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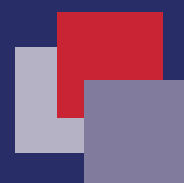


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# TOOLS FOR QUALITY APPRENTICESHIPS

A guide for enterprises



Skills and  
Employability  
Branch  
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Policy  
Department

## **Tools for Quality Apprenticeships: a Guide for Enterprises**

# **Tools for Quality Apprenticeships: a Guide for Enterprises**

**Edited by:**  
John West  
Kazutoshi Chatani

International Labour Organization  
International Organisation of Employers

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# Executive summary

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What makes for success in using apprenticeships to satisfy skills needs? We present the practices of 24 enterprises in six countries, focusing on the key processes they use in recruiting and training apprentices and giving real-life examples of the tools they use.

- Enterprises use apprenticeships to satisfy their regular **skills needs** when replacing or growing the skilled workforce which forms the core of their businesses. This is often more cost-effective and results in better quality output than hiring skilled workers from the labour market. Offering apprenticeships also cements links with local communities.
- Firms need to form **partnerships** with vocational schools in order to provide apprentices with the theoretical concepts underlying technical training. Developing good relations with staff in such schools is important. Where enterprises have scope to select the schools and courses that their apprentices will attend, they negotiate what is provided. In some cases, schools and enterprises have developed new apprenticeship programmes together.
- Enterprises either have written **contracts** with apprentices, or with the intermediary organizations that organize apprenticeship programmes across a number of employers. Terms and conditions are usually similar to those for regular employees, but often include an obligation to give and receive training, along with clarification of the roles of the various managers, supervisors, teachers and assessors that the apprentice will encounter. A clear division of roles and responsibilities among stakeholders and a national regulatory framework on quality apprenticeships help enterprises provide apprenticeship training.
- **Training plans** for apprentices are often influenced by agreed sectoral frameworks or guidelines for the relevant occupation. But enterprises still need to tailor training to their own needs and what they can in practice provide. Plans are needed both for off-the-job training (a curriculum) and for on-the-job experiences – in the form of roles the apprentice will undertake and sections of the firm they will work in. Plans are reviewed as the apprentice progresses.
- Enterprises **prepare the workplace** for training by ensuring proper health and safety; training or briefing the supervisors and experienced workers who will instruct apprentices; ensuring that new apprentices are well briefed before they start work and training; and drawing up exercises and projects that will add depth and challenge to the training. Particular attention is needed in the case of apprentices with disabilities or other special needs.

- Firms pay careful attention to **recruitment**, doing as much as they can to widen the potential pool of applicants. Selection criteria tend to rely less on exam grades and more on attitude and motivation. As well as interviews, work trials, familiarization visits and aptitude tests are often used in the recruitment process. Some firms take active measures to recruit disabled people or those from disadvantaged groups.
- Enterprises have set systems for **monitoring the progress** of their apprentices. They all recognize that drop-out is expensive and needs to be avoided. As well as formal assessments to recognize achievement towards qualifications, firms (or the intermediary organizations that assist them) conduct reviews at predetermined stages and have arrangements for informal discussion of progress and problems with their apprentices.

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1. What we aim to do

In this guide, our objective is simple. We want to show, through actual examples which are used day in and day out by employers in the real world, how enterprises manage the various processes which need to be undertaken to deliver a successful apprenticeship programme.

Apprenticeship is not a complicated concept. It is familiar in many countries and cultures, dating from hundreds of years ago. But implementing it successfully – as with most areas of business – takes care, planning and attention.

### Key Concept 1 – Apprenticeship

**The key features of apprenticeship programmes are:**

- They provide the skills, knowledge and competencies to carry out a specific occupation.
- They combine on-the-job learning (in real production or service tasks) with off-the-job learning (in a classroom or similar situation).
- They include a specific contract between the employer and the apprentice.
- They lead to recognized qualifications and certification.

Different countries use different terms for apprentices, often referring to them, for example, as trainees. Here we use the term apprentice throughout.

We present a series of case studies covering 24 enterprises from six countries. As well as talking to the companies about their experiences, we asked them for the instruments (we call them “tools”) they use to manage their apprenticeship programmes. We have organized these examples around seven processes used to arrange and manage apprenticeships:

- Rationale – why do enterprises offer apprenticeships, and how do they decide how many apprentices to take in which occupations?
- Partnership – apprenticeships involve a number of different participants, as well as the enterprise and the apprentice. How do enterprises establish the right kind of relations with these participants?
- Planning training – what do training plans look like, and how are they developed?
- Apprenticeship agreements – how are roles, responsibilities and rights expressed?
- Preparation – what needs to be done to ensure that the training plans can be implemented?
- Recruiting – how do enterprises go about getting the right apprentices?
- Ensuring progress – what systems are needed to make sure that apprentices successfully complete and gain their qualifications?

One chapter is devoted to each of these processes. Our concluding chapter summarizes the features which seem, overall, to make for success.

All of these examples are real. All the enterprises run successful apprenticeship programmes which serve their businesses well, which are well regarded in their communities and which they are proud of. None would claim to be exceptional in the way it conducts apprenticeships. We hope that readers will be inspired by these examples and see how they might apply them in their own circumstances – or, for that matter, develop something better.

## 2. What is in this guide – and how to use it

The experience and tools we have gathered come from enterprises which were recognized in their communities as running good and successful apprenticeship programmes. Annex 1 contains a short description of each enterprise. The process of identifying the enterprises and gathering the evidence is explained in Annex 2.

The majority of the organizations are small or medium-sized enterprises (SMEs). We deliberately wanted to capture the experience of SMEs, as in many countries a large number of people work for SMEs and skills development by SMEs is important. But our sample contains some large enterprises, too.

Quite frequently, we found, SMEs use an “intermediary” support organization to help them in various aspects of implementing apprenticeships. So our sample includes some of those as well.

