



Do you want to increase your start up and completion rates for Apprenticeships in Management or Team Leading?

A best practice guide for training providers about engaging employers and learners. This guide can be used as:

- a training resource for staff who are new to apprenticeships; or
- a tool to get ideas for improving an organisation's approach to apprenticeships.

How do I get more employers to consider apprenticeships?

1 Speak the employer's language.

Employers want to know how any training will get people to do their job better. Promote the skills that will be delivered by the apprenticeship.

Talk about:	Instead of:
Working effectively with the numbers and figures they need in their job	Key Skill: Application of Number level 2
Managing their own workload, working effectively with other people and making sure they meet health and safety requirements	NVQ Level 2 in Team Leading

2 Put their company at the centre of the discussion. Employers want to know how any training will help solve problems their business is currently facing. Promote the flexibility of the apprenticeship

Talk about:	Instead of:
The needs of the job and the business how the framework can be moulded to suit it.	The framework requirements and how the job must be adjusted.

3 Promote the benefits. Employers want to know what the training will achieve. Promote the benefits and features of the apprenticeship.

- Effective and capable managers and team leaders who know what they are doing and why.
- Motivated and eager staff who feel valued and want to stay.
- A training programme that has been designed by employers to deliver what employers want from their managers and team leaders.

- Business-focused training that focuses on how well managers and team leaders are at actually managing and team leading in their workplace.
- Relevant training that can be tailored to suit the business and which is delivered in the context of their business.
- Dedicated expert support from your organisation for the duration of the apprenticeship programme.
- Reduced cost to them because of funding.

4 Make it easy for them. Employers want to know what disruption, if any, training will cause on their business. Promote their input into the design.

- Help them design an apprenticeship programme that best suits the job and the needs of their business. It may be, for example, that they want to add some specific components on to help with a particular skills gap in the business.
- Show them that you will be responsible for making sure the training design and delivery is of good quality and meets the requirements at all stages of the process.
- Tell them how much funding you are likely to be able to source and how much it is likely to cost in addition. Employers don't mind paying for training providing they think it will help their business.

5 Help create opportunities. Opportunities will not always come to you and you might need to help create them for yourself.

- You might be approached by individuals who want to be considered by their employers for a management position. You could advise the individual on how to approach their employer, helping the individual get the promotion and then getting the contract to deliver the apprenticeship.
- You might have been working on sector specific apprenticeship programmes with an employer. On completion of this, it might be a logical step for that organisation to move those individuals onto a trainee management programme with a management apprenticeship to support it.

How do I make sure the right people are recruited as Apprentices?

1 Look internally first. You will probably find that most employers will not consider someone they don't already employ for a trainee management or team leading post. They will feel better able to judge the attitude and potential of someone already working in their organisation.

2 Specify the right attributes. In order to increase your completions you need to make sure that apprenticeship candidates have the right attitudes. Although employers will be very clear on what they require of the position, you may need to suggest the attributes that a person is likely to have in order to successfully complete the apprenticeship. These might be:

- a strong interest in a career in management;
- the ability to work effectively with individuals and groups;
- motivation to succeed within the Industry or Sector;
- willingness to learn and apply that learning in the workplace;
- ability to demonstrate that they have the potential to complete the qualifications which are part of the apprenticeship framework being undertaken;
- willingness to communicate effectively with a range of people;
- being numerate and literate;
- confidence and ability to communicate at all levels.

How do I make sure apprentices complete their apprenticeship?

1 Carry out a comprehensive induction. A thorough induction at the beginning of the apprenticeship programme can be vital to ensuring that Apprentices complete. An induction could include:

- what the programme is and how it will link with their job;
- who is involved and what they will do;
- what work based learning and competence mean in practice;

- what core skills, NVQs, technical certificates and levels are;
- how assessment will be carried out;
- how and where training will be delivered;
- what support they will get along the way;
- how progress will be reviewed;
- what they want to achieve, what personal goals and targets they might set and how they might judge their progress.

2 Carry out a realistic initial assessment. No one is motivated to carry out training that they don't need. This is why a thorough and realistic training needs analysis is essential at the start of the programme.

