

## About the Authors

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## Acknowledgement

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**Creating and Supporting  
Expansive Apprenticeships:**  
a guide for employers, training  
providers and colleges of  
further education.

**National  
Apprenticeship  
Service** **Bettering  
business**



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Apprenticeship quality is under the spotlight and reforms are being put in place. Employers, colleges and training providers are all working hard to meet the challenging new requirements. This guide has been designed to help you analyse the way you currently organise your Apprenticeships to identify where further improvements can be made in line with the reforms. The guide will support you in creating and managing 'expansive' Apprenticeships. An expansive Apprenticeship makes demands on apprentices, their employers and on training providers by maximising the added value that Apprenticeship can bring to workforce performance.

Many different types of Apprenticeships exist in England reflecting the diverse nature of the economy and the range of occupational and organisational settings in which apprentices work and learn. We've spoken to employers and vocational teachers and trainers delivering Apprenticeships and their experiences and ideas are central to this guide.

The new employer-led standards for Apprenticeships demand substantial training and rigorous assessment. This will ensure that apprentices can not only successfully perform their immediate job role but will also develop the broader skills and knowledge associated with their occupational area. This means we need a much more expansive approach to the way Apprenticeships are designed and delivered. The research that underpins this guide has shown that the more we can make Apprenticeships expansive, the greater the benefits for the individual apprentices, and the organisations and occupational sectors in which they work.

Every Apprenticeship will now be linked firmly to an occupation. All apprentices will have to meet a standard set by employers in their industry. This means that assessment now has a very important role in ensuring consistency across Apprenticeship programmes. Employers who recruit individuals who have completed an Apprenticeship will be able to trust the quality of the training they have undertaken. Everyone involved – apprentices, employers, colleges and training providers, professional bodies, higher education institutions, trades unions and the general public – will have a shared understanding of what counts as an Apprenticeship.

# Analysing your Apprenticeship

Thinking about your existing Apprenticeships, what could you do to further improve the quality? To help you answer this question, you need to review how your Apprenticeship programmes are organised. You will be very aware that there are a number of features that contribute towards a successful programme. We have developed a tool called the 'Expansive-Restrictive Framework' to analyse those features. Expansive Apprenticeships stretch apprentices so they can fully develop and demonstrate their capabilities and potential. They are given the opportunity to acquire skills and knowledge that will help them progress in their occupation and their developing expertise is seen by their employers as central to success. This requires structured and substantial training, and rigorous assessment. Importantly in expansive Apprenticeships, apprentices have a dual identity as workers and learners.

Apprenticeships on their own cannot be expansive, they need to be located in workplaces and off-the-job training settings that also have expansive features. In these environments, all employees are given opportunities to develop their skills and knowledge. This means that more experienced employees understand the importance of passing on their expertise to apprentices.

Of course, all workplaces must be productive and their primary goal is to produce goods and services. This means that from time to time the conditions for an Apprenticeship can be put under pressure. For example, if the time apprentices have for learning and reflection are squeezed, they lose the chance to fulfil their potential and the organisation loses the chance to make the most of their abilities. When this happens, the environment and therefore the Apprenticeship, becomes more 'restrictive'.

Some people might argue that small businesses would find it very difficult to run expansive Apprenticeships: for example, they can't rotate apprentices round different departments and find it hard to release them to study off the job. The value of the framework for all organisations, big and small, is that it identifies pressure points and helps you to think more creatively about strategies for overcoming them. By using the framework, you can analyse the strengths and weaknesses of your Apprenticeship programmes against the requirements of the new Apprenticeship standard in your sector.

The 'Expansive-Restrictive Framework' deliberately presents its features as two ends of a continuum. At the expansive end, we see what might be described as the ideal type of Apprenticeship. At the restrictive end, we see how an Apprenticeship can be tightly constrained. Under the new reforms we have to ask whether these Apprenticeships are making the most of their apprentices' potential and, importantly, whether some employers could use Apprenticeships to expand their own horizons.

Figure 1: The Expansive-Restrictive Framework

Approaches to Apprenticeship	
Expansive	Restrictive
<b>C1</b> Apprenticeship develops occupational expertise to a standard recognised by industry	Apprenticeship develops skills for a limited job role
<b>C2</b> Employer and provider understand that Apprenticeship is a platform for career progression and occupational recognition/ registration	Apprenticeship doesn't build the capacity to progress beyond present job role
<b>C3</b> Apprentice has dual status as learner and employee: explicit recognition of, and support for, apprentice as learner	Status as employee dominates: limited recognition of, and support for, apprentice as learner
<b>C4</b> Apprentice makes a gradual transition to productive worker and is stretched to develop expertise in their occupational field	Fast transition to productive worker with limited knowledge of occupational field
<b>C5</b> Apprentice is treated as a member of an occupational community with access to the community's rules, history, occupational knowledge and practical expertise	Apprentice treated as extra pair of hands who only needs access to limited knowledge and skills to perform job
<b>C6</b> Apprentice participates in different communities of practice inside and outside the workplace	Training restricted to narrowly-defined job role and work station
<b>C7</b> Apprentice's work tasks and training mapped onto the occupational standard and assessment requirements to ensure they become fully competent	Weak relationship between workplace tasks, the occupational standard and assessment procedures
<b>C8</b> Apprentice gains qualifications that have labour market currency and support progression to next level (career and/or education)	Apprentice doesn't have the opportunity to gain valuable and portable qualifications
<b>C9</b> Off-the-job training includes time for reflection and stretches apprentice to reach their full potential	Supporting individual apprentice to fulfil their potential is not seen as a priority
<b>C10</b> Apprentice's existing skills and knowledge recognised and valued and used as platform for new learning	Apprentice is regarded as a 'blank sheet' or 'empty vessel'
<b>C11</b> Apprentice's progress closely monitored and involves regular constructive feedback from range of employer and provider personnel who take a holistic approach	Apprentice's progress monitored for job performance with limited developmental feedback