## Key Concept 2 – Intermediary organizations

**An intermediary organization is one which is set up to support firms, and particularly small firms, in providing apprenticeships. Typically an intermediary does one or more of the following:**

- assisting with the recruitment of apprentices – advertising, shortlisting, etc.;
- advising on training plans which will lead to the necessary qualifications;
- seeking suitable providers of off-the-job training, or sometimes providing this directly;
- helping to obtain government grants for apprenticeships where these are available;
- monitoring the progress that apprentices are making and recording achievements which count towards their final qualifications.

Intermediary organizations take many forms. There are group training organizations, where a number of firms in a locality have banded together to set up a joint association. Chambers of trade, vocational schools and non-governmental organizations (NGOs) also sometimes perform this role. And private training organizations are often involved, too.

In each chapter, we focus on three or four firms in our sample which have practical and interesting ways of managing the seven apprenticeship processes. Each chapter is organized as follows:

- First we set out why the process is important, what it involves and what challenges and choices it represents.
- Then we suggest a number of preparatory steps that enterprises need to take, like checking for any regulations which might be involved.
- The bulk of the chapter is then devoted to an account of how the selected enterprises manage the apprenticeship process, including the tools they use.
- We then mention a few instances where other firms in our sample have taken an interesting or different approach.
- We end each chapter with a few “tips” summarizing what appear to us to be the keys to success exhibited by the enterprises.

We give examples of the tools that the enterprises use in boxes at the relevant place. We sometimes print an extract from a longer form or planning document which would not fit on the page, so as to give an idea of its contents – for example, by listing only a few of the qualification

modules that are covered. We have translated those forms which were not in English, generally omitted references to local regulations which will not be relevant to readers in other countries, and have occasionally changed wording which is clearly specific to a business or country so as to make it more generally understandable. From time to time we illustrate the thought processes behind the practice we observed in the form of a diagram. We also sometimes use a box to describe one of the “Key Concepts” in apprenticeship programmes, which may not be familiar to readers who are not already involved in this area – we have done so twice already!

Of course, apprenticeship systems are different in each country. Sometimes they differ within a country, between regions and between industrial sectors. Obviously firms which are considering apprenticeships for the first time need to check the systems, support and regulations which will apply to them; we mention this in the “Preparatory steps” in each chapter.

However, we were struck by how common the issues and approaches were across countries, and so believe that the practices and tools described here will generally be transferable. But funding arrangements, if they exist at all, differ greatly between countries, so we have not attempted to cover this topic.

Last, it goes without saying that we do not suggest that enterprises which are new to apprenticeships can, or should, copy any of the tools directly. Each is designed to suit a particular enterprise and a particular system of apprenticeship. But we suggest that they will be useful in giving enterprises which are new to apprenticeships an insight into how others manage the issues involved in implementing a successful programme.

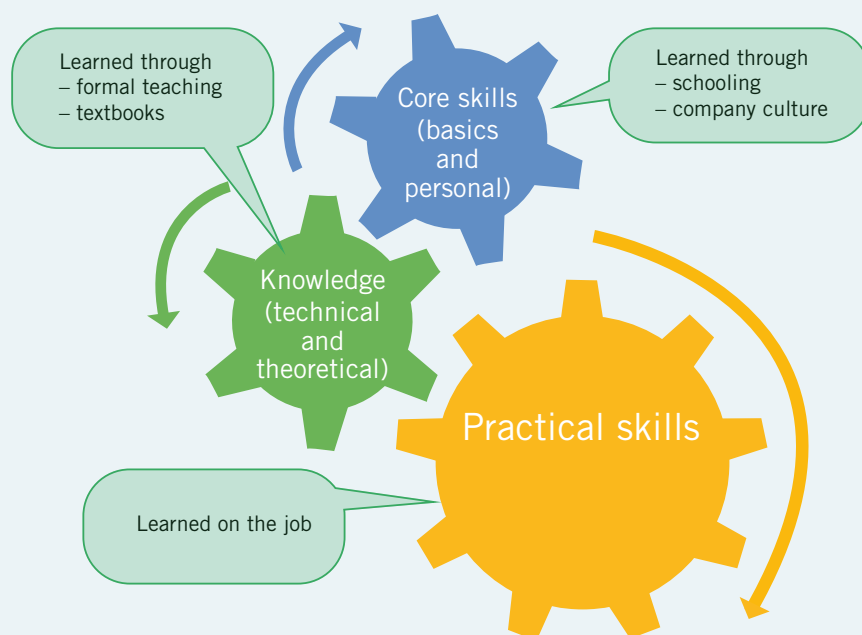
3. Rationale – why do enterprises take the apprentices that they do?



At first sight, it seems obvious why enterprises would want to recruit apprentices. They have a need for skilled workers – taking on and training younger people so that they have the right combination of skills and knowledge will satisfy those needs.

### Key Concept 3 – Knowledge and skills

**There are many different ways to classify knowledge and skills (the term “competence” is also used). The apprenticeship companies in our sample tended to distinguish between core skills, relevant knowledge and practical skills.**



- Practical skills are hands-on occupational/job-specific skills gained through “learning by doing”, and are at the heart of apprenticeships. All employers stressed the importance of real, or at least realistic, on-the-job experience, though in some cases training workshops were seen as a way of accelerating learning, particularly in the early stages of training.
- Core skills – sometimes called soft skills – are learned at school and throughout life: examples are communication, teamwork and problem-solving skills. Companies tended to look for these at the recruitment stage, but also recognized that their culture, values and ways of working would help apprentices absorb the right attitudes and skills.
- And then there is theoretical knowledge – for example, techniques specific to an occupation, the use of diagrams, principles of customer service, etc. This tends to be learned through formal classes, manuals or computer-based learning. Companies usually look to outside providers to give formal instruction in this knowledge.

But the idea of taking on and training workers through apprenticeship programmes raises other questions:

- a) How do enterprises work out how many apprentices to take, and which skills to train them in? Apprenticeships usually take at least a year and often much longer. Can you forecast skills needs so far ahead?

- b) Why not hire workers who already have the necessary skills, either through the open market or through using agencies or sub-contractors? Surely this is more flexible.
- c) Is engaging apprentices a cost-effective solution?
- d) Is satisfying skills needs the only reason why firms take apprentices?

