

# Breakout session:

**Getting the best from employers**

**Louise Doyle**

# Getting the most from employers



- **What gets measured, gets done:**

Do our objectives and key results reflect our ambition?

# Objectives and Key Results

## Getting the most from employers

I see this a lot...

Objective	Key Result
Employers are satisfied with the quality of training provided	80% score us as good or better

# Objectives and Key Results

## Getting the most from employers

I rarely see the translation of *expectations* into objectives and key results

Objective (example)	Key Results
<p>Consistent employer participation during progress reviews results in apprentices receiving meaningful feedback and target setting which drives progress at work.</p>	<ul style="list-style-type: none"><li>Line manager/ mentor attends minimum of 90% planned progress reviews</li><li>90% of trainers report that line managers/ mentor feedback and target setting is of value</li><li>90% of apprentices report that....</li><li>100% trainers are well prepared to facilitate employer involvement during xxx</li><li>100% of employers report that they understood their role in the process</li></ul>

# Supporting staff to get the most from employers



**Objectives and key results lead to quality assurance focus**

# What methods does your organisation use to quality assure the role of line managers/ mentors in delivery?

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## Getting the most from employers in progress reviews?

- Was the employer well prepared to make a meaningful contribution during the review?
- Did the review take place at the planned time/ date?
- How effective was the questioning used by me/ trainer/ coach to engage the employer?
- What example would you draw on to demonstrate the quality of feedback provided by the employer?
- What example would you draw on to demonstrate that targets set for workplace development were ambitious and challenging?
- In what other ways did the employer add value to the progress of the apprentice?

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**On a scale of 1-10, how would you rate your organisation's approach to developing your trainers to get the most from employers?**

1  
2  
3  
4  
5  
6  
7  
8  
9  
10

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# Improving Quality

## Getting the most from employers

I'd love to hear this more from trainers...

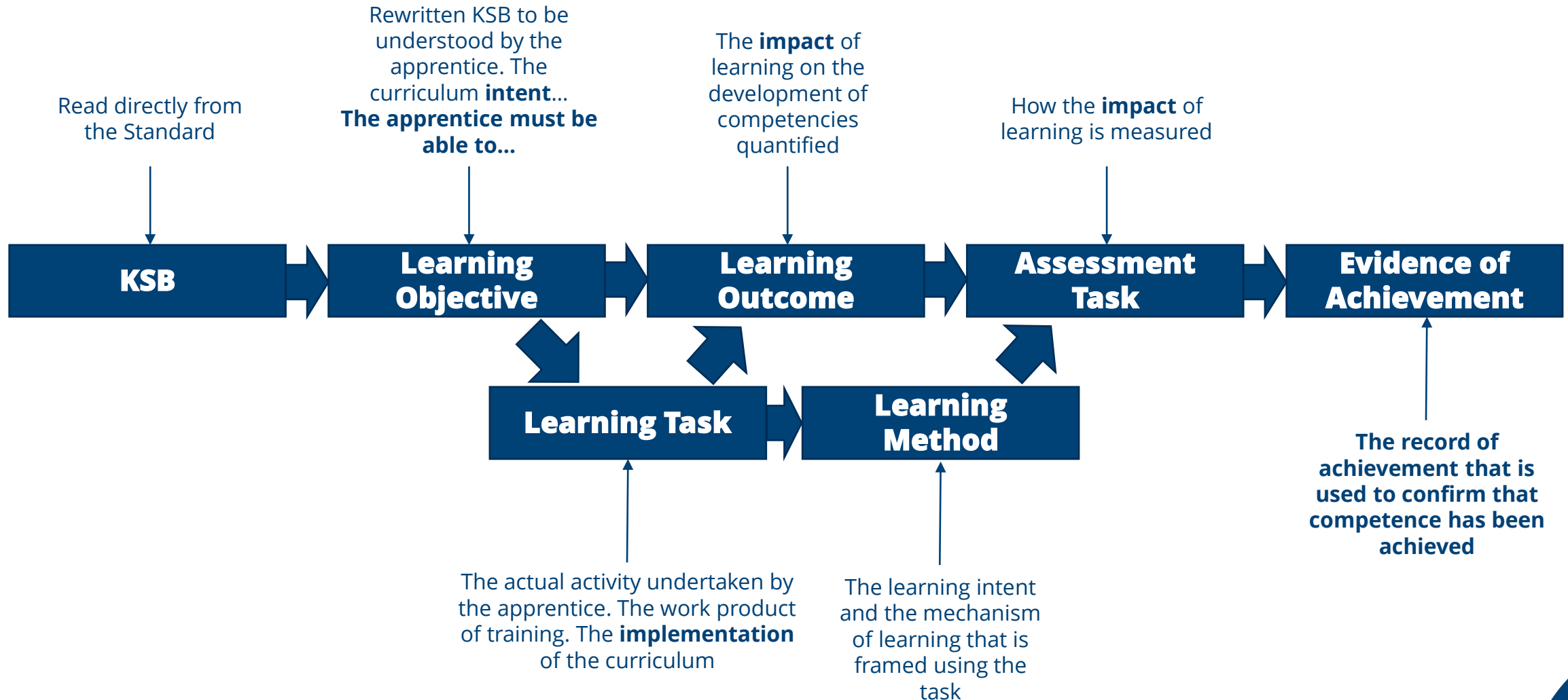
*"I've received excellent support to develop my ability to get the most from line managers and mentors. For example, I attended training to help me develop my questioning skills to maximise the input from them during progress reviews. They don't always know how best to contribute."*