# Using the 'Expansive-Restrictive Framework'

To use the Framework look at each characteristic as the basis to generate a set of questions. For example, the first two characteristics **(C1 and C2)** frame a set of questions you can ask about why you are involved in Apprenticeships. This will help you think about the bigger picture and the way an Apprenticeship fits with your organisational goals. An important part of the bigger picture is that your Apprenticeship has to conform to government and industry requirements. You may also be subject to external industrial or commercial regulation that limits how far your apprentices can be involved in certain work processes.

- Why are you running Apprenticeship programmes?
- Is there a strong business case for employing apprentices?
- How does the Apprenticeship fit in with your wider workforce development strategies?
- What are the implications of the requirements for the industry Apprenticeship standard for the way you organise and design your programme?
- Is your Apprenticeship programme recognised by the relevant professional body?

These questions are important because the answers tell you how far your Apprenticeship is embedded within your organisation's overall strategy for success and growth or whether it is a bolt-on activity. They also map on to key elements of the Apprenticeship reforms by highlighting the importance of employer ownership and leadership, as well as occupational and career progression.

The next set of characteristics **(C3 to C6)** focus on the role and status of the apprentice.

## **These raise questions such as:**

- does the Apprenticeship provide sufficient opportunities and stretch for an apprentice to become fully proficient in the skills and knowledge required to demonstrate that they can fully meet the industry standard and pass the end test?
- are you expecting your apprentices to be productive too quickly?
- could you give your apprentices more time to practise their skills and broaden and deepen their knowledge so that they meet the new standard?
- could you create more opportunities for your apprentices to see other parts of the business so that they understand how their job role relates to the wider occupational area?
- could you send them to trade fairs or exhibitions to meet customers and other organisations which make and deliver similar goods and services to yours?
- could you arrange for your apprentices to attend a course at a local college/training provider so they can meet other people working in their occupational field?
- could you use the periods in the year when work pressures are easier to give apprentices small research projects to do which enable them to visit other employers or organisations?

**Characteristics C7 to C11 relate to the ways in which apprentices develop their skills and knowledge and have their progress assessed and monitored. They trigger a set of questions about how their training is organised and who is involved.**

- Have you mapped the work you expect the apprentice to do against the requirements of the new industry standard and the end test?
- How does the training support apprentices to meet the mandated English and Maths requirements?
- Is the training in your Apprenticeship programme stretching your apprentices and providing a platform for career and/or educational progression?
- Are the qualifications recognised in the labour market and do they have portability across the industry? Are they recognised by the relevant professional bodies?
- Do you know enough about the skills and knowledge individual apprentices bring into the programme and ensure that this is used and built on?
- Does your in-house assessment and review process tell you enough about how your apprentices are progressing towards meeting the occupational standard?
- Could you develop your relationship with your training partners to improve both the on-and off-the-job elements of the Apprenticeship?

**Thinking about your relationship with a college or training provider:**

- Are you making sure your provider understands how the Apprenticeship supports your business and workforce development plan?
- Could you work more closely together during the apprentice recruitment process, including the initial assessments and development of learning plans?
- How might you develop closer integration between the on-and off-the-job elements of the Apprenticeship programme?
- Are the maths and English components of the Apprenticeship sufficiently related to the development of occupational expertise?
- Could workplace and provider staff work more closely together in the assessment, review and monitoring process?



# Hairdressing: Arcana Hair and Beauty – Milton Keynes College Continued

Although Arcana is a small business, it has thought hard about how to give the apprentices varied workplace experiences. The owner explained that the two salons are very different in character. One is much busier in terms of client throughput, but smaller in size. The larger salon has five beauty rooms. This means the apprentices, who rotate between the salons, experience two different workplaces in terms of: a) the amount of space they have to work; b) the level of work intensity; and c) the ways in which teamwork in the two salons differs. In the larger salon, there are many more artefacts (for example massage chairs, gadgets for styling hair) to practise with and learn about. The owner said that these differences are discussed with the apprentices during their induction and they spend a training day at each salon before they start their programme.

A direct business benefit of being able to expand the number of apprentices is that, the hair and beauty product companies who supply the company now come to the salons to provide product training once a quarter. In the past, Arcana had to send staff to the suppliers.

The owner regards the maths and English component of Apprenticeship (delivered by the college) as a very important means to enable apprentices to progress in their careers and also for the business. She is very supportive of the college's approach. She said: "We get lots of tears and frustration as the apprentices don't like having to do the maths and English, but the college gets them through". She has ideas about how the teaching of maths and English could be further improved by greater use of the kinds of online technology that apprentices use every day.