Though different firms answered these questions in rather different ways, a clear pattern emerged in our case study enterprises.

In relation to **future skills needs**, the main points were:

- The occupations within the firm for which apprentices were recruited were generally the central skillset which made it distinctive – for example, cooks in restaurants, qualified electricians in enterprises installing electrical equipment, fabricators and welders in metal-working firms, opticians in firms making and selling spectacles. Though in some cases the enterprises also recruited apprentices in ancillary occupations (e.g. administrative staff), they often confined their apprenticeships to their core skilled workforce.
- None of the firms referred to sophisticated workforce planning exercises in determining exactly how many apprentices to take in any one year. They generally had a range of recruitment slots for which they had the capacity to train, and which roughly equated with anticipated regular turnover (retirements plus those quitting) in their core skilled workforce. If the business was expanding they would move to the upper end of this range, and if it was contracting, to the lower end.
- In recruiting, they were influenced by the quality of applicants who came forward. If there were promising applicants in any one year then they might take more than usual, or – in extreme circumstances – they might fail to recruit at all if they judged that no applicants were suitable.

The companies recognized that there were alternatives to apprenticeships, and many did hire qualified people on the open market, engage sub-contractors or temporary staff, for example to meet short-term unanticipated demands. But when it came to satisfying long-term needs for core groups of skilled-workers, they considered that these alternatives:

- were costly, particularly where labour markets were tight;
- were unlikely to result in the same level of productivity, as apprentices who had trained with the enterprise were already accustomed to its equipment and procedures;
- could give rise to problems of quality, as new or indirectly employed workers were not familiar with company standards, and in some cases were not accountable for meeting them.

In relation to cost-effectiveness, few of the firms had undertaken a recent cost–benefit analysis of their apprenticeship programmes in comparison with the alternatives. There were, though, many examples of reviews of the programmes, and examples of changes to increase their effectiveness or to reduce costs (e.g. wastage during the programme). For the most part, the enterprises considered it self-evident that apprenticeships were better than the other options for securing the skills they needed.

It was also apparent that there were other reasons why enterprises took on apprentices. For example:

- to enhance their reputation in their communities. After all, their existing workforce had sons and daughters, as did their local customers;
- to improve the quality of their product or service and company culture. A number of firms had used apprenticeships, and in-house training more generally, to take control of an important aspect of what made them distinctive among their competitors;
- personal interest and pride among senior managers – particularly owner-managers – who had often been apprentices themselves and who participated actively in many of the apprenticeship processes (e.g. induction sessions and completion ceremonies).

On the other hand, as we shall see, undertaking longer term training such as apprenticeships involves investment of time and money. If short-term needs and frequently changing requirements predominate in a business, apprenticeships are unlikely to be the best option.

## Preparatory steps

In order to design and implement effective apprenticeship training that suits the skills needs of the enterprise, enterprises will want to:

- identify the critical group(s) of skilled workers in the workforce that they would look to apprenticeship training to replenish;
- forecast predictable retirements (existing workers nearing retirement age) and turnover (historical trends of workers leaving) among these groups;
- take account of volatility in demand for their goods and services. If business is anticipated to be reasonably stable or to expand in the next few years, apprenticeships are likely to be an effective solution. But if there are likely to be major swings, more short-term solutions may be more appropriate, or apprentice numbers reduced to an essential core;
- consider the extent to which the enterprise's products or services are, or will be in the future, specialized or distinctive and the premium which is attached to quality. All these factors will increase the attractiveness of apprenticeships over other ways of fulfilling skills needs;
- take account of the enhancement to their local reputation that is likely to be gained through the operation of a regular, well-regarded apprenticeship programme.

## Company practice

**Kotug** is a towage services provider based in Rotterdam, the main port of the Netherlands. Before the company recruits apprentices each year, it carefully determines the number of apprentices it needs. The staffing plan requires understanding of operational needs in the near future and analysis of the skills profile of existing workers.

To illustrate how this works, the company has a fixed complement of sea-going captains, first mates, engineers and able seamen. This is equivalent to double its number of operating tug-boats, as these are staffed on two shifts. Skills gaps constantly arise because people become ill, take their holiday, or leave the company. The HR planner refers to past records of absence and turnover, which feed into the firm's training and recruitment plans.

Some employees retire and the company plans successors accordingly. If a captain is due to retire, the company will consider appointing a successor internally by promoting a first mate to captain. It reviews the up-to-date skills profiles of incumbent first mates. A certain number of years of tug navigation at sea is required before a person can become a captain. In addition, soft skills such as leadership, responsibility and staff management are important for this position.

The company reviews its performance assessment results for its cadre of first mates to identify the most suitable person to promote. When the company promotes a first mate to the role of captain, it also needs to promote an able seaman to the role of first mate. It then knows how many people it needs to train to become able seamen through apprenticeships or other training.