# Breakout session:

**Employer's as co-designers of the curriculum**

**Chris Cherry**

# Developing Objectives



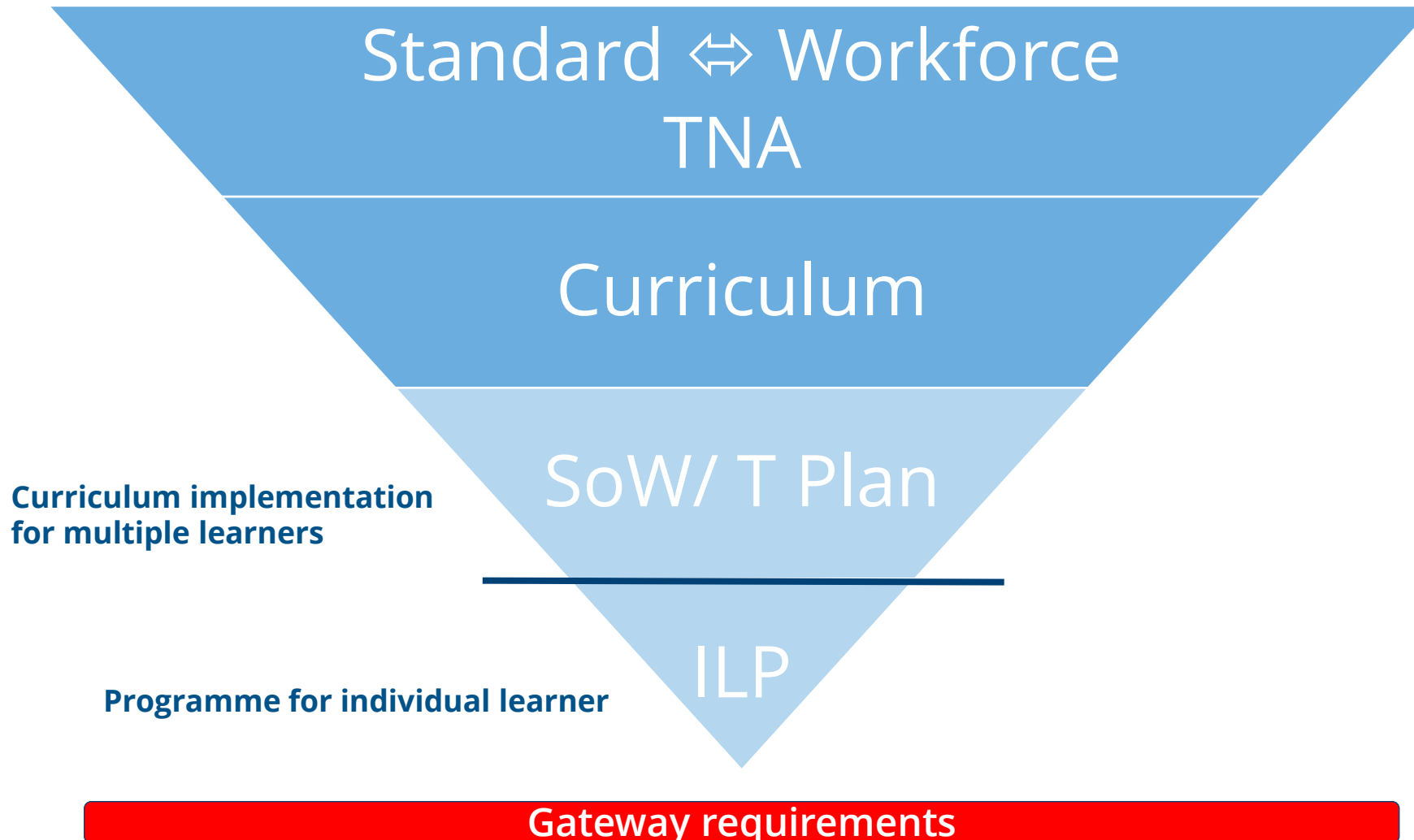
# Creating your ILP

## Breaking down the Learning Episodes into Learning Tasks

Learning Task	Method of Learning	Assessment Method	Learning Outcomes	Standard Criteria Referenced	Target Grade	Stretch & Challenge	Off-the-job Time