**For Arcana Hair and Beauty to maintain and develop the expansive potential of its Apprenticeship, it needs to think about the following questions.**

- Could it develop its post-Apprenticeship vision to give apprentices more understanding of the occupational and career options available whether they stay or leave the business?
- Can it train more in-house assessors as a way to provide more career opportunities for staff?
- Can it work with the college to develop ideas for using online technology and social media to support the teaching of maths and English?

**Link to Apprenticeship reforms**

- Clear employer-led process
- Alignment with industry standards important for the business' reputation and success in the wider sector and the apprentice's employability prospects and career progression
- Off-the-job training key (and on-the-job training specified)
- Focus on older apprentices gaining new skills
- Employer and provider jointly involved in assessment of progress
- Maths and English seen as a significant business need and embraced by the employer
- Product supplier sessions now available for all staff bringing commercial benefits

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**We get lots of tears and frustration as the apprentices don't like having to do the maths and English, but the college gets them through.**

Owner of Arcana Hair and Beauty

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# Carpentry and Timber Frame Construction: Innovation On-Site

Innovation On-Site (IOS) is a timber frame construction company, and carpentry subcontractor, based in Bedfordshire. It provides skilled carpentry services either specialist carpentry contracts or timber frame construction to main contractors for projects across the country. The company was founded in 2007 and now has 25 employees and also uses between 60 and 80 self-employed carpenters. It has a rolling programme employing between three and five apprentices a year and currently has 11 at different stages of the training. Most of the apprentices are in their late teens or early twenties, there is one apprentice in his late twenties. Despite efforts to recruit females, all the company's apprentices are males.

The Directors are strongly committed to Apprenticeships for longevity and not short-term business reasons. They know from their own experience that it is the best approach to producing the skilled and qualified carpenters the company and the sector needs. It ensures that the company can continue to grow at a sustainable rate whilst maintaining the quality of its services. The directors and experienced staff take pride in seeing their apprentices develop, mature and progress into skilled, autonomous and productive employees. The Apprenticeship programme is part of a wider workforce development ethos, where all staff are encouraged to participate in learning and development, and attend relevant courses. Investing in Apprenticeship helps enhance the company's reputation for quality and innovation and therefore its market reputation and position.

The apprentices all complete the Level 3 Apprenticeship framework in carpentry and joinery, with qualifications awarded by City and Guilds. The programme lasts for three years. The company values the support it receives from Construction Industry Training Board (CITB) through its participation in the Levy and Grant system. This means by being registered with CITB, the company receives funding that can help with the apprentices' expenses and cover some training and qualification fees, together with other business supports.

CITB runs the Construction Apprenticeship programme which involves an agreement signed by the company and the apprentice. It also helps the company with Apprenticeship recruitment and selection, training plans and the purchase of tools. The company has chosen to participate in CITB's Apprenticeship auspices rather than to 'go it alone', as it is seen as supportive and providing additional quality.

The Apprenticeship involves structured off-the-job training at college as well as on-the-job. The apprentices attend college for a week followed by two weeks working and learning on site and this pattern continues throughout the three years of the programme. Their time in college is structured around the completion of modules and involves planned time in the college workshop completing set tasks and in the classroom focusing on theory and maths and English. Some of the apprentices struggle with maths and English and the college puts on extra classes for them. The company's learning and development co-ordinator also provides support. The company highly values the maths and English element of the programme, seeing it as essential to ensuring that apprentices have the educational platform from which to progress in their Apprenticeship and careers.

Apprentices are supported on-the-job through their allocation to a 'gang' consisting (at least) of a fully-qualified carpenter, 'improver carpenter (someone who has recently completed their Apprenticeship) and an apprentice. This model allows the apprentice to gain a sense of the steps in the journey towards full occupational expertise, and to learn from being in an authentic work team. Apprentices are responsible for recording what they have been doing and for collecting evidence for their portfolios. The supervisors have been through Apprenticeships themselves so mostly have a good understanding of the model of learning and their role.

The learning and development co-ordinator provides the key point of contact for apprentices throughout their programme. She monitors and records their progress and undertakes regular reviews with them and their managers and supervisors. If an apprentice is unhappy with any aspect of their training she has the authority to look into the issue and ensure that it is resolved. The company is aiming to implement a comprehensive mentoring scheme whereby all apprentices have their own mentor, but this is a challenge for a small company.

**“Continuous improvement is central to the company's training philosophy and it takes steps to learn from each year's experience by gathering information about all the participants' experiences.”**

At the end of the programme each apprentice attends a meeting with the learning and development co-ordinator and one of the directors to discuss future career steps and plans. Prior to the meeting, apprentices complete a questionnaire evaluating their experience of the Apprenticeship and recording their perceptions of its strengths and weaknesses, as well as indicating their aspirations for the future. It has been usual for all those that successfully complete to stay on, if that's what they would like to do. Although, the Level 3 Apprenticeship is seen as producing skilled and independent carpenters, the company does not view them as fully competent until they have gained post-Apprenticeship experience. Consequently, at the end of the Apprenticeship they are offered a post (on increased wages) as an 'improver carpenter'. Approximately 12 to 18 months later they progress to 'fully qualified carpenter' status and are given a further pay increase. Whilst at the Improver Carpenter stage they are expected to take the Site Supervisor Safety Training Scheme a three-day off-the-job course, they can also go on other courses for example lifting operations working with cranes. The ambition is for "everybody to move forward."

