



THE AGE OF APPRENTICESHIPS.

Developing true management professionals.

March 2016

ACKNOWLEDGEMENTS

CMI is grateful to the speakers who shared their insight and perspectives on degree apprenticeships at the CMI Higher Education Conference that took place in London on 9 February 2016. We would also like to thank the employers and business schools who helped to develop the Chartered Manager Degree Apprenticeship programme:

Civil Service – Chair	Co-op
Serco – Chair	Evolution Partnership
Acivico (Birmingham City Council)	HMRC
Agillisys	Kinnerton Confectionery
Anglo Educational	NISA Retail Limited
Balfour Beatty	One Stop
Barchester Healthcare	Opus Building Services
Barclays Bank	Sainsburys
Boots UK Ltd	Santander UK plc
BBC	umi Digital
Codegent	Virgin Media

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CMI's Higher Education Conference, February 2016

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INTRODUCTION

ANN FRANCKE



Ann Francke MBA CMgr CCMi FIC
Chief Executive, CMI



Degree apprenticeships are one of the great business opportunities of our time.

The business case for degree apprenticeships

Degree apprenticeships are one of the great business opportunities of our time. By combining a high-level apprenticeship with world-class university education and professional development through to chartered status, they'll produce a generation of professionals who will make a real impact in the workplace before they've even finished their studies.

That's especially true of the Chartered Manager Degree Apprenticeship (CMDA), a new route for professional management. At a time when management performance has been identified as the biggest factor in boosting productivity, there's an urgent need to raise our game when it comes to management and leadership. So we've been delighted to support leading employers and business schools in developing the CMDA.

This white paper focuses on what's now being done to roll it out. It looks at employers like Serco and Barclays – as well as smaller businesses like Opus Building Services – and how they're set to benefit. Employers are already accessing a wider pool of talent, seeing great engagement levels and early impact from the delivery of work-based projects. And with Chartered Managers delivering on average an added value of over £391,000 to their employers, the returns will keep growing.

The paper also looks at some of the universities and business schools involved, all of which have worked closely with employers to design courses that truly meet their needs.

And we hear from some of the apprentices already starting a CMDA, motivated by the chance to combine work-based learning with degree-level teaching and professional assessment.

Of course, many people haven't yet heard about these innovative new models. That includes parents – but as our new survey has found, they love what they hear. A majority would even prefer their child to take a degree apprenticeship with a blue-chip British company than a traditional Oxbridge degree.

After decades in which apprentices were seen as second best, that's a real victory for the apprenticeship 'brand' and for employers that are helping to change out-dated perceptions.

As important as they are, improving management performance and productivity aren't the only benefits for employers. There's another big factor on the horizon – money. The Apprenticeship Levy coming into effect in 2017 makes employing apprentices a real no-brainer. If you're already paying, why not take advantage of the great programmes on offer?

So to help businesses assess how the Levy will affect them, we're launching a new online Levy Calculator. Try it yourself to see how your business could benefit.

As this paper shows, CMDA is a superb route into the management profession for young people and for upskilling those already in management roles, making it a great way for employers to boost productivity and develop the leaders of the future. We hope you'll be inspired to seize this opportunity – and make this a true age of apprenticeships.

March 2016

FOREWORD

LIZ BENISON



Liz Benison

Chief Executive of Serco's UK and Europe Local and Regional Government Business

It is impossible to put a definite value on the cost of poor management, but we can be sure that it is huge.

CMI's research evidence suggests that poor management could be costing UK businesses over £19.3bn a year in lost working hours. Furthermore, nearly half (43%) of UK line managers rate their own line managers as ineffective. Numerous studies also show that the biggest reason why people leave their jobs is because they don't like their boss.

So if bad management is a big problem, and an expensive problem, what can we do about it? Reassuringly, the solution is fairly straightforward. We can teach people to become better managers and the earlier in their career we can do this, the better. It is not enough just to give our graduates theoretical knowledge and practical experience. We also need to teach

them how to lead others in a way that enables everyone in the team to achieve their full potential.

