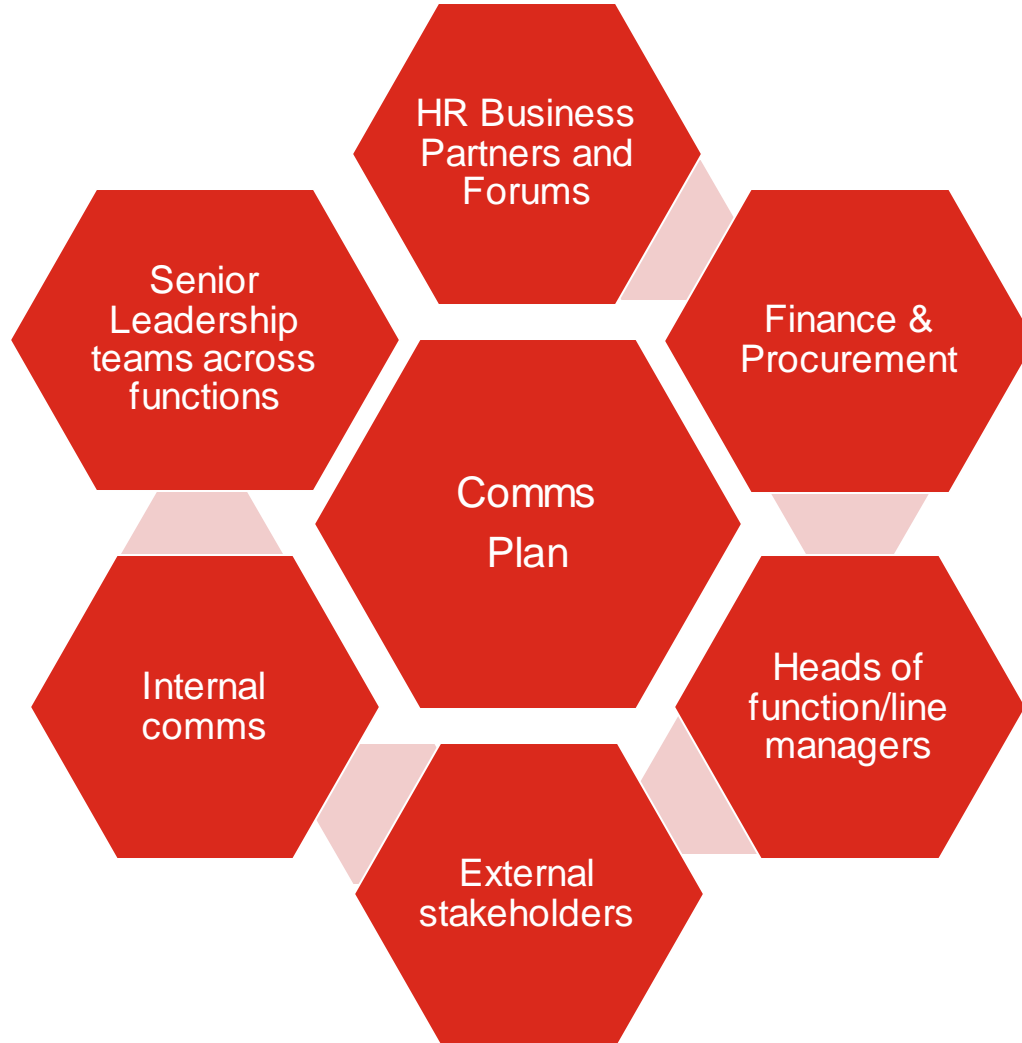
- How will you communicate to the business
- apprenticeship plans and levy spend?
- Centralised levy pot