Continuous improvement is central to the company's training philosophy and it takes steps to learn from each year's experience by gathering information about all the participants' experiences, for example, through an Apprentice Day where all the apprentices come to head office for a day to discuss their Apprenticeship and to undertake further specialist training (for example Paslode (nail) gun training).

# Carpentry and Timber Frame Construction: Innovation On-Site Continued

## **For IOS to maintain and develop the expansive potential of its Apprenticeship, the company needs to think about the following questions.**

- Could it develop its mentoring arrangements, providing each apprentice with a named mentor to ensure the continuity and progression of apprentices' learning?
- Could it further develop opportunities for the apprentices to come together as a group to discuss experiences and so that the less-experienced apprentices can benefit from the experiences of those in years 2 and 3?
- Could it work with the CITB and college to provide apprentices with more understanding of the occupational and career options available whether they stay with or leave the company?
- Could it enhance apprentices' sense of belonging to a skilled occupational community by exploring with the CITB the potential for them to register as members of the relevant professional body, with the potential to climb the rungs of the professional qualification ladder?

## **Link to Apprenticeship reform**

- Clearly employer-led
- Carefully planned programme connecting on- and off-the-job training to support occupational progression and achievement of the industry standard
- Maths and English highly valued for occupational competence and career progression
- Formal structure for reviewing apprentices' progress allowing quick response to emerging issues
- Continuous improvement is the key focus with apprentices moving on to 'improver carpenter' stage
- Strong workplace support through apprentice's membership of 'work gang'
- Apprenticeship embedded within wider workforce development ethos of the business.

# Business Administration: Merseytravel

Merseytravel covers the five districts of Merseyside and has approximately 800 employees. It is responsible for overseeing the quality of the bus and train network, and running the world-famous Mersey Ferry and the Mersey Tunnels. Merseytravel also owns and operates three attractions; Beatles Story, Spaceport and U-Boat Story. The current Apprenticeship programme has been running for five years, but there is a long history of Apprenticeships in the different areas of the business.

After a review of the organisation, Merseytravel decided there was a need to address the challenge of rapid changes to its business operations and also an ageing and largely male workforce in which at the time only five employees were under the age of 25. The company also wanted to respond to the rising numbers of young people who were unemployed and classified as NEET (not in education, employment or training) across the Liverpool City Region. It decided to recruit apprentices from the 16 to 24 age group in mechanical and electrical engineering and business administration. It also offered the existing workforce the chance to gain NVQs. Subsequently, the NVQ initiative was expanded into an Adult Apprenticeship programme covering customer service and business administration. The Apprenticeship programme is run by the learning and development team which manages the company's workforce development strategy.

There are no entry requirements for young people applying for Apprenticeships in business administration, but if they have five GCSEs at grade C and above or A levels, they are put on higher pay bands than those who come in with lower-level qualifications. Engineering apprentices have to have a minimum of maths, science and English GCSEs at Grade B. All applicants are interviewed and given a work-based literacy and numeracy test. If they are accepted, they are then given a personal plan to improve their skills so they can meet the functional skills requirement.

New apprentices start at Level 2 and the vast majority progress to Level 3. The engineers follow a typical engineering Apprenticeship (first year largely off-the-job with the North West Training Council in Bootle and then work-based in the engineering parts of the business). The business administration apprentices rotate round a proportion of the 12 areas of the business spending four months in each. If they find they are particularly attracted to an area of the organisation and can see a potential career pathway, they can have their period extended for a further four months before moving on.

Apprenticeship training is carried out in-house in partnership with Liverpool College whose tutors come in to the business to deliver the off-the-job classes assessments for the NVQ. The apprentices also have thirty five days through the first year of company-specific training including covering Microsoft programmes (for example Word and Excel), equality and diversity, assertiveness, dignity at work and so on. They also do a one-day course in Business English where they learn about the company's policy on email etiquette and other aspects of in-house communication.

# Business Administration: Merseytravel Continued

After completing Level 2, they can apply for jobs that have arisen in the company and then they progress to Level 3. Apprentices have the opportunity to progress further to Higher National Certificate (HNC)/Higher National Diploma (HND) level, to study for professional qualifications such as the Chartered Institute of Personnel and Development (CIPD) and the Chartered Institute of Marketing (CIM), as well as university degrees. To support them in the transition from Level 2 to 3, they have training in interview skills, CV writing and 'profile building' so they learn how to present their capabilities. One of the key aims is to help the apprentices 'find a career path'. The members of the L & D team and the company's union learning representatives (ULRs) are all qualified to Level 3 in information, advice and guidance (through the National Careers Service).

Every apprentice has a mentor who is also a ULR. The apprentices are supervised in the work placements by a manager. The Apprenticeship co-ordinator designs a 'placement plan' with each placement to make sure the apprentice has a 'workload' – he sees this as a 'working in-tray' that apprentices have to get through. The placement supervisors have had training (through the Prince's Trust) on how to manage young people.