As the leader of the employer group on CMDA, Serco has been actively involved in the development of the programme. We would like to thank all the employers who worked with us in the group and we look forward to seeing the first cohorts graduate from UK business schools with Chartered Manager status.

Tolerating poor management is not in the interests of any organisation because it inhibits performance and growth. So I would urge all employers to make use of CMDA, and the new apprenticeship funding, to invest in tomorrow's leaders.

Liz Benison

March 2016

CONTEXT

Why degree apprenticeships? Why now?

Apprenticeships have been a popular way for employers to train and develop their staff for centuries. The history of apprenticeships in England dates back to the Middle Ages, when children were sent away from home to learn a trade from a master craftsman. By the 19th century, apprenticeships were a popular way of training people not only in trades but also in professional services such as accountancy, engineering and law.

In the latter part of the 20th century, the appeal of apprenticeships started to wane, however, as the model came under criticism for focusing on lower level skills and time served at the expense of learning outcomes. At the same time, university education increased in popularity and was often viewed as a superior form of education to apprenticeships.

In recent decades, apprenticeships have tended to be associated with trades rather than professional roles, and with the private sector rather than the public sector. A government survey carried out in 2013/14 found that approximately 75% of apprentices were working in the private sector with 16% working in the public sector and 9% working in the voluntary sector.¹

Political imperative

Today, a combination of factors has resulted in apprenticeships topping the political agenda. These factors are the rising costs of university education, which are diminishing the attractiveness of degrees to some students; high youth unemployment following the global financial crisis; and an on-going skills shortage that is hindering the growth of the economy. Apprenticeships are seen as a way to address all of these issues.

The momentum behind apprenticeships has been building steadily. In the last Parliament, between 2010 and 2015, 2.3 million apprenticeships were created. During the 2015 General Election campaign, politicians from across the spectrum emphasised the importance of apprenticeships. Following its success in that election, the Conservative government wants to deliver on its manifesto commitment to deliver three million apprenticeships in England by 2020.² Given the UK workforce had reached 31.42 million in the last quarter of 2015³, this means that these apprentices will constitute around 10% of the country's total workforce.

As part of its campaign, the government is requiring large public sector bodies, including the Civil Service, the NHS and the police, to employ at least 2.3% of its workforce as apprentices. This is likely to mean around 200,000 more apprentices in the public sector by 2020.

Business imperative

It is not just policymakers who see the appeal of apprenticeships. Employers believe that apprenticeships can equip people with a broad range of skills, making them 'work ready' in a way that traditional degree courses can find it difficult to achieve. Our 2014 report, *21st Century Leaders*, highlighted employers' concerns about the workplace readiness of graduates. Overall, 80% of the employers that we surveyed thought that graduates have unrealistic expectations about the world of work.

Work placements and in-work experience was most valued by future employers: 89% say that embedding work experience in business courses and would make students more employable. 75% of employers believe more graduates should pursue professional qualifications since these provide evidence of practical skills.

This need is particularly pressing in management and leadership, given that employers will need a million new managers across the UK by 2020, as identified by the Commission on the Future of Management and Leadership – an initiative established by CMI with the All-Party Parliamentary Group on Management – in 2014. The Commission's recommendation for new apprenticeship models resulted directly in the formation of the Employer Group behind CMDA.

What's more, management and leadership are fundamental to addressing the productivity challenge which continues to be a concern for the UK economy. The UK's productivity was 18% below the average for the rest of the G7 group of leading economies in 2014, according to the Office for National Statistics. As a result, there is a sense of urgency around ensuring that workers can have a positive impact on their organisations from an early stage in their careers. They need to be competent in areas such as time management and leading people, so that they can effectively manage both themselves and others.

In fact, those who have gained Chartered Manager accreditation add an average of £391,443 to their organisations over the course of their career. And when it comes to productivity, research shows that investing in management and leadership development leads to a 23% increase in organisational performance and a 32% increase in people performance.