**Return on Investment**

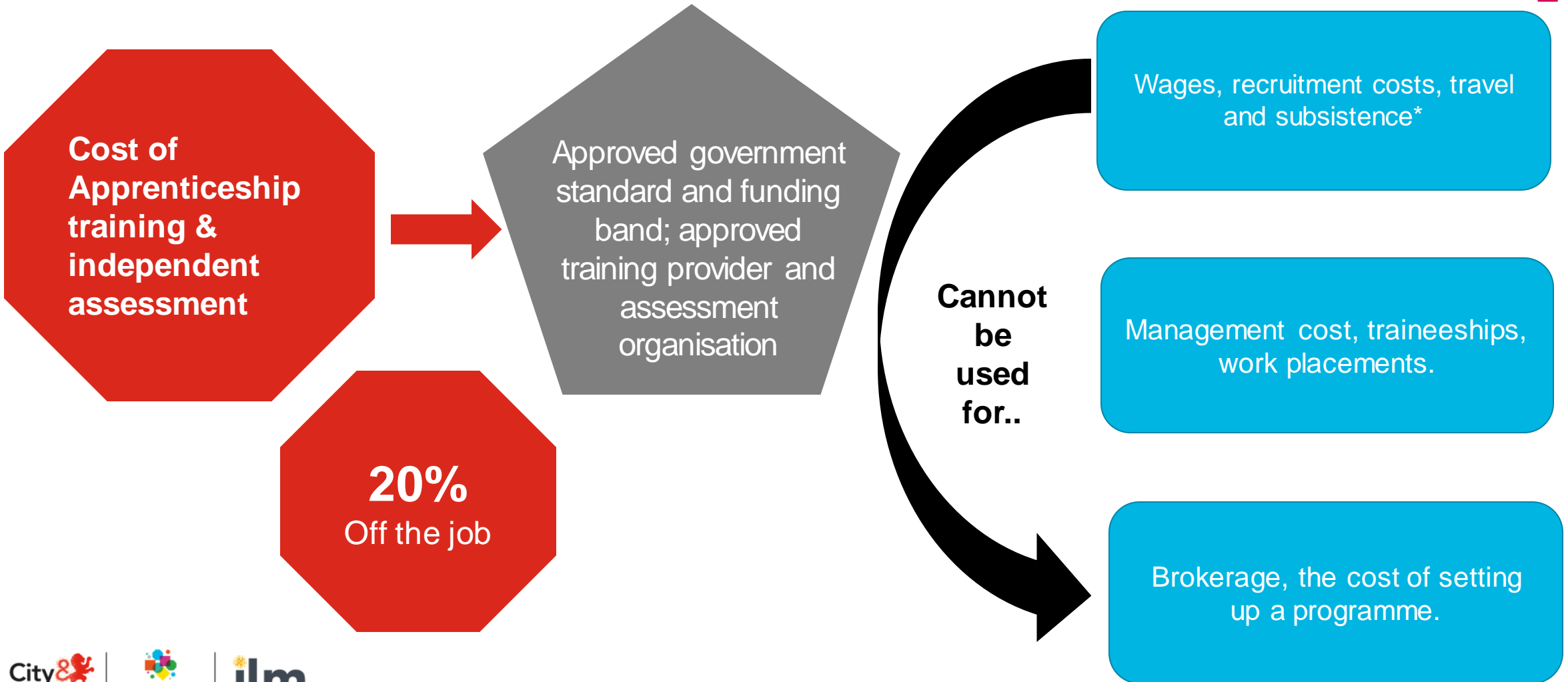
- What can you show that demonstrates Return on Investment?
- Case studies from similar size employers

# Who are you key stakeholders and influencers?





# Key Messaging 1: the Apprenticeship Levy





# Key Messaging 2: What is an Apprenticeship?

**Full time job  
(minimum 30  
hours a week)**

with high quality training supporting the apprentice achieve knowledge, skills and behaviors set out in standard