Keeps the learning horizon close and the 'cliff edge' distant

# Relationship between the layers



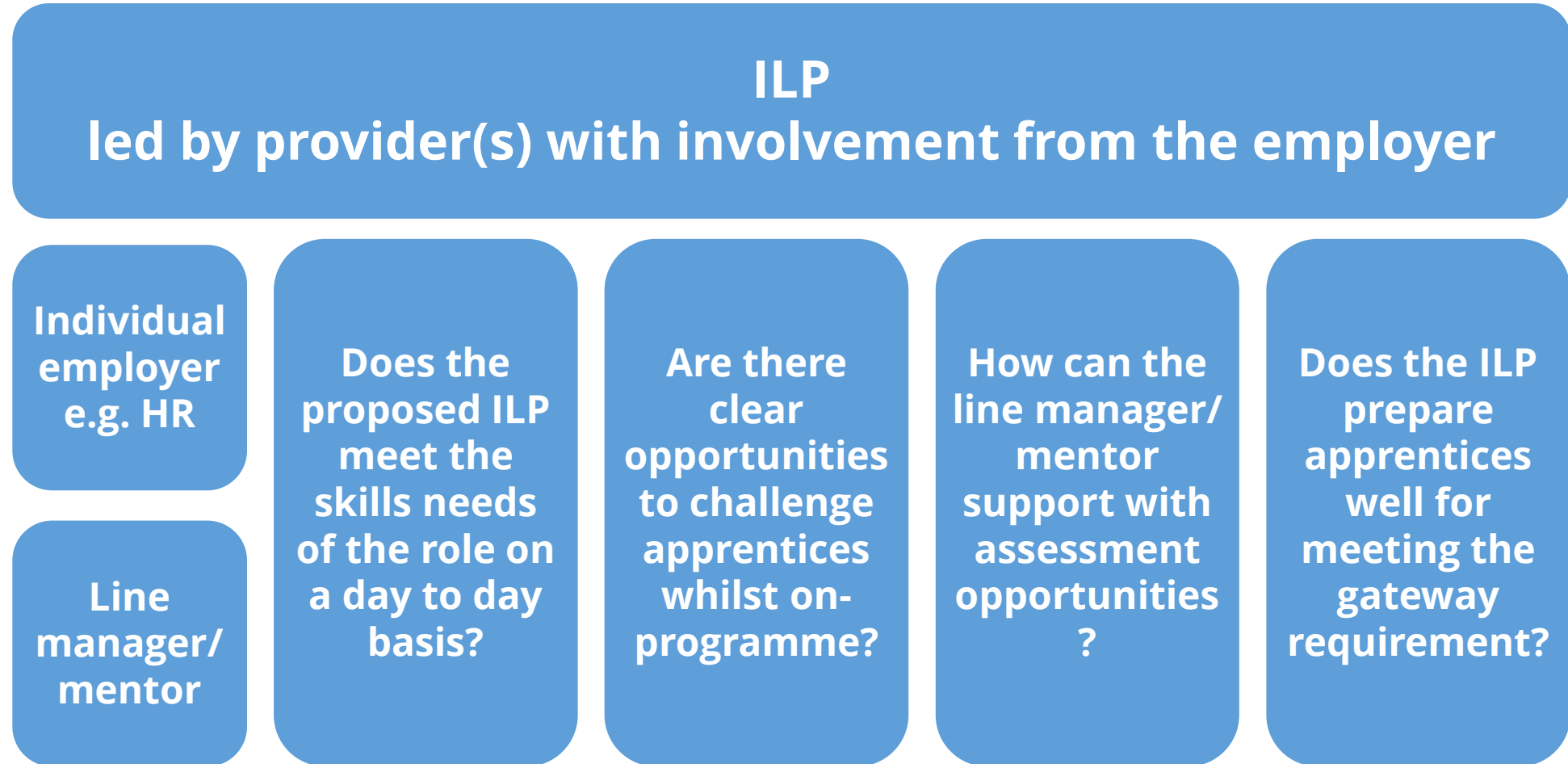
# Layers of co-design

**Apprenticeship Standard  
design led by employers**

**Scheme of Work  
led by provider(s) with involvement from  
employer(s)**

**Individual Learning Plan / Training Plan  
led by provider with  
involvement from apprentice and line manager/  
mentor**

# Co-designing an ILP with employers



# Employer co-creation

## Scheme of Work/ ILP

### Encourage employers to be active:

- Creating Learning Tasks that stem from the Learning Objectives
- Working out the most suitable Learning Method
- Developing the Learning Outcomes
- Creating the Assessment Methods and crucially the Assessment Opportunity



# Breakout session:

**Training apprentices for the future world of work**


**Erica Farmer**

# Breakout Activity

**25 mins**

Start to build your Skills Plan using a Template provided

**Skills Plan (Part of Future Skills Strategy)**

<b>Provider Name</b>					
<b>Date</b>					
<b>Owner</b>					
<b>Version</b>					
<b>Date</b>					
<i>For internal use only</i>					
Employer	Sector	Future Impacts	Perishable Skills - Short Shelf Life	Semi-Durable Skills: Medium Shelf Life	Durable Skills: Long Shelf Life
<i>E.g. McDonalds</i>	<i>Hospitality - big changes in customer tech such as apps, home delivery, loyalty rewards.</i>	<i>Future of food production and service could impact skills requirement, perhaps more overseeing and leadership as opposed to cooking and building the food? Impact to customer service and digital skills?</i>	<i>How to build burgers, internal processes, ingredient lists, current promotions</i>	<i>Customer service, team management, using current tech and software such as POS</i>	<i>Learning agility, effective communication, design thinking, growth mindset.</i>