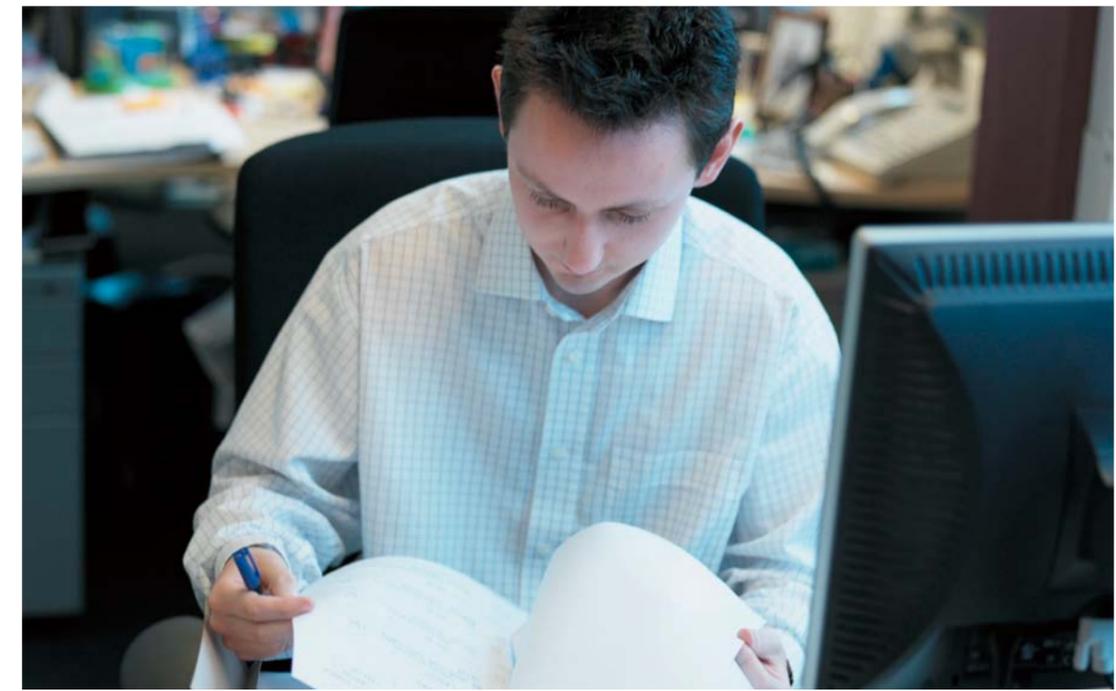
For the first six months, apprentices work nine to five and then, if they have shown they can be punctual and not have too much time off, they are allowed to work to the same 'flexi-time' as all other employees. The Apprenticeship co-ordinator sees this as an important way to show apprentices they are being treated as adults, but that trust is a two-way street. He visits them every two weeks in the first six months.

The organisation is an approved City and Guilds Centre for functional skills (FS). The FS tutor uses a 'blended approach' of online and face-to-face teaching (one-to-one and groups). She said achievement in FS at Level 2 is presented to apprentices and other employees as being crucial to the success and sustainability of the business and for their own personal progression in the business - not as a programme for individuals with problems. Apprentices and other employees mix together in classes. Employees are provided with learning resources and can also do work at home online. She has designed the FS programmes so they are situated in workplace activity – her team uses actual activities and changes (for example Ferry staff being put on to annualised hours will need to have the numeracy skills to work out their time sheets) as the basis for their teaching. She puts a lot of emphasis on 'speaking and listening' skills with sessions constructed as debates/discussions about changes in the workplace.

The success of the FS strategy is partly a result of the intensive support the team provides in collaboration with operational managers and supervisors. The apprentices have a wide range of people supporting them – they don't just rely on one mentor or one supervisor. The co-ordinators see this as being very important for young people – "they need lots of support".

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**She said achievement in FS at Level 2 is presented to apprentices and other employees as being crucial to the success and sustainability of the business and for their own personal progression in the business.**  
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Functional Skills tutor



**For Merseytravel to maintain and develop the expansive potential of its Apprenticeship programme, the business needs to think about the following questions.**

- Could it further develop the communication between the learning and development team and the service areas so that the team can better understand their business needs?
- Could the company make more use of its trained assessors to complement the assessments carried out by the college?
- Should it formalise the support system to help make apprentices more aware of the range of people involved?
- Could it adapt its induction programme to meet the needs of individual apprentices as well as the business needs?
- Could the operational managers play a bigger role in helping to show the ways in which functional skills are integral to workplace activities (for example use managers as guest speakers for 'speaking and listening' sessions)?

**Link to Apprenticeship reform**

- Employer-led and part of a wider workforce strategy
- Structured off-the-job training
- Maths and English recognised and supported as crucial to the success of the business and apprentices' own progression
- Route to professional status available to reinforce occupational focus.
- Apprenticeship connected to company specific training with a strong focus on IT to meet the organisation's business needs
- Apprentices rotate across number of work areas to provide more opportunities to learn about the business and develop their expertise.

# Electronics and Engineering: MBDA

MBDA is a defence company providing missile systems to armed forces from around the world. It employs some 3000 employees in the UK and a further 7,000 in Europe and the United States. Around 300 people work at its Lostock production plant near Bolton, where the company has 63 Advanced Apprentices - 43 in engineering and 20 in business administration. Unusually for this sector, the majority of apprentices are female (23 in business administration and 20 in engineering).

The Apprenticeship lasts four years and comprises three integrated components: technical development; professional development; and personal development. On completion, engineering apprentices achieve NVQs at Levels 3 and 4 and an HNC and HND, as well as maths and English. On the business apprentice programme, the company funds a BA degree with the University of Bolton or at the University of Hertfordshire and as well as a NVQ 4.