Figure 1: The impact of investment in MLD

¹ <http://www.parliament.uk/business/publications/written-questions-answers-statements/written-question/Commons/2015-06-11/2168/>

² Skills policy is devolved, so the Government's policy commitments discussed in this paper – including Trailblazers, the Chartered Manager Degree Apprenticeship and the Apprenticeship Levy – apply in England only

³ *Labour Market Statistics*, February 2016, Office for National Statistics



CMI's Higher Education Conference, February 2016

Why training apprentices makes financial sense

In order to fund growth in apprenticeships, the government is introducing a new Apprenticeship Levy, which will come into effect in April 2017. All employers will have to pay a 0.5% levy on their pay bill, however those with pay bills of less than £3m will be able to offset this with an annual allowance of £15,000.

The allowance plus the levy funds will be paid back to companies in the form of a voucher that can only be used on government-approved Trailblazer apprentice schemes. If companies don't use the vouchers, they will simply lose them. This means they will miss out on the opportunity to improve productivity and grow their businesses by developing the talent of the future.

To help businesses assess how the Levy will affect them, we're launching a new online Levy Calculator. By entering details of your company's pay bill you can find out how much the Levy might cost, how much you would be eligible for in apprenticeship vouchers, and how many managers you could support through the Chartered Manager Degree Apprenticeship.

Backing the Levy

The Levy has been challenged by some businesses concerned about the cost. But CMI's evidence suggests there is strong support for the policy in many quarters. Our most recent poll of members on the subject of Apprenticeships found 67% in favour, with only 9% opposed – the remaining 24% were not sure.

Our poll of parents of 11-18 year olds also revealed strong support for the current policy. A total of 76% agreed or strongly agreed that employers should bear the costs of training apprentices and paying their wages, with only 5% disagreeing. Similarly, 72% agreed or strongly agreed that the Government was right to be introducing the proposed Levy, again with just 5% disagreeing. Parents also back moves to make sure that companies bidding for big government contracts employ their fair share of apprentices, with 85% agreeing and only 2% disagreeing.

As Petra Wilton, CMI's Director of Strategy said: "Business needs to take advantage of the upcoming changes to funding arrangements to capitalise on the opportunities they are being presented with, and welcome the 'Age of Apprenticeships'."

Numbers that stack up

- £19.3bn is the annual cost of bad management
- 71% of UK organisations admit that they fail to effectively train first-time managers
- For every £1 of government investment in apprenticeships, £18 is generated for the wider economy, according to the National Audit Office
- The average person completing an apprenticeship increases productivity by £214 per week
- 71% of apprentices stay with the same employer
- £391,443 – the average added value that a Chartered Manager delivers to their organisations over the course of their career through new product development and better people management among other competencies

SOURCES

'Cost of ineffective management tops £19billion' (CMI, 2011)
Management 2020 (CMI, 2014)
Key Facts About Apprentices (Skills Funding Agency, 2014)
Mapping Management Excellence (CMI, 2015)

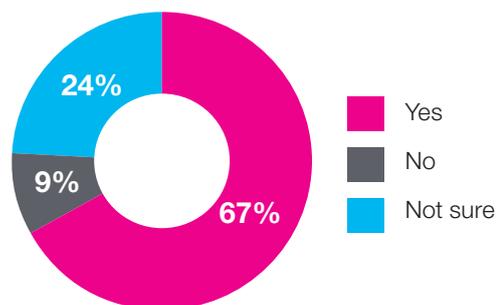


Figure 2: Support for the Apprenticeship Levy

WHAT IS THE CHARTERED MANAGER DEGREE APPRENTICESHIP?

CMDA stands for Chartered Manager Degree Apprenticeship, a new scheme launched by employers in association with CMI and some of the UK's leading business schools.