# Breakout session:

**Employers as coaches and mentors**

**Simon Shaw**

**What proportion of your apprentices already receive good coaching and mentoring from employers?**

# Choose the topic from this list which you most want to discuss:

Differences between line managing,  
coaching, and mentoring

Practical steps to organise apprentices'  
work to maximise learning

How coaches take apprentices through  
the learning cycle

Coaching skills

# Topic 1

## Differences between line managing and mentoring

### POLL

Which of these would tend to be carried out with apprentices by line managers, and which by mentors?

- Set work tasks
- Be a sounding board
- Conduct appraisals
- Communicate within the team
- Network across the organisation
- Work towards career goals
- Ensure safe and healthy working practices
- Give a different angle on things
- Review the standard of work
- Impart useful experience

[show results in table]

# Topic 1

## Differences between line managing and mentoring

Line manager	Mentor
Set work tasks	Be a sounding board
Conduct appraisals	Network across the organisation
Communicate within the team	Work towards career goals
Ensure safe and healthy working practices	Give a different angle on things
Review the standard of work	Impart useful experience

# Topic 2

## Practical steps to organise apprentices' work to maximise learning

Apprentices in an NHS Trust spend the first year of the apprenticeship on rotation in a range of clinical and non-clinical settings, which are carefully selected to match the apprenticeship. They support patients at different stages of the patient journey and are gradually given greater independence in, and responsibility for, their work.