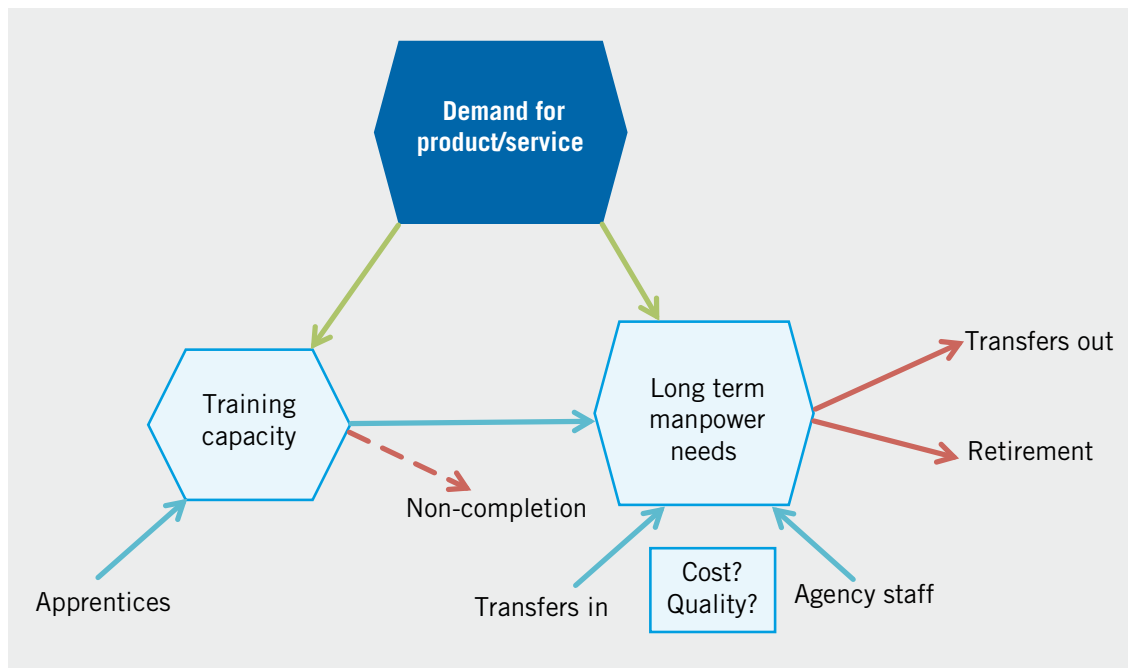
Kotug therefore takes a linear approach to HR planning, forecasting the feed-through of apprentices up to the most senior positions on its ships. This is a firm where experience is built up cumulatively and employees expect to be able to advance through promotion. Apprentice numbers are part of a succession-planning process.

**Darke & Taylor** is a medium-sized British electrical services firm which designs and supplies electrical installations. Qualified electricians are the backbone of the firm. If apprentices were not taken on, then the firm would need either to recruit on the open market or to employ agency staff. In the high-pressure labour market where it operates, both alternatives are expensive in terms of wage costs; the company is also concerned about problems of quality assurance and accountability in the case of agency staff whom it does not employ directly.

Decisions on the number of apprentices to recruit in any given year are a factor of both turnover and the state of the firm's order book. Average tenure in the firm for electricians is 13 years, including the apprenticeship period. Though the order book fluctuates, and it is not possible to predict how large it will be in five years' time when apprentices graduate, the amount of work available in the immediate future does dictate how many apprentices can be usefully employed. Part of the "payback" for the firm in having apprentices is their use as assistants to qualified electricians in their early years, and of course apprentices do need to have purposeful work in order to develop their practical skills. In recent years, numbers in any intake have fluctuated between around six and 15.

A few years ago, during a downturn in business, the company thought about deferring its apprenticeship intake, but decided that this would cause future bottlenecks. It has made a habit of recruiting through apprenticeships, and this method has entered the firm's culture, with many of its senior management, including the chairman, having started his career in this way.

Darke & Taylor's rationale for planning the size of its apprenticeship programme is represented in Diagram 1.

**Diagram 1: Darke & Taylor: Factors affecting the recruitment of apprentices**

Another Dutch company, **Saton Optiek**, places importance on personal skills in its business – and its recruitment of apprentices reflects this view. The firm produces and sells glasses and contact lenses and needs to employ specialist opticians and optometrists. The managing director values a good match between employees and the corporate culture, which he calls the “DNA”. He believes that building skills in-house through apprenticeship training is a better option than recruiting experienced workers from the labour market. The company fills vacancies by promoting existing employees to higher-level positions and by engaging apprentices and retaining them once they are trained.

Apprenticeship training programmes are used to fill vacancies caused by employee turnover. Each year, about 10 per cent of the employees leave the company. The company therefore takes two to eight apprentices each year. It examines the current group of employees in terms of their skills and gender before it determines the training offers it makes in order to maintain a balanced workforce.

Opticians and optometrists engage in face-to-face communication with clients, so interpersonal skills are indispensable. The company asks candidates to describe their daily life (e.g. hobbies, sport, where they buy clothes, friends and parents) in order to gain an insight into their personalities and to assess their client orientation.

The company is convinced that selecting the right people for apprenticeship training is a key part of its success. Factors considered in the selection process include:

- motivation of the applicant;
- interpersonal and teamwork skills;
- the match between what the company can offer and the expectations of applicants in terms of career opportunities and skills development.

The Indian company **Lemon Tree Hotels** has identified high labour turnover and low status as blocks for the hospitality sector in delivering a high-quality experience for customers. New entrants to the sector tend to be young, lack relevant skills, and want to move on to other careers as soon as they can. There are few suitable external training programmes. All this can result in a poor customer experience. To establish a distinctive, branded offer, the company has developed a range of its own carefully designed in-house training programmes, aimed at building a trained, committed and loyal staff. These include:

- a management training programme in which 30–40 graduates from hotel management institutes undertake a series of managerial positions within the company over 12–18 months, before becoming assistant managers;
- a special entry-level programme for young people from disadvantaged groups (“opportunity-deprived”) and, especially, people with disabilities.

This latter initiative originated with an experiment in recruiting workers with hearing impairments, and has expanded ever since. Lemon Tree has found that, given the right conditions and training, disabled and disadvantaged people are particularly motivated and keen to focus on customer service. Customers easily build a rapport with them. Lemon Tree has found that labour turnover is also lower among these groups. As a result, the company adopted the recruitment and training of disabled and “opportunity-deprived” people as a business policy, making it a distinctive part of their company ethos.

### Other interesting practice

- A number of firms, including the large Indian cement manufacturer **Dalmia Cement**, are happy to train apprentices in excess of their own needs, giving them opportunities to seek positions in other, related, firms. This not only gives the company the chance to select the best apprentices to retain, but also acts as a source of trained workers for the industry in general.
- The owner of the Australian gardening firm **Semken Landscaping** maintains contact with apprentices who have left the company, sometimes continuing to mentor them as they start their own businesses. Not only is this a mark of personal commitment and interest, but it also helps maintain goodwill and business leads in a broader network.
- India’s **Subros Limited** conducts a regular cost–benefit analysis. In all, the company reckons that the benefits of its 1,400-place apprenticeship programme outweigh its costs by around US\$450,000.