For both the student and the employer, the CMDA offers the best of all worlds – a world-class business and management degree, work-based learning, and ongoing professional development through to prestigious Chartered status.

Service company Serco led a group of 20 employers and universities to develop the CMDA in association with CMI. As a result, the CMDA has been designed for employers by employers, ensuring that the associated degree courses balance education with employers' requirements. It has been specifically designed to meet employers' demands for business-ready graduates – and it also provides a valuable route for upskilling experienced managers already in the workplace who lack formal management education or qualifications.

The scheme is among the first of the degree apprenticeships offered under the government's Trailblazer programme, which was announced in March 2015 by Prime Minister David Cameron. It was given the green light in July 2015 by the Department of Business, Innovation and Skills and officially launched in November 2015.

A CMDA takes on average four years to complete. During this period, the apprentice will be in full-time employment, dividing their time between the company and the classroom.

Many major employers including Barclays, the Civil Service, Nestlé, Pizza Hut, Serco and Virgin Media are already enrolling apprentices on CMDA courses – while smaller businesses are also starting to take up the offer.

Graduates who complete CMDA courses can expect to develop all aspects of their management and leadership skills in line with both the new Apprenticeship Standard and also CMI's broader competency standard.

When they graduate, they will be Chartered Managers with the complete suite of skills that distinguishes a professional manager. These skills, which are keenly sought after by employers, include:

- Self-awareness;
- Developing stakeholder relationships;
- Fostering inclusive and ethical cultures;
- Setting strategy;
- Leading change;
- Innovation;
- Building and leading teams;
- Risk management;
- Project management;
- Financial management.

Figure 3: CMI's Professional Competency Standard



The CMDA is an all-age apprenticeship. Therefore it will provide work-based learning to non-graduate existing managers as well as to school leavers. After completing their apprenticeships and acquiring the Chartered Manager award, recognising their status as a management professional, the students will become members of CMI, supporting their professional development for the long-term.

The CMDA is currently two-thirds funded under the Apprenticeship Funding Matrix.

Institutions currently offering the CMDA:

Aston Business School
BPP University
Bristol Business School
Coventry University College
Hertfordshire Business School
Lord Ashcroft International Business School
Manchester Metropolitan University Business School
Nottingham Business School
Sheffield Business School, Sheffield Hallam University
Southampton Solent University, School of Business and Law
Staffordshire University

And the two latest are:

Pearson College
University of Worcester

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By uniting the very best of higher education with work-based learning, we are transforming the routes into top management jobs. Great businesses are run by great managers and I am confident many of tomorrow's business leaders will learn their trade through the Chartered Manager Degree Apprenticeship.

Skills Minister Nick Boles, MP

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Petra Wilton, CMI's Director of Strategy and External Affairs, at the HE Conference

EMPLOYERS' PERSPECTIVES

Why are some of the country's largest companies as well as smaller businesses looking at developing graduate apprentices through the CMDA?

At our Higher Education Conference, which took place in London on 9 February 2016*, speakers representing some of the UK's best-known employers outlined the reasons why they wanted to train apprentices using CMDA courses.

*For more information about the conference, visit www.managers.org.uk/Events/CMI-HE-Conference-2016

While the speakers acknowledged that large employers naturally wanted to take advantage of the financial impact of the Levy, they also emphasised the other business benefits of degree apprenticeships, and of the CMDA in particular. These include:

- the ability to tap into a more diverse workforce
- a new route to further develop existing internal talent
- an opportunity to improve talent retention
- raising the general standard of leadership and management capabilities within the organisation
- and enhancing the reputation of the organisation within the wider community.



CMI's Higher Education Conference, February 2016

CASE STUDY



Mike Thompson, Head of Barclays' Apprenticeship Programme

Barclays set up an entry-level apprenticeship programme in 2012 because it wanted to become more inclusive as an organisation and to tackle youth unemployment. At the time it was also running a sponsored degree programme in conjunction with Anglia Ruskin University. In 2015, it reshaped these programmes to meet the new demands of a degree apprenticeship.