The Lostock plant has a long history of training apprentices to employer-led standards for the aerospace and defence industries. The plant made propellers for aeroplanes in World War 2 and there are displays celebrating the products and people on which the company's reputation has been built. New apprentices get a powerful sense they are joining a community of practice that is proud of its commitment to quality and to forging technological advances.

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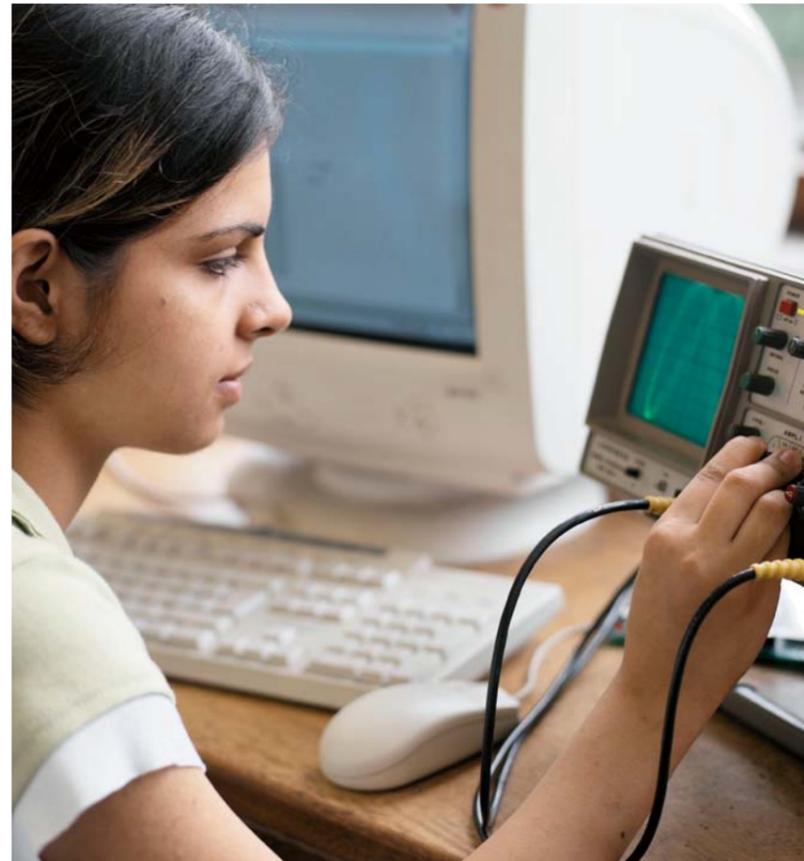
**They pay a lot of attention to developing the apprentices' oral communication skills. They said that the apprentices are so used to communicating by texting and email that they need to "learn how to talk again".**

Operations trainer

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For the first eight weeks, all apprentices are based in the company's training workshop learning the history and basic techniques of electronics and what is expected of them in terms of behaviour, communication skills and company standards. This induction phase is seen as essential as it gives all the apprentices an appreciation of the engineering skills that underpin the business. Apprentices also take part on a one-week residential course in Wales to further develop their skills in team working and collective problem-solving and a week at the Stevenage plant where apprentices throughout the company come together. The operations trainer and the Apprenticeship manager who run the induction explained that they pay a lot of attention to developing the apprentices' oral communication skills. They said that the apprentices are so used to communicating by texting and email that they need to "learn how to talk again". The apprentices' ability to talk and listen to colleagues at all levels in the company as well as to visitors is very noticeable.

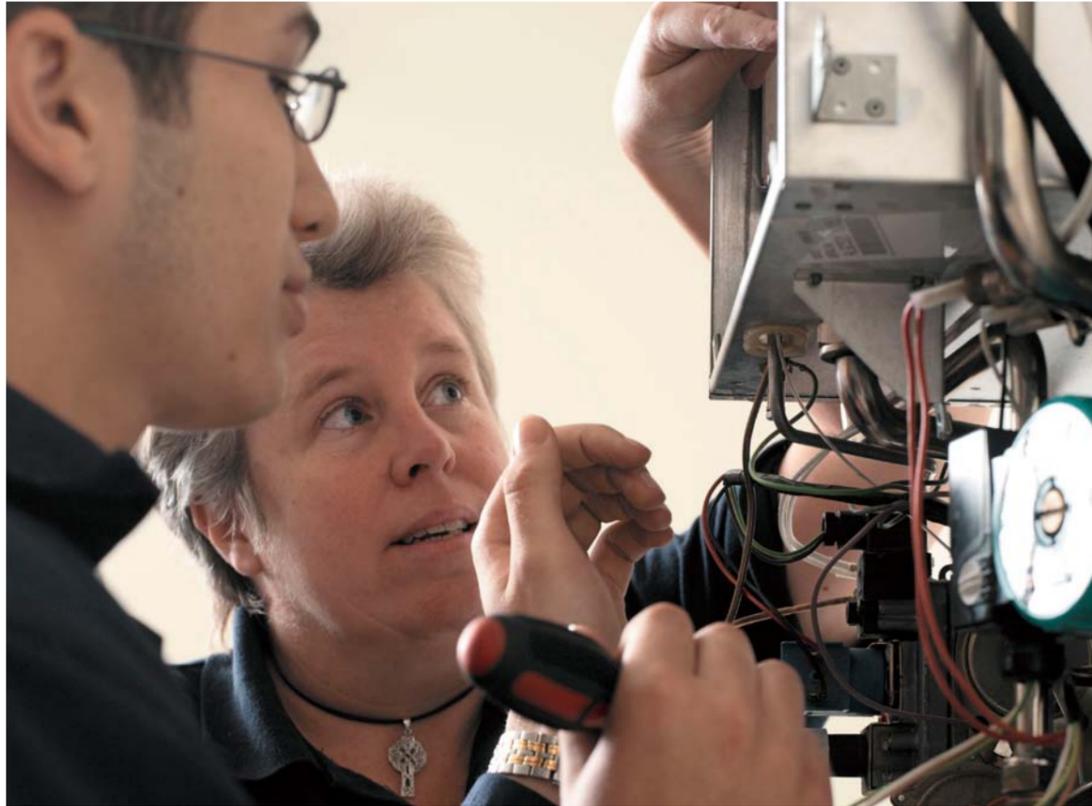
The operations trainer attends a two-week course every two years to update himself in the very latest developments in practical assembly of electronics so that he can incorporate them into both the Apprenticeship and other workforce training programmes. Lecturers from the three further education colleges, which provide off-the-job training for the company's apprentices in Lostock, Stevenage and Bristol, also visit Lostock to benefit from this updating.