Credit: Semken Landscaping

## Tips

Successful apprenticeship enterprises:

- take a pragmatic approach to forecasting workforce needs, mixing analysis of predictable factors such as labour turnover with broader estimates of the direction of the business;
- are particularly careful to identify the needs among the occupations that form the front-line delivery capacity of their enterprise;
- consider the need for “soft” customer-orientated and teamworking skills, as well as technical and practical aptitude, and recognize the role of in-company training in transmitting these;
- are conscious that in-company training can both contribute to the culture of their enterprise and enhance its standing in the local community;
- take account of the expectations of potential recruits, as well as of the needs of the company;
- have a fairly stable apprenticeship intake, recognizing that apprenticeships are not well suited to meeting short-term needs. They see apprenticeships as a cost-effective way to supply a steady stream of core qualified personnel in the medium term.

4. Partnership – relating to others who provide training



In none of our case studies did any of the enterprises deliver apprenticeships alone. They all relied, to varied extents, on other organizations to help them with one or more of the following issues:

- recruitment of apprentices;
- formulation of individual training plans;
- provision of all or part of the off-the-job training;
- provision of some aspects of the on-the-job training, which the enterprise could not offer itself;
- monitoring and counselling of apprentices during their apprenticeships;
- carrying out formal assessments of apprentices to contribute to their final qualification or completion certificate.

Recruitment, training plans, monitoring and assessment are explored in other chapters, where we will also look at examples of partnership and support, but in this chapter we will focus on the provision of off-the-job training.

### Key Concept 4 – On- and off-the-job training

**Off-the-job training is training conducted away from the immediate pressures of the job, usually either in a classroom or a special workshop, but sometimes by distance or computer-based learning. For apprentices, it typically consists of:**

- theory underpinning the occupational role (e.g. applied maths and technical drawing in engineering, food hygiene in catering);
- instruction and exercises in a training workshop where experimentation in a workplace would not be feasible or economic (e.g. learning basic bricklaying);
- induction and orientation for the apprenticeship programme (e.g. health and safety, career counselling);
- in some countries, continuation or reinforcement of general education (e.g. mother tongue, civics, mathematics).

On-the-job training, by contrast, occurs when an apprentice takes part in real work activities under everyday pressures and conditions. Though under supervision, this gives the apprentice the opportunity to:

- learn techniques from experienced workers;
- practise skills, increase speed and accuracy, and deal with the unexpected;
- demonstrate skills in a real situation, for assessment purposes.



Credit: Dalmia Bharat

Few firms – even large ones – can or want to provide classroom sessions in technical theory themselves. Small firms often do not have the number of apprentices to make a class viable. So enterprises look to providers of off-the-job education and training for these elements. These providers are often public vocational schools, but we have also found instances of universities, private training providers and NGOs offering off-the-job training.

#### Key Concept 5 – Vocational schools

Most countries have networks of public colleges, institutes or specialized secondary schools where off-the-job training for apprentices is available, and sometimes mandated. Often these provide full-time vocational courses for other students, too. Some specialize in a particular group of occupations or a particular industry (e.g. agriculture), while others cover a wide range. Many also provide community education for adults.

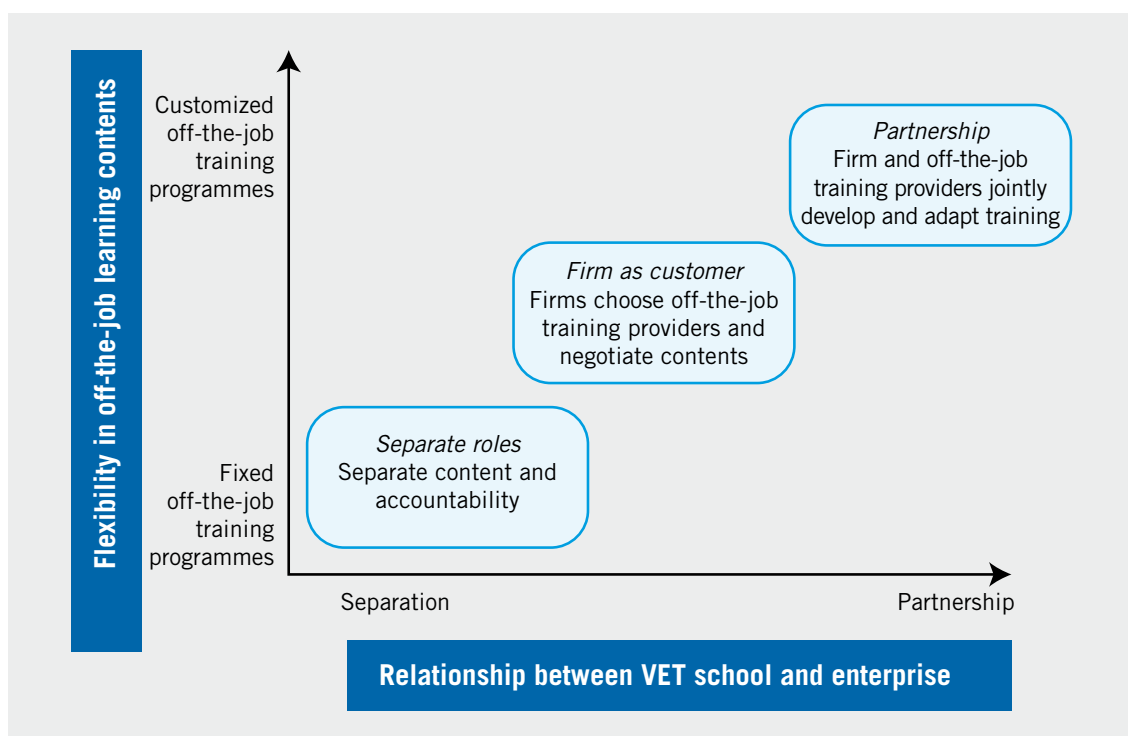
Names differ both across and within countries. In the interests of simplification we refer to all such public organizations as **vocational schools**.