"By launching our degree apprenticeship programme, we brought together our whole suite of entry-level programmes that we created in 2012 together with our degree programme," said Mike Thompson, Head of Barclays' Apprenticeship Programme. "We wanted to create something that would initially give young people but, more recently, a much broader audience a pathway to the more senior parts of our business."

Barclays' degree apprenticeship is a very tailored programme because all tasks that the apprentices complete relate to the bank's own business. Giving an example, Thompson said: "One of our undergraduates recently undertook a research project to look at diversity in Barclays and she produced a paper. The Head of Diversity Inclusion at Barclays liked it so much that he hired her. So now she has a full-time job developing our products and services to make them more accessible to our customers and to make us a more diverse organisation."

Last year around 50 individuals were following the Barclays' degree apprenticeship programme. The great benefit of the programme, Thompson said, is it gives people "rich, on-the-job experiences that they can't get simply going through the normal university pathway". Barclays makes a point of putting

its apprentices in at the deep end, Thompson noted, adding: "It's very, very difficult to replicate the experiences that you get in the workplace in the classroom. Every day these individuals are learning how to lead people."

Barclays is already reaping the benefits of its long-standing education and training programmes, with some of its apprentices having already progressed to very senior roles within the organisation. The new degree apprenticeships offer a chance to build on these successes: "We're hugely supportive of the degree apprenticeship model," said Thompson.

Barclays is currently examining how it can use the apprenticeship allowance to best effect. "Historically we've focused on new recruits into our organisation," he explained. "Now we're looking to invest our levy allowance back into our existing workforce."



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CASE STUDY



Alison Cox, Project Manager of the Leadership and Management Apprentice Employer Board

“Serco passionately believes in developing both its existing and future leaders and managers,” said Alison Cox, Project Manager of the Leadership and Management Apprentice Employer Board, the employer group that helped to develop CMDA.

Speaking on behalf of Serco, she highlighted that the service company is a very diverse organisation with many different business units and many different functions across the UK. “That means we have lots of different challenges in how we actually manage and develop our leaders and managers,” she explained. “And we recognise that we also have a huge number of accidental managers who would like to develop and grow and have the formal recognition and professionalism that comes through CMDA.”

Cox said that Serco is working with a range of universities in different locations in order to develop its CMDA courses and attract a wider range of individuals into the business. “We see

this as an opportunity within the organisation to bring in new talent, take them forward and develop them.”

Serco is committed to enhancing the managerial abilities of its people. Investing in management brings palpable business benefits to Serco, Cox explained. “It’s about making sure that our managers have the credibility, confidence and the professional accreditation to be respected in the workplace. We see this as a good way to keep really good managers within Serco and enable them to use their competency and skills across the different divisions that we operate.”

Serco is continuing to lead the employer group in developing new apprenticeship standards for team leaders and supervisors and for operational and department managers. The group is also looking to develop a masters-level apprenticeship for senior/executive managers.

CASE STUDY



Jake McClure, Head of Apprenticeship for Civil Service Learning

The government’s drive to deliver three million apprenticeships starts over the course of this parliament, and the impending legislation in the form of the Enterprise Bill has made the creation of apprenticeships a priority for the Civil Service and the wider public sector. In total, the Civil Service wants to have at least 30,000 apprentices in place in four years’ time.

Jake McClure, Head of Apprenticeships for Civil Service Learning and co-chair of the employer group which designed the new leadership and management standards, said that the Civil Service wants to have “a world-class offer” in the area of leadership and management. As part of this offer, it is rolling out the CMDA.

It is also hoping to launch team leader and manager apprenticeship courses with accompanying training provision in order to provide “a full suite of potential pathways, not just for external recruits but also, excitingly, for internal staff to build their own capability and development by having the opportunity to enrol onto a leadership and management apprenticeship programme”. Potentially this also means that the Civil Service will be able to expand its flagship Fast Track Apprenticeship Programme to include leadership and management.