After their induction, the apprentices rotate round the company on ten three-month placements, culminating in a final placement of nine months. The competences they develop are clustered in a skills matrix that maps the requirements of the different areas of the business to the company's required standard. Apprentices produce reports on each of the competence areas they complete. Assessors from Alliance Learning, a Group Training Association (GTA) based in Bolton, come into the workplace to assess the apprentices for the NVQs that form part of the Apprenticeship. Alongside this intense period of on-the-job training, the apprentices attend Wigan College one day each week and take part in a range of external events such as skills competitions, careers fairs and charity campaigns.

As a successful, cutting-edge defence company that has been investing in Apprenticeships for many years, MBDA has many employees at management level who were once apprentices. The quality of the Apprenticeship programme is underpinned by continued commitment to Apprenticeship as the vehicle for developing well-trained and competent engineers and business people. The Apprenticeship manager knows, however, that they can't stand still. He is constantly reviewing the effectiveness of the training to make sure it stays closely aligned to the changes in the work process.

# Electronics and Engineering: MBDA Continued



## For MBDA to maintain and develop the expansive potential of its Apprenticeship, the company needs to think about the following questions.

- How can the company help to improve the information, advice and guidance available to young people locally and regionally so they learn about Apprenticeship?
- Can the company develop more ways for school teachers to learn about the benefits of Apprenticeship so that young people with strong educational attainment apply?
- Could the company work even more closely with its partner training providers on ways to support vocational teachers and trainers so their knowledge of the industry keeps up to date?

## Link to Apprenticeship reform

- Clear link with and focus on employer-led standards
- Apprenticeship maps on to a clear vision of occupational expertise and career progression
- Apprenticeship has holistic approach to meeting the industry through integrating technical development, professional development and personal development
- Rotation round the company gives apprentices strong organisational identity and understanding of the variety of environments within the business
- Apprenticeship has in-built flexibility to align with changes in work process
- Strong induction and development of team skills ensures apprentices feel they belong to a recognised community of practice.

# Hospitality: Spirit Pub Company



The Spirit Pub Company, with a support centre in Burton-upon-Trent, has an estate of 1,200 public houses and 30 hotels across the UK and some 16,000 employees. The company directly manages 750 of these pubs, whilst overseeing the rest which are managed by leaseholders. The pubs range from those serving the family market, 70 of which have soft play centres attached, to those aimed more at sports' fans and business professionals.

A typical pub has a general manager, a deputy general manager, one or two team leaders, and a number of 'team players', plus a kitchen manager and a number of kitchen team players depending on the size of the pub. The company runs five types of Level 2 Apprenticeship covering customer service, food and beverage service, food production and team leading. It also runs a Level 3 Apprenticeship in leadership and management for people aiming to become general managers and works with Leeds Metropolitan University to deliver a Masters Degree for those in senior leadership operational roles. Apprentices are selected from team players who have already been recruited to the pubs and have successfully completed a 13-week induction programme. The National

Qualifications Manager explained that because the turnover in the hospitality industry is so high, with the biggest fall-out in the first four weeks, the company wants to make sure that an individual really likes the job and sees their future in the industry before investing in an Apprenticeship. The induction programme, which is delivered through a mixture of face-to-face and e-learning, is divided into three stages. The first stage covers health and safety, basic food hygiene, and other topics related to the compliance requirements for working in a pub. The next two stages cover both specialist technical training as well as the generic skills associated with serving guests.

General managers apply online to enrol their team player on the Apprenticeship programme, the National Qualifications Manager and her team check they have been assigned to the most appropriate type of Apprenticeship and all prerequisite training has been completed. Charnwood Training Group, Spirit's training partner deliver training and assessment related to the Apprenticeship qualifications to Spirit's teams. The aim is to have an apprentice in every pub as the company has found that around 89% of team players who have gone through an Apprenticeship remain in the business; half have gone on to progress to the next level.