Clearly, it is important that off-the-job training reflects the needs of the enterprise and is coordinated with the apprentice's on-the-job experiences. In the case studies we observe three rather different approaches to this relationship.

- **Separate roles:** this is where the off-the-job training is organized according to a national or regional curriculum, or where the firm has no ability to negotiate. Here the firm tries to align the work activities of its apprentices with the content taught at the vocational school. The school is not accountable to the firm for the training it provides, though they can form good relations with each other.

- **Firm as customer:** this is where the content of the off-the-job training is negotiable and/or the enterprise has a choice of off-the-job training providers. Here the firm specifies what is wanted and seeks the most suitable offer.
- **Partnership:** this is where the firm and the off-the-job provider work together to coordinate the training that each provides. There is joint review of the training, which leads to adaptations and new content.

**Diagram 2: Relationships between enterprises and providers of off-the-job training**



In the case studies there are a number of examples of intermediary organizations arranging or providing off-the-job training for (generally) small firms. These include BGT Jobs and Training in Australia and the Engineering Trust in the UK.

## Preparatory steps

In considering partnership arrangements, enterprises will want to:

- consider whether they wish to take responsibility for and control over all elements of the apprenticeships, or whether they would prefer to delegate certain functions to other local organizations;
- find out whether there are well-regarded local intermediary organizations which can offer certain services to enterprises;
- consider whether other local enterprises have similar needs and seek to cooperate with them in dealing with providers of off-the-job training, recruitment agencies, etc.;

- where there is a required curriculum for off-the-job training, find out which local vocational schools offer it and establish relations with the preferred one;
- where there is no mandatory off-the-job curriculum, consider what off-the-job training is required and approach a range of providers to establish which is most likely to work constructively with the enterprise to develop and deliver suitable content.

### Company practice

In the Netherlands, the social housing enterprise **Ymere** has developed an extensive partnership with the local vocational school, ROC Amsterdam. The enterprise had identified the need for a new role dealing with minor non-specialist housing repairs and maintenance. However, existing training tended to be in each of a number of specialist building trades. Together with the ROC it developed a new curriculum, including competency standards and assessment methods, for these new “general service engineers”. Teachers of the traditional craft trades needed to be persuaded to adapt their lessons. Ymere invited them to visit and discuss the need for the new role, building up trust and understanding in the process.

A critical issue from the point of view of the school was whether there would be sufficient apprentices to make a dedicated class viable. Ymere was able to invite other housing associations to join with it in sending their apprentices on the new course.

ROC Amsterdam needed new facilities for practical work associated with the course. Ymere helped with the financing of these, and once the course proved viable, a dedicated training workshop was commissioned for it.

Ymere deploys training coordinators to liaise between the school and the enterprise. Some of these are former apprentices. The key roles of these coordinators are to communicate with the school, to schedule practical training at the enterprise and to monitor the overall progress of apprentices. Tool 4.1 is Ymere’s statement on the respective roles and responsibilities of the company and the school, which it gives to all apprentices.

#### Tool 4.1: Ymere – roles and responsibilities

**Your employer is responsible for:**

- Providing a suitable training workplace;
- Offering good supervision during your practical learning process;
- Allowing sufficient time and space for your training modules;
- Planning the work assignments required;
- Assessing your performance and professional development.

**Your training institution is responsible for:**

- Offering good education that matches the professional practice;
- Drafting a personal development plan;
- Making clear agreements with the employer about your training programme;
- Conducting the official performance appraisal regarding your professional development;
- Offering you a diploma when you successfully complete the study programme, including the vocational training.

In Australia, the large health service group **Ballarat Health Services** (BHS) was dissatisfied with the established route into nursing via full-time educational diplomas. This lacked practical application and did not produce enough qualified people to meet BHS's needs.

It therefore opened discussions with the local vocational school, a TAFE institution\*, to develop an apprenticeship route combining work with education. This would be attractive for recruits, who could earn while they learned, as well as developing practical skills in tandem with the educational components. After several years of discussions this programme has now been implemented, with the result that BHS's staffing needs are being met through apprenticeships.

The key to the original relationship was the fact that the newly appointed director of nursing programmes at the school had been an ex-colleague of the relevant manager at BHS. They found it easy to work together to develop the new arrangement. Some of the content in the three days a week of off-the-job training is taught by school staff, but much of it is taught by BHS nurse educators, and the relevant financing is also shared. The two sets of staff attend professional development together, work jointly on the curriculum and the assessment tasks, and interview prospective students together. Sometimes the BHS staff teach on campus at the school, and sometimes the school teachers teach at the hospital; at other times they team-teach the class together.

**Devlyn** is an optometry company in Mexico. The company was facing a lack of optometrists to work in its shops. Moreover, recruits would frequently lack the practical experience and sales skills required. Existing training programmes were not set up to cover both the technical and sales skills needed in the company's shops across the country. Devlyn decided to take a proactive approach and reached out to CONALEP, a public vocational school, to develop a curriculum to train optometrists. The company provided first-hand knowledge of the skills required in the optometry industry and donated equipment to train students. In addition, it offered apprenticeship opportunities in its companies to train CONALEP students. As a result, new generations of optometrists with relevant skills and experience graduated and were employed not only by Devlyn, but also by other companies in the industry.

The UK's **Royal Opera House** (ROH) had difficulty in identifying relevant off-the-job training for its many highly specialized backstage roles, such as theatrical lighting, make-up and even armourers. It also had difficulty in persuading its apprentices to attend vocational schools, as many of them could not see the relevance to their roles and had not enjoyed compulsory schooling.

Finding satisfactory courses was a matter of trial and error. The apprentice managers found that it paid to be demanding. Innovation was also required to find courses that were the "best fit" for the needs of the opera house – for example, a course developed for leather goods manufacturers proved suitable for the ROH's armourers.