The Civil Service does not see CMDA as being a one-size-fits-all format; instead there will be different “blends” of it, said McClure. Describing these as “exciting times”, he added: “Alongside digital, building leadership and management capability across the Civil Service is a priority for the leaders of the Civil Service, and the CMDA will be a fantastic enabler for this to happen”.



The Civil Service wants to have “a world-class offer” in the area of leadership and management. As part of this offer, it is rolling out the CMDA.



An SME perspective – Opus Building Services

Gavin Richardson, founder of Opus Building Services

Former apprentice turned entrepreneur Gavin Richardson shared his perspective on apprenticeships at the conference. He founded his mechanical and electrical engineering contracting business, Opus Building Services, in 2006. It is a medium-sized company with 87 employees and a turnover of £10m. The company has employed 22 apprentices since its inception in 2006. These apprentices were a mixture of adult trainees and school leavers. Richardson has also founded two other businesses.

Besides supporting apprenticeships, Richardson confirmed that he is a great believer in his staff gaining management qualifications. He himself has an MBA from Newcastle University and says that management qualifications help to improve individuals' perceptiveness, self-awareness and ability to manage and motivate others. "I recognise that my managers are from the same background as me," he said, "so I want them to understand the benefits of management and leadership qualifications and how they allow my businesses to keep growing."

Richardson believes that investing in his staff's development helps him to retain them in the longer term. "My competitors won't be doing it or they'll be watching and trying to catch up," he said. "I prefer to be one step ahead."



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BUSINESS SCHOOLS' PERSPECTIVES

The Chartered Association of Business Schools and a steering group of higher education providers were instrumental in working with CMI and the employer group to develop CMDA.

At CMI's Higher Education Conference, speakers from a number of those business schools outlined what they have done in order to deliver CMDA programmes. They explained how they are differentiating their programmes in order to appeal to employers and outlined the benefits.

CASE STUDY



Vanessa Knowles, Director of Corporate Programmes at Anglia Ruskin's Lord Ashcroft International Business School

Anglia Ruskin has been delivering a work-based degree course with Barclays for the past nine years. Since October 2015 it has worked with Barclays and CMI to develop its own CMDA programme. Vanessa Knowles, Director of Corporate Programmes at the university's Lord Ashcroft International Business School, reported:

"I am genuinely excited by the prospect of CMDA because to me the Chartered Manager standards are the glue that can take our employer engagement partnership between Anglia Ruskin University and Barclays to progress to the next level," said Knowles. "We've had a very strong partnership with Barclays for nine years, but the

CMDA will offer us another platform to take the experience, from the apprentice's perspective, to a whole new level."

She continued: "We've got a common framework for making sure that the degree is contributing towards the Chartered Manager standards and that the job roles coupled with the learning and development interventions offered by the employer are aligned to those standards. This means that the apprentice is getting a joint and blended experience from the start point of their apprenticeship all the way through to completion. This will help ensure that, the employer and the university are seen by the apprentice as an aligned partnership in practice."



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CASE STUDY



Manchester
Metropolitan
University



*Jonathan Lawson, Head of Business Programmes at
Manchester Metropolitan University*

Manchester Metropolitan University has invested nearly £1 million in developing its capacity to deliver degree apprenticeships. Furthermore, CMDA is its flagship programme, explained Jonathan Lawson, the university's Head of Business Programmes. Manchester Metropolitan created a brand new degree, BA (Hons) Business Management Professional, to fit with CMDA.

After speaking to employers, Manchester Metropolitan realised that it would make sense to offer a number of specialisations, e.g. hospitality and retail, within its degree apprenticeship courses. "We want to make sure that all of our

degree apprentices have two levels of specialism, either within their sector or their company," Lawson said.