- Identify what the apprentice already knows and can do against the skills and knowledge requirements of the programme and the job. You can use all sort of tools for this including those listed below.
- Application Forms
- Self-assessment
- Diagnostic Testing
- Psychometric testing
- Learning Styles analyses
- Skillcheck
- Skillscan
- Quickscan
- Key Skills Profiler
- MAPS Indicator
- Morrisby Profile
- Discuss the results with the apprentice to take account of any areas that haven't shown up in your findings but which the apprentice thinks they already know and can do. This is essential to ensure continued motivation.
- Discuss your findings with the employer, remembering to link it to the job. It is important that you keep them engaged with the training.

3 Plan the delivery to suit the individual and their manager. The individual is the one that needs to complete the training so the delivery needs to be designed to suit them. Similarly it needs to suit their line manager who may need to approve their time away from work. You may need to:

- be flexible on time by offering off site training during non working hours;
- be flexible on method by offering open learning instead of formal attendance at training.

You need to give them as much choice as you can. Think about a logical order to approach the components, both for the individual and the job, and identify if any parts support and lead to each other.

4 Take the onus of work-based assessment away from the individual. Try to move away from large paper based portfolios by using as wide a variety of evidence as possible including video and audio recording. Also, awarding bodies are now much more willing to accept documents completed by the assessor rather than the individual. These documents can record:

- the outcome of professional discussion between the assessor and the candidate;
- details of product evidence that has been viewed by the assessor; and
- the views of witnesses that have been interviewed by the assessor.

5 Keep the momentum going. You are the one that needs to drive the whole thing. You need to identify early on if the apprentice is losing motivation. You could:

- give them smaller milestones so that they can see that they are achieving something;
- try and assess them there and then so you can tell them immediately how much more they have completed;
- change your visit pattern so that you are carrying out shorter, more frequent visits;
- enlist the employer to follow up with them or support them between your visits;

- renegotiate deadlines to make allowance for other aspects of their life; or
- change the order of components on their training plan to better match work activities and priorities.

6 Keep employers involved. You need to keep employers up-to-speed with what is happening. Although it may not always be possible to meet with them outside of your 12 week reviews; telephone calls and emails can be a useful way of appraising them of progress in the interim. They need to continue to see the importance and relevance of the apprenticeship if they are to be proactive in providing relevant work-based opportunities for the apprentice.

7 Celebrate success. Make sure everyone knows about the success.

Reiterate for the employer:

- what their employee can now do; and
- what extra skills and expertise the business now has.

They may consider other Management or Team Leading Apprenticeships in the future.

Discuss with the individual:

- what other programmes they can now progress to; and
- what opportunities such as professional membership are available to them.



An overview of the mandatory outcomes for the Apprenticeships in Management and Team Leading

	Apprenticeship in Team Leading	Advanced Apprenticeship in Management	
Competence Base	Level 2 Team Leading NVQ	Level 3 route	Level 4 route (Wales only)
		Level 3 Management NVQ	Level 4 Management NVQ
Knowledge base	One of the following level 2 qualifications. ILM Introductory Certificate in Team Leading CMI Introductory Certificate in Team Leading ILM level 2 Certificate in exploring enterprise Edexcel Level 2 BTEC Award Introducing Team Leading GOAL level 2 Certificate in Team Leading	One of the following level 3 qualifications. ILM Introductory Certificate in First Line Management CMI Introductory Certificate in Management Edexcel BTEC Level 3 Award in Management Goal Level 3 Certificate in Management Edexcel Level 3 BTEC Award Introducing Management EAL Level 3 Certificate in Management	One of the following level 4 qualifications. ILM level 4 Introductory Diploma in Management CMI level 4 Introductory Diploma in Management
Key Skills	Application of Number 1 Communications 2	Application of Number Level 2 Communications Level 2 Candidates should be encouraged to seek to achieve key skills at level 3 if they have already achieved them or equivalent at level 2	
Employment rights and responsibilities	Covered through induction and the MSC Induction workbook. The provider will return a sign off sheet to MSC as evidence of completion, signed by the employer, apprentice and provider.		