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\* TAFE (Technical and Further Education) institutions are public providers of vocational education and training in Australia



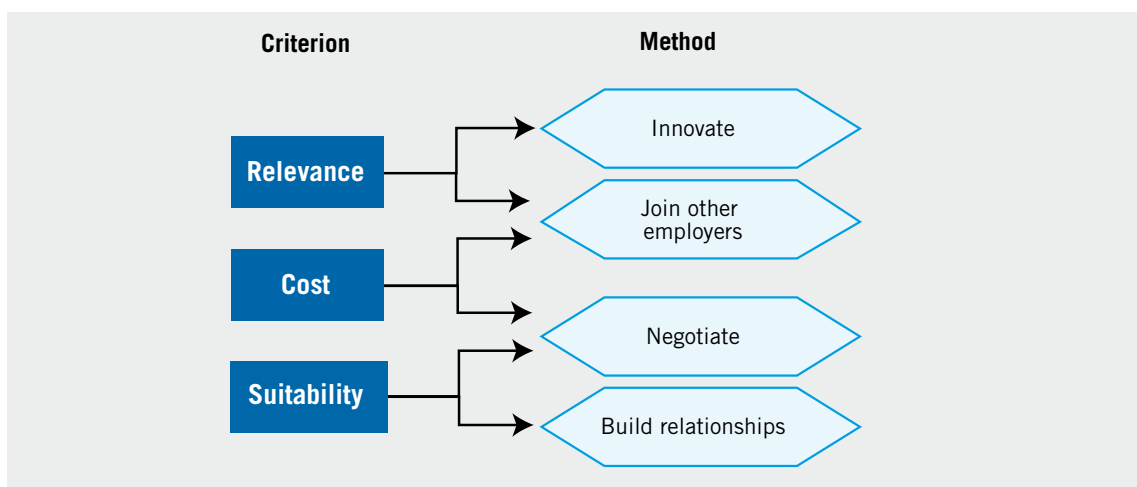
Credit: Royal Opera House, Sim Canetty-Clarke

Because the ROH only had one or two apprentices in a given field, it did not have much negotiating power when it wanted adaptations to courses. However, it developed alliances with other firms (e.g. tailors in London's Savile Row) so that together they could persuade vocational schools to make changes.

Once alliances had been made and helpful schools had been identified, the relationship could be strengthened by direct links with tutors. From time to time courses were held at the opera house itself, with tutors and apprentices from other firms visiting in order to participate. Nevertheless, the ROH has found that it needs constantly to stress the importance of off-the-job training to its apprentices.

Diagram 3 summarizes the approach used by the ROH to optimize the off-the-job training it arranged to meet its very special requirements. If there was no relevant training it would innovate (for example, by adapting an existing course) or join other employers in sponsoring something new. If cost was an issue it would negotiate to find a suitable provider or find other employers to share costs with. And if the tuition was not suiting its apprentices, it would develop a better understanding with tutors or seek other providers.

**Diagram 3: Royal Opera House: arranging off-the-job training**



## Other interesting practice

- The German electrical firm **Kissler** operates in partnership with a nearby utilities firm to train its electronics technicians. Neither firm can fully satisfy the requirements for the relevant apprenticeship, but together they can offer a sufficiently broad programme. They share costs, with apprentices spending about one-third of their time with the other enterprise.
- Kissler also cooperates with an internationally known firm which offers an introductory programme to more apprentices than it can actually recruit. During the process they visit Kissler, which has the opportunity to offer them a position as an apprentice.



Credit: Kissler

## Tips

Successful apprenticeship employers:

- are prepared to ask for what they want from vocational schools, and prepared to cooperate with them in providing it;
- form personal relationships with the tutors who teach their apprentices at vocational schools;
- ensure that they keep track of how their apprentices are progressing during off-the-job training – and whether they are attending their courses;
- network with other local firms to form alliances when negotiating with vocational schools and to exchange apprentices to satisfy national requirements, or to broaden their experience more generally;
- consider whether there are support services provided by a local intermediary organization, and the extent to which the firm wants to use this to arrange off-the-job training on its behalf, possibly with other similar employers.

## 5. Apprenticeship agreements – training and working conditions



Before apprentices are recruited, training and working conditions need to be established so that the relations, roles and responsibilities of enterprises, apprentices, training providers and other relevant participants are clearly defined and agreed. These are a prerequisite for the smooth running of apprenticeship training. When issues arise during the course of training, the signed contract provides a means to resolve them.

Clearly, apprenticeship contracts must comply with any national or sectoral regulations. In cases where vocational education and training (VET) schools or intermediary organizations place their apprentices in enterprises for practical training, they will usually prepare a contract between themselves and the firm. In some countries the VET authority or business bodies, such as chambers of commerce, provide a contract template for enterprises and schools. Adopting an established and widely used contract template and following standard training and working conditions is advisable when enterprises do not have their own legal specialists.

While some of the working conditions and rules that apply to apprentices are similar to those that apply to regular employees, there may be significant differences in how some issues are handled. These include:

- wages and allowances;
- entitlements, including paid leave;
- social security coverage;
- probationary periods and contract termination;
- dispute settlement mechanisms (e.g. requiring the involvement of the VET school and, for younger apprentices, their parents).

In addition, enterprises with young apprentices need to pay special attention to occupational health and safety, as well as matters such as harassment or bullying at work. Proactive prevention of harassment is good practice. Young people are known to be more prone to occupational injuries than experienced workers, due to their lack of experience. Minors working with adult workers may qualify for additional protection under child protection law in some countries (e.g. the UK).

Often an explicit requirement to attend off-the-job training, and to take required examinations and tests, is built into apprenticeship contracts.

The legal status of the apprentices in our case study examples varied considerably, depending in part on national regulations, in part on local customs and practice, and in part on the discretion of the employer. The variants we observed included:

- apprentice as permanent employee of the recruiting enterprise, though with conditions of satisfactory probation and successful passing of the various stages of the apprenticeship;
- apprentice as employee of the firm on a fixed term equating with the duration of the apprenticeship. After the apprenticeship decisions on future employment are made by each party;
- apprentice as student of a vocational school, with periods in a host company on terms agreed between the school and the enterprise;

- apprentice as temporary employee of a host company, but with supplementary terms required by an intermediary organization;
- apprentice under contract with the intermediary organization, but seconded to a host company under terms agreed with the intermediary.