Manchester Metropolitan's first CMDA course will start in September 2016. It is working with 15 employers to deliver the programme to around 80 apprentices. The university has an employer advisory group that will help to direct the way the programme is developed. Among the learning options being considered are blended learning (where part of the instruction is carried out by digital means), block release (apprentices are allowed a period off work to attend education) and flying faculty (where university staff teach in the workplace).



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CASE STUDY



*Jo Daley, Corporate Partnerships
Lead at Sheffield Hallam University*

Sheffield Hallam University took a strategic decision to develop higher apprenticeships when they were first introduced in 2015. In fact, it was so keen to get involved that it applied for funding from the Skills Funding Agency before it was even aware that the CMDA was being developed.

"We saw it as a really good opportunity to extend our reach with business and to offer a different kind of programme to the employers that we were working with," said Jo Daley, Sheffield Hallam's Corporate Partnerships Lead. "We had a number of employer relationships across the university and saw a range of degree apprenticeships as being a way to enhance those relationships."

When the university became aware of CMDA, it saw the qualification as the "perfect solution" for the training needs of one particular client – global

confectionary giant Nestlé. Nestlé already ran a corporate degree in conjunction with the university but it was interested in pursuing further youth employment initiatives.

The process of creating a CMDA course was "incredibly short", Daley revealed, taking around six months. "At the start of our academic year, we were able to map our existing Nestle corporate degree programme onto the standard and start delivering. The programme began in September 2015, but we launched it as a degree apprenticeship as soon as it was approved in October."

In future, Sheffield Hallam is looking to develop an "open-access" version of the CMDA programme where a number of employers can sign up and send a small number of apprentices to join an open cohort.

**Sheffield
Hallam
University**



We saw apprenticeships as a really good opportunity to extend our reach with business.

APPRENTICES' PERSPECTIVES

Two degree apprentices from Barclays, Christian Mussard and Lauren Sharp, also shared their views on CMDA at the conference.

Mussard explained that he was considering what he wanted to study at university when he came across the Barclays degree apprenticeship. He started the apprenticeship in September 2015 and described his experience to date as “an incredible journey”. He said: “I’ve been thrown in at the deep end on a number of occasions, but that’s the best way to learn.”

Balancing a full-time leadership management degree with working nine to five and having a personal life had been challenging, Mussard observed, but the challenge had helped to improve his time management skills. He was looking forward to the rest of the course, which he believed would be “phenomenal”.



Lauren Sharp and Christian Mussard, Degree Apprentices at Barclays

Sharp revealed that she had set her heart on pursuing a career in business while she was doing her A-levels. Getting onto the Barclays degree apprenticeship made her the “happiest girl”, she said.

Combining full-time work with a full-time degree is hard, Sharp acknowledged, but students are well supported by

CMI and the university lecturers. In particular, she highlighted the usefulness of CMI’s ManagementDirect online portal, saying: “The library is amazing.”

The course is a great experience that offers some fantastic opportunities, Sharp concluded. “I would recommend it to anybody.”

CASE STUDY



Haleema Baker-Mir, Chartered Manager Degree Apprentice for Nestlé

Haleema Baker-Mir from Halifax has joined Nestlé’s FastStart programme as a Chartered Manager Degree Apprentice. As part of this programme – which is delivered by Nestlé in association with Sheffield Hallam University – 13 Chartered Manager Degree Apprentices will follow a rolling programme of six weeks of work at the company’s UK head office in Gatwick, followed by a week of study at Sheffield Hallam. Over the course of the programme she will rotate through four commercial areas across the business.

Baker-Mir was delighted to find an alternative to university that offered the chance to study while working: “Everything I do is directly applied to my job. For example, I’m studying sales and marketing now, and when I move into a sales and marketing role as part of my rotation at Nestlé I’ll be able to apply that to my job.

“I find it incredible that at the age of 21, I’ll be in a better position than my friends who went to uni, with a job under my belt and plenty of work experience.”



I find it incredible that at the age of 21, I’ll be in a better position than my friends who went to uni, with a job under my belt and plenty of work experience.