**Any Age and level  
in organisation**

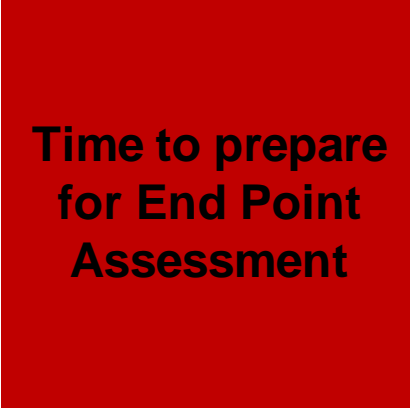
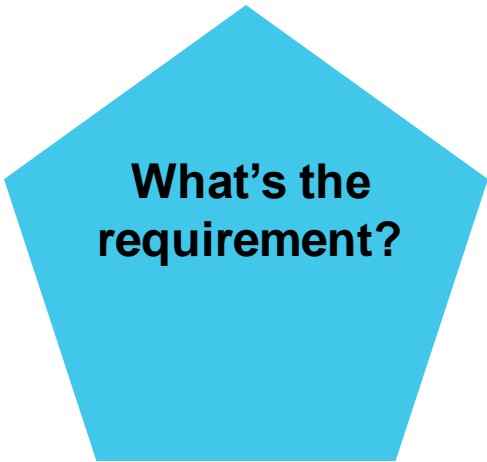
An apprenticeship programme needs to be a minimum of 12 month & must be approved standard

It must involve at least 20% of time completing relevant training which includes teaching of theory, shadowing, e learning, coaching

....Evidence that the programme provides them with significant new knowledge & skill Must be a substantive role available (if new recruit)



# Key Messaging 3: Be Clear to Stakeholders regarding what's involved..



Apprenticeship Agreements to show the tripartite relationship  
Line manager to attend 1-2-1's & provide topics for assignments

How long is the programme?  
Does the apprenticeship fit the job role?

Classroom attendance/ Exams  
Maths and English Level 2 Functional Skills  
No of Assignments  
20% off the job

What evidence is required When will we see the benefits within my department?

# Training and support for staff supporting apprentices

## Offer training to staff supporting apprentices –

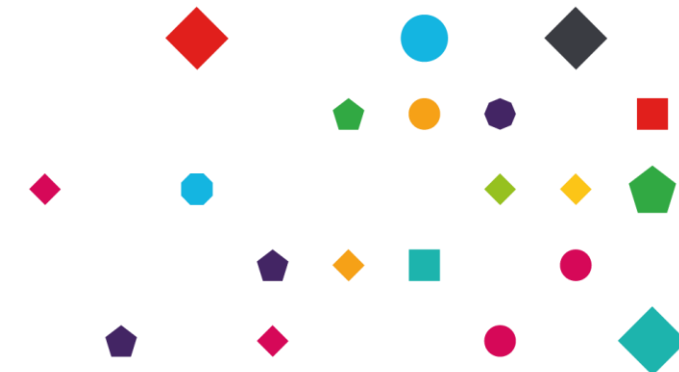
- Mentoring is a highly valuable development process and at the core is the relationship between the mentor and the mentee, where the development of the mentee is the key focus.
- It is important to develop the skills needed to successfully mentor an apprentice.
- Consider how to implement an apprenticeship mentoring programme in your organisation
- Ensure that mentoring sessions use proven models and techniques, review progress and form working relationships that support individual apprentices and your organisation.

## Coaching and Mentoring –

- A mentor is an important guide who can help the mentee find the right direction and develop solutions to career issues.

## Learning Mentor will:

- Promote an ethos of motivation, aspiration and a passion for learning
- Operate at all times to ethical and legal standards and within professional boundaries
- Value equality and diversity and work with others to improve equality of opportunity and inclusion
- Demonstrate, encourage and expect mutual respect in all professional contexts