While apprenticeship contracts differ both between and within countries, Tool 5.1 shows certain items which commonly appear in the contracts we have gathered.

### Tool 5.1: Standard items in apprenticeship contracts

- applicable laws and regulations, which are referred to and/or incorporated in the contract;
- the title and level of qualification that the training leads to;
- the commencement date and the duration of training;
- the roles and responsibilities of employer, apprentice (or guardian) and VET school;
- on and off-the-job training arrangements (release from work to study at school, responsibility for meeting travel costs to and from school);
- wages/allowances/stipend;
- social security coverage;
- leave entitlements;
- requirements for testing and entitlement to certification;
- dispute settlement mechanisms;
- probation period and arrangements for contract termination;
- confidentiality and privacy;
- details of contract parties (e.g. name and contact addresses);
- signatures (including parent/guardian for younger apprentices).

## Preparatory steps

The process of establishing training and working conditions will differ depending on the regulatory framework for apprenticeships in each country. However, enterprises will wish to do the following:

- Examine the applicable regulations (e.g. the Labour Code, the Education Code, regulations specific to apprenticeships, ministerial decrees) that govern apprenticeships.
- Check if there are relevant collective bargaining agreements on working and training conditions for apprentices.
- Look for model apprenticeship training contracts. National bodies, training providers (including vocational schools) and intermediary organizations may provide one online. Customise a model contract where appropriate.

- If a VET school or intermediary organization offers to place their students or trainees in your enterprise, ask for a written memorandum or contract and discuss the contents with them.
- Discuss the training and working conditions of apprentices with worker representatives, and with the supervisors who are likely to be involved.
- Consider carefully whether you want to offer the prospect of continued employment after the end of the apprenticeship, and under what conditions and provisos. Remember that the way this is reflected in the apprenticeship contract may influence whether young people are attracted to your enterprise.

## Company practice

As apprenticeship training involves multiple actors, their roles and responsibilities need to be clearly defined and agreed in writing. The **Commonwealth Government of Australia** provides a National Training Contract for employers to complete online with the assistance of an Apprenticeship Network Provider – these are intermediary organizations contracted by the Australian Government to provide support services to apprentices and employers free of charge. Tool 5.2 shows the standard contractual obligations of the employer, apprentice and parent or guardian.

### Tool 5.2: Australia – training contract obligations

#### **For the employer, apprentice or trainee, and parent or guardian (where applicable)**

##### **We agree that:**

1. the Contract commences from the stated date of commencement, provided that it has been registered or approved under the provisions of the relevant State/Territory legislation
2. the Contract can only be changed by our agreement and according to State/Territory legislation, and the relevant State/Territory government department, authority or agency must be informed of the proposed change/s. In some States/Territories approval for the change/s must be sought
3. the apprentice/trainee can see, and correct, any information about himself/herself in this Contract or held by the employer in relation to this Contract
4. we will try to resolve any dispute we have between us, and if we can't, we will contact the relevant State/Territory government department or agency to request assistance or to access the appropriate dispute resolution processes
5. the Contract can be audited by State/Territory government departments, authorities or agencies or Australian Government Department
6. the Qualification Title and Code may be varied by the Registered Training Organisation during the term of the Contract, where the qualification is superseded through a revision to the training package, and the variation is endorsed by the relevant State/Territory government department, authority or agency
7. the Contract is successfully completed when there is agreement from the employer, Registered Training Organisation and apprentice/trainee, and/or an acknowledgement by the relevant State/Territory government department, authority or agency, that the apprentice/trainee has attained all the required competencies

## Tool 5.2: Australia – training contract obligations

8. this Contract expires if it reaches the term of the contract without the apprentice/trainee having attained all the required competencies or a request for an extension of the contract having been endorsed by the relevant State/Territory government department, authority or agency
9. this contract may be terminated in accordance with the relevant State/Territory legislation.

### For the employer

#### I agree that I will:

- a) employ and train the apprentice/trainee as agreed in our Training Plan and ensure the apprentice/trainee understands the choices that he/she has regarding the training
- b) provide the appropriate facilities and experienced people to facilitate the training and supervise the apprentice/trainee while at work, in accordance with the Training Plan
- c) make sure the apprentice/trainee receives on-the-job training and assessment in accordance with our Training Plan
- d) provide work that is relevant and appropriate to the vocation and also to the achievement of the qualification referred to in this Contract
- e) release the apprentice/trainee from work and pay the appropriate wages to attend any training and assessment specified in our Training Plan
- f) meet all legal requirements regarding the apprentice/trainee, including but not limited to, occupational health and safety requirements and payment of wages and conditions under the relevant employment arrangements
- g) repay any payment I receive that I am not entitled to
- h) work with our RTO and the apprentice/trainee to make sure we follow our Training Plan, keep training records up-to-date, and monitor and support the apprentice/trainee's progress; and
- i) let the relevant State/Territory government department, authority or agency and the RTO know within five working days (or when the local State/Territory legislation requires, if this is different) if our Training Contract has become jeopardised.

I acknowledge that it is an offence to use information in the Contract to discriminate against any person, including the apprentice/trainee.

### For the apprentice/trainee

#### I agree that I will:

- a) attend work, do my job, and follow my employer's instructions, as long as they are lawful
- b) work towards achieving the qualification stated in our Training Contract
- c) undertake any training and assessment in our Training Plan.

### For the parent or guardian

#### I agree that I will:

uphold the responsibilities listed above for the apprentice/trainee until this person is 18 years of age.

*[NB: Slightly different conditions apply in the state of South Australia.]*

Different issues arise where a VET school places its students in host companies. The school has the primary liability for the student and therefore needs to ensure that the host company is clear about, and legally liable to the school for, its treatment of the trainee. A comprehensive version of such an agreement, from the Dutch VET school **ROC Mondriaan**, is summarized in Tool 5.3.

### **Tool 5.3: ROC Mondriaan – work-based training agreement (summary)**

Purpose of the