WHAT PARENTS WANT: ATTITUDES TO APPRENTICESHIPS

Research shows that parents have a great influence over the career and education choices of students. What are their perspectives on the new degree apprenticeships?

CMI commissioned leading research company Populus to find out by surveying over 1,000 parents in February 2016, examining their attitudes to degree apprenticeships and university education.

The results reveal that while most parents currently know little about the new degree apprenticeships, they are hugely supportive of the model, particularly when they also confer professional status on the graduate. They believe that degree apprenticeships offer great value for money and excellent job prospects – to the extent that, for most parents, they rival the appeal of even the most prestigious universities.

- Given the choice, most parents would prefer to see their child embark on a degree apprenticeship with a leading British employer than take a traditional degree at Oxford or Cambridge – by 61 to 39%.
- 62% of parents would rather their child took a degree apprenticeship, with only 17% favouring a standalone degree.
- Parents would be even more proud of their child for achieving professional Chartered status than a Bachelor's degree.
- Although parents look at apprenticeships more favourably than five years ago, traditional (non-degree) apprenticeships are still viewed as less prestigious.
- 81% of parents think a degree apprenticeship would provide their children with a better chance of getting a job than going to university. The same proportion think that a degree apprenticeship provides better value for money than a traditional university education.
- The number one benefit of degree apprenticeships is the combination of practical learning, a degree and the professional status that they offer.
- Taking into account the cost of education, 78% of parents said they would encourage their children to apply for a degree apprenticeship as opposed to a standalone university degree. Even if money was no object, 62% of parents would rather their child did a degree apprenticeship than a standalone degree.
- If they were 18 again, over four-fifths (83%) of parents would consider doing a degree apprenticeship themselves.
- However, only 13% had heard of degree apprenticeships. Some 46% believed that schools put the promotion of university ahead of apprenticeships – something the government is now legislating to address.
- Meanwhile, only 16% of parents believe that employers are doing enough to support young people in finding work.



CMI's CEO Ann Francke at the Conference

WHAT'S NEXT?

CMI's vision is to create a true profession of management and to eliminate accidental managers from the workforce. CMDA is an immensely powerful way to achieve this and employers will benefit hugely from more Chartered Managers, adding value to their organisation by creating new products and services, motivating teams, beating targets, improving operations and making savings.

Employers who are interested in starting a degree apprenticeship programme for managers can approach CMI for advice.

We will be able to discuss their requirements and put them in touch with business schools that can help them to develop a CMDA programme that meets their needs. The process for setting up CMDA is normally quick and straightforward.

In addition to CMDA, the employer group and CMI are in the process of creating development programmes that align to the Level 3, Level 5 and Level 7 apprenticeship standards. We are looking for input from employers to help us with these schemes, so please contact us if this is something that you can assist with.

Welcome to the Age of Apprenticeships – a more productive and more rewarding age for all.

Further Information

For more information about the Degree Apprenticeships or to read case studies, meet the apprentices and find out more about the Levy Calculator, visit www.managers.org.uk/degreeapprenticeships.

You can also send an email to apprenticeships@managers.org.uk and follow us on Twitter @cmi_managers #MgtApprenticeship

Chartered Management Institute (CMI)

The Chartered Management Institute (CMI) is the only chartered professional body for management and leadership, dedicated to improving managers' skills and growing the number of qualified managers.

Our professional management qualifications span GCSE to PhD equivalent levels, including the unique Chartered Manager award, which increases earning potential and improves workplace performance.

We provide employers and individual managers with access to the latest management thinking and with practical online support that helps them to embrace change, create high-performing teams and keep ahead of the curve.

With a member community of more than 120,000 managers and leaders, we promote high standards of ethical practice through our Professional Code of Conduct, and help managers to build their expertise through online networks, regional events and mentoring opportunities.

Visit www.managers.org.uk/degreeapprenticeships for more information, and follow us on Twitter @CMI_managers #MgtApprenticeship

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