# Communication, governance and structures

Apprenticeship Steering Board

Project Board

Professional Functions

Working Group

Working Group

Working group

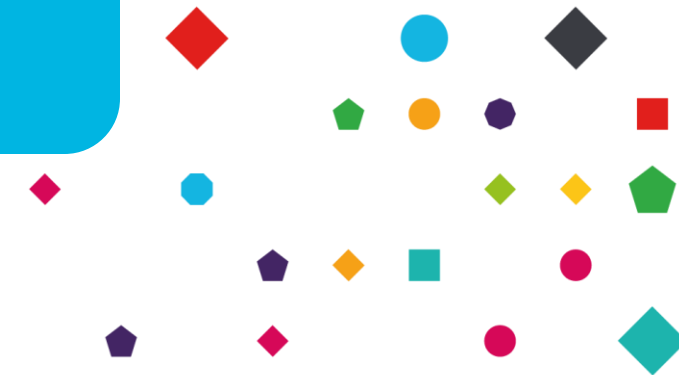
# Overcoming internal challenges

How can I afford for my staff to off site one day a week? 20% off the job will not work for my department

The duration of the apprenticeship is too long. I cannot afford for my managers to be on a 2 year management programme

The training is free, but what is the actual cost to my department/function? I don't have a budget for backfill costs

What happens if they leave once they've done their apprenticeship and the qualification?



# What are business benefits and return on investment?



**Reduce Staff Turnover**

**Performance Improvement**

**Direct Impact to department KPI's**

**Employer satisfaction**

**Fewer Absences**

Apprenticeship training will enable staff to progress into leadership roles

Direct output from apprenticeship work-based assignments feed in performance improvement within a particular function

Links to KPI/scorecard such as improving customer service rates, meeting SLA's due to greater efficiency of the team

Employees in receipt of apprenticeship training will be more motivated and apply their learning into the workplace

Research shows less time off sick when undertaking an apprenticeship



# Other ROI Benefits



# Track your Apprenticeship Programme Success

- The percentage of apprentices who complete their apprenticeship.
- The percentage of apprentices offered a job with the business on completion of their apprenticeship.
- The percentage of apprentices still with the company three or five years after completing their apprenticeship, compared with overall staff turnover.
- The number of apprentices from socially disadvantaged backgrounds or who have a learning difficulty or disability compared with the total across the organisation.
- The percentage of employees who are promoted internally from former apprentices, particularly at senior levels.
- The number of unfilled skilled roles with the company and the percentage of skilled roles filled by former apprentices.
- The percentage of apprentices who are satisfied with their employer or their apprenticeship programme.
- Employee satisfaction over time, comparing apprentices and other staff.



# Communicating the 20% off the Job

- A minimum of 20% off the job training is a statutory part of any apprenticeship, but this aspect of an apprenticeship is still poorly understood by many.
- Its important to help apprentices and their managers understand what counts towards 20% off the job.
- A thorough discussion with the provider, apprentice and apprentice manager should help identify what internal training and support the department carry out might count towards the 20%.
- Once agreed, the 20% off the job calculation and approach must be written into the agreement with the provider, employer and apprentice.
- There are many ways to track and evidence the off the job time and your apprentice is a key part of this;
  - Keep a journal
  - Log off the job time in their online calendar
  - Log off the job time in a learning platform such as C&G Learning Assistant.
  - Log off the job time in a company training system.





# Off-the-job training – the vital 20%

Off-the-job training must be directly relevant to the apprenticeship standard, e.g. support the apprentices journey towards EPA. It can include:



Teaching of theory  
- lectures



Simulated exercises  
and role play



Attendance at  
competitions



Manufacturer training  
e.g. new equipment or  
technologies



Learning support  
provided by employer  
or the provider



Some online learning  
e.g. webinars or  
blended learning



Shadowing or  
being mentored



Practical training



Visiting the employer's other  
departments



Time spent by the apprentice writing  
assessments/assignments



Industry visits or visiting other  
companies or suppliers

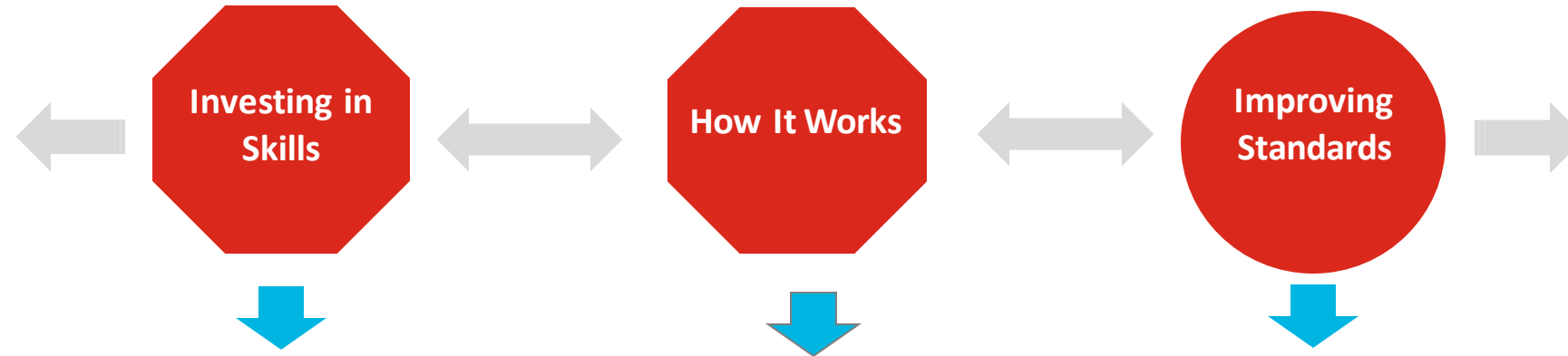
# Case Study



WHAT



STAKEHOLDERS



OUTCOMES

- 1. Apps key part of People Strategy
- 2. Helps to attract new talent
- 3. Improved retention and increased human capabilities
- 4. Apprentices are throughout the business; trainee chefs, front of house, managers & engineers
- 5. More than half of Marston's pubs now employ an apprentice with 40 at head office

**Secure & sustained employment**

- 1. Marston's enjoy real life responsibility as they progress
- 2. A range of different techniques used to assess; mystery shopping, manager feedback, Trip Advisor reviews
- 3. Access to range of innovative training content
- 4. Organisational performance

**Strengthened organisations**

- 1. Since investing in apprenticeship programmes demonstrable difference in staff retention
- 2. Apprentice chefs in particular have much better retention rate at 58% more than the industry average
- 3. Industry-based outcomes

**Skilled & productive society**

IMPACT  
(Public Benefit)



A City & Guilds Group Collaboration



# Any Questions ?



# City & Guilds Support

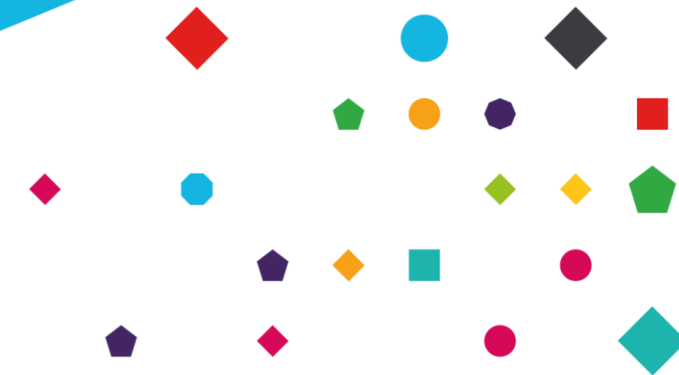
City & Guilds Group offer a number of CPD events to support providers and employers with successful Apprenticeship Delivery including:

- Preparing your Apprentice for EPA
- Best Practice in Professional Discussions and Interviews for EPA
- Best Practice and Audit Readiness for Prior Learning and Initial Assessment

Dates and details here <https://www.cityandguilds.com/what-we-offer/centres/cpd-training>

We would be happy to answer any questions or discuss how ILM and City & Guilds can support your organisation further.

Please contact our team at: [Paula.Gibson@cityandguilds.com](mailto:Paula.Gibson@cityandguilds.com)



# Thank you