# Hospitality: Spirit Pub Company

## Continued

Together with Charnwood, the Spirit team has developed a comprehensive training system designed to give every apprentice their own individual learning pathway. The workplace curriculum is available online and in hard copy in all the pubs. All employees can see online the career structure (Spirit Training Tree) presented in the form of a tree with a number of branches and the pathways to follow. Charnwood provide monthly and 12-weekly progress reviews enabling Spirit to track the progress of every apprentice. Spirit said that it was important for the apprentices to feel they are achieving and joining a community of practice. Twice a year, the company holds a celebration event at the Alton Towers theme park to present Level 2 certificates and to encourage the apprentices to network. The Level 3 apprentices are invited to an evening three-course meal with company directors and their line managers. A key way in which the company is making its Apprenticeships more

'expansive' is through an initiative called 'Team Leader Stretch'. The team realised through talking to apprentices who were performing very well that they were keen to learn more and progress to the next level. The National Qualifications Manager said, "We thought we need to build some more fat and challenge into the Apprenticeship for individuals who want to become team leaders as they are the future managers for our business". This meant adding in extra units covering skills such as beer and bar technical training as well as the opportunity to achieve the industry licences required to manage a public house and to train teams. This extra training is delivered at company premises round the country so apprentices get the chance to build their professional networks through meeting new people and to learn in a range of environments.

**“**  
**We thought we need to build some more fat and challenge into the Apprenticeship for individuals who want to become team leaders as they are the future managers for our business.**  
**”**

The National Qualifications  
Manager

**For Spirit to maintain and develop the expansive potential of its Apprenticeship, the company needs to think about the following questions.**

- What steps can the company take to ensure apprentices are stretched and build the level of expertise they need to progress through the career structure?
- Can the company develop a clearer understanding of the match between Apprenticeship and the range of occupations in their industry?
- Can the company do more to capitalise on its reward and recognition initiatives so that they deliver benefits to both apprentices and the company?

### **Link to Apprenticeship reform**

- Clearly employer-driven
- Care taken through selection and probation period to ensure apprentices see hospitality as a career path
- Team Leader Stretch Programme enables the company to maximise apprentices' contribution to the continuous improvement and growth of the business.
- Employer and provider work together to create individual learning pathways that help apprentices to meet the standard and see they can progress within the business and wider sector



# The Expansive-Restrictive Framework

## – link with reform agenda

Figure 2

### Approaches to Apprenticeship

Reform Agenda	Expansive	Restrictive
Focus on the employer developed occupational Apprenticeship standards	<b>C1</b> Apprenticeship develops occupational expertise to a standard recognised by industry	Apprenticeship develops skills for a limited job role
Reinforces the occupational focus of the reforms including the link to professional recognition and career development.	<b>C2</b> Employer and provider understand that Apprenticeship is a platform for career progression and occupational registration	Apprenticeship doesn't build the capacity to progress beyond present job role
Need to ensure training and consolidation of learning is sufficient to ensure the individual can progress in their learning and meet the requirements of the end assessment.	<b>C3</b> Apprentice has dual status as learner and employee: explicit recognition of, and support for, apprentice as learner	Status as employee dominates: limited recognition of, and support for, apprentice as learner
Focuses on the individual being able to meet the end assessment through being prepared to consistently demonstrate occupational competence.	<b>C4</b> Apprentice makes a gradual transition to productive worker and is stretched to develop expertise in their occupational field	Fast transition to productive worker with limited knowledge of occupational field
Employer focus is on the Apprenticeship supporting the individual's occupational progression, within their business. Professional recognition linked to wider community.	<b>C5</b> Apprentice is treated as a member of an occupational community with access to the community's rules, history, occupational knowledge and practical expertise	Apprentice treated as extra pair of hands who only needs access to limited knowledge and skills to perform job
Breadth of training and opportunities to allow the apprentice to develop deeper knowledge and ability to contribute more to the business	<b>C6</b> Apprentice participates in different communities of practice inside and outside the workplace	Training restricted to narrowly-defined job role and work station
Employer support for the apprentice in the workplace builds competence and ensures apprentice can consistently demonstrate this. Supports end assessment.	<b>C7</b> Apprentice's work tasks and training mapped onto the occupational standard and assessment requirements to ensure they become fully competent	Weak relationship between workplace tasks, the occupational standard and assessment procedures
Apprenticeship marks achievement of the industry standard including maths and English so has credibility in labour market.	<b>C8</b> Apprentice gains qualifications that have labour market currency and support progression to next level (career and/or education)	Apprentice doesn't have the opportunity to gain valuable and portable qualifications
Reinforces the need to include high-quality off-the-job training with rigour and stretch	<b>C9</b> Off-the-job training includes time for reflection and stretches apprentice to reach their full potential	Supporting individual apprentice to fulfil their potential is not seen as a priority
Apprenticeship builds on existing skills to support learning and development of significant new skills, and maths and English.	<b>C10</b> Apprentice's existing skills and knowledge recognised and valued and used as platform for new learning	Apprentice is regarded as a 'blank sheet' or 'empty vessel'
Employer centrally involved in the monitoring of the learning process with others to ensure progress toward the final assessment is clear.	<b>C11</b> Apprentice's progress closely monitored and involves regular constructive feedback from range of employer and provider personnel who take a holistic approach	Apprentice's progress monitored for job performance with limited developmental feedback