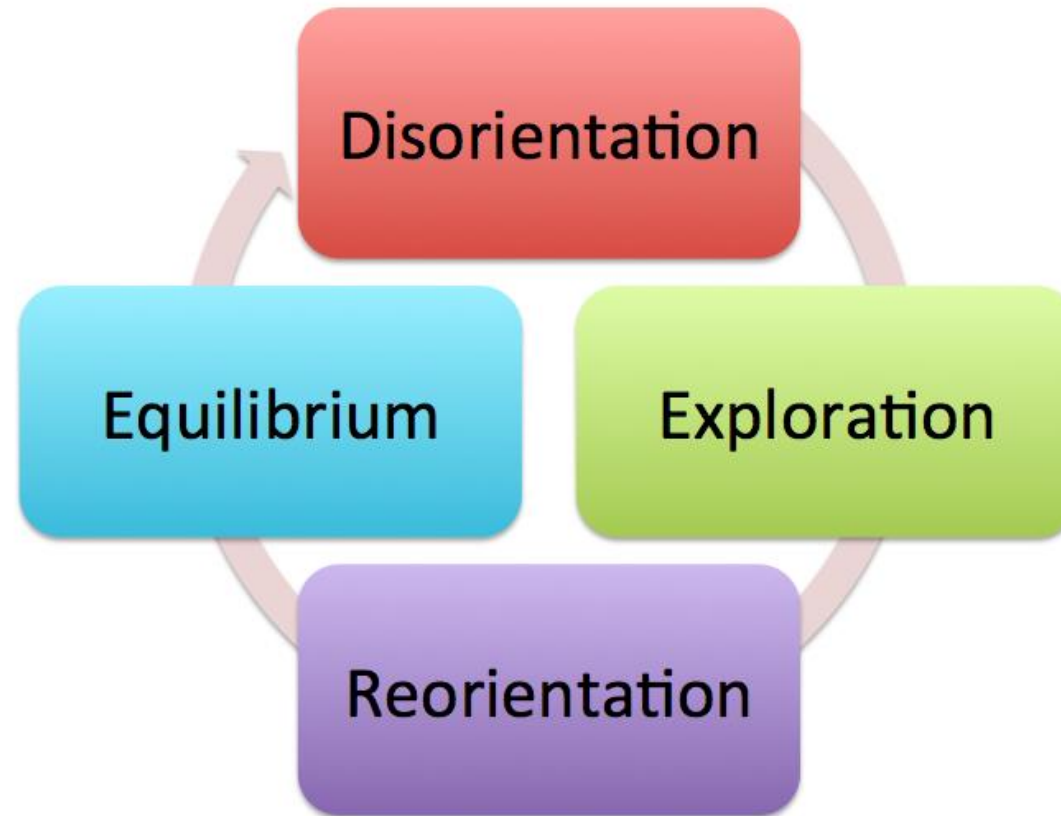
An employer provides stretch and challenge to apprentices by getting them to work on different projects, giving them problems to solve, asking them to communicate with different teams, and inviting them to participate in activities across the whole organisation.

*“The projects have been invaluable. We have improved efficiency by implementing sets of recommendations. Another benefit has been the increased awareness of the value of apprentices to the organisation. New departments are now seeking to recruit through the apprenticeship model.”*



# Topic 3

## How coaches take apprentices through the learning cycle



# Topic 4

## Coaching skills

The Top 10 Effective Coaching Skills				
1.  Listening	2.  Questioning	3.  Building Rapport	4.  Empathising	5.  Summarising & Reflecting
6.  Unlocking Limiting Beliefs	7.  Staying Focused	8.  Being Non-Judgemental and Open-Minded	9.  Giving Constructive Feedback	10.  Resisting Temptation to Tell