



Making the Business Case for Higher Apprenticeships – Workshop two

**Higher Apprenticeship Support Service
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Dr Kemal Ahson, Priscilla Kendall and Breda Leyne

Making the Business Case for Higher Apprenticeships



Agenda

- 11.00-11.40: Welcome and re-introductions
- 11.40-12.45: Update
 - Outcomes from 07 Nov workshop
 - Feedback from webinars
 - Resource examples and discussion
 - Presentation – Sarah Carter
- 12.45-13.30: Lunch and networking
- 13.30-14.45: Making the business case in practice
 - Position statement for higher apprenticeships
 - Responses to negative statements
- 14.45-15.15: Next steps
 - Dissemination activity
 - Funding update
- 15.15-15.30: Review, evaluation and close

Welcome

- Housekeeping
- Aims
- Outcomes
- Introductions

Updates - 07 November 2012 outcomes

- Marketing messages
- Marketing methods
- Next steps

Feedback from webinars

- Employer engagement
- Employee engagement
- Financing Higher Apprenticeships

Key themes from employer engagement webinar (24 September 2012)



- Employers involved during all stages of the process (bid development, framework development, and starts)
- Recognise both direct and indirect routes to employers (and maximise the latter)
- Important to clarify the role of employers.
- Recognise sector specificity issues, for instance the positive approach to workforce development in aeronautical industry but down-sizing in construction.
- Need to have clear messages to employers especially those who are not familiar with apprenticeships; HNC and foundation degrees seem to attract different types of employers.
- Talk about the job roles (not just the qualification)
- Some aspects of HAs are easier to sell to employers, especially around sustainability and supply-chain development.
- Engaging with SMEs remains a challenge so important to use intermediaries or other bodies better linked.
- Do not expect employers to turn up to meetings! Some commercial marketing used!
- Confused picture on funding and loans does not help!

Key themes from employee engagement webinar (20 September 2012)



Learner specific advantages illustrated

- better access to funding at that level
- professionalisation

Face to Face promotion where possible

- engaging directly with learners who are already in contact (and their parents) – progression opportunity
- with the employers who might provide learners
- on back of existing events

Simplify application – online /one stop shop amongst partners

Accessible delivery

Recruiting through employer – promoting benefits to employer of using apprenticeship for training /tender benefit for employer

Key themes from financing higher apprenticeships webinar (12 October 2012)



- All employees are eligible to study Apprenticeships frameworks, but only some are eligible for support towards costs.
- Making pricing clear is essential for business decision makers.
- Ensure that there is clarity about the share of funding between employer and employee.
- Use of a funding spreadsheet based on SFA (HEFCE) guidance and LARA details essential to make pricing decisions.
- Use of a decision tree funding/pricing flowchart extremely useful for both internal and external use.
- Where HE involved need to be aware of HE institution fee policy, rules around HE loans.
- Need to keep up to date with funding rules – e.g. 24+ loans, new funding rules from 2013/2014.
- Ensure all costs - staff costs including on costs, registrations, assessment and verification, room hire, materials and appropriate share of overhead - are included and based on a realistic cohort size (particularly where no funding support)

Resource template examples

- What worked
- What did not work
- Areas of support/development need

Examples of what worked



- Employer/employee-facing Higher Apprenticeship Z-Fold Brochure and Bristol Business Awards (City of Bristol)
- Marketing through awarding organisations and training providers that already have existing apprenticeships (Financial Skills Partnership)
- Canvassing and marketing to students and employers already connected to the college to offer HAs as a progressing route (Leeds College of Building)
- Educating learners on HAs and developing employer packs for follow-up appointments with employers (Leicester College)
- Using existing networks and piggybacking HAs on existing events often under the guise of 'recruitment and retention' (Skills for Care)
- Networking events and individual visits to companies to explain the value of the HA (SusCon)
- Face-to-face meetings with employers (difficult to secure appointments!) and social media/roadshows for learners (Work Pays)
- Contacting Heads of Departments (via e-mail) to formalise a provider network necessary to generate the starts needed. (PERA)

Examples of what did not work



- Heart Radio campaign – ‘some people are just meant to go higher’ (City of Bristol)
- Using communication routes through Professional Institutes (Financial Skills Partnership)
- Some employer events have been poorly attended (Leeds College of Building)
- Cold calling campaign did not generate any appointments with employers (Leicester College)
- Blanket emails and not targeting the right person can be counter-productive (SusCon)
- Emails – little response (Work Pays)
- Only a few enquires generated at some events attended (PERA)

Areas of support/development need



- Driving employer engagement.
- Ensuring providers link HA promotional activity to other existing B2B activity.
- New HA area on the NAS website.
- A generic leaflet explaining HAs and where they sit nationally for learners/employers (done?)
- A generic template which outlines the funding options (in development?)
- Bullet points (postcard) which demonstrate the reasons (business case) for engaging with HAs the programme.
- FAQs for negative responses.

Making the business case in practice

- Practical marketing - position statement for higher apprenticeships
- Responses to negative statements

Practical Marketing



What are the opportunities?

Identifying the customer profile

Defining the objective

Being clear about the key message

Unique Selling Point

Strengths and opportunities



Political

Economic

Sociological

Technological

Legal

Environmental

Strengths	Weaknesses
Opportunities	Threats

Strengths and opportunities



Strengths:

Employer involvement in design

Hands on learning – learning while working

Up to date – learners have latest knowledge

Success stories – Terry Morgan Crossrail

Opportunities:

Collaboration – on brand on resource

Careers advice landscape

Parents

Apprenticeship Ambassadors

HE Fees

Customer Profiling



Mood Board

A mood board may consist of images, text, and samples of objects in a composition and can be used to make a pictorial image of the customer.



Features and benefits - USP



Example

Features	Which means that the customer gets?	Benefits
5 speed gear box		Improved fuel economy when cruising
Hatchback		Easy access to luggage space
Split fold down back seats		Flexible passenger and luggage space according to load
Heated window		Easy to keep window clear in bad weather and assist with safe driving vision

Positioning Statement



Our {product} is the one {type of product} that provides {target audience} with {identified benefit} because {identified feature })

Dealing with negative responses



- Too expensive.
- People will leave when complete.
- Too difficult/high-level for employees.
- Not enough work in the company.
- Too busy and cannot give time-off.
- Working with another training provider.

Next steps

- Dissemination
- Funding update
- Review, evaluation and close

Dissemination



Suggested outputs:

- Case studies
- Resource toolkits
- FAQs

Facilitated Webinars / Visits

Face to face event

Timetable

Funding update



- 24+ loans
- English and maths functional skills
- 2013/2014 funding rules

Review, evaluation and close



- Review
- Completion of evaluation form
- Have a good journey home and thank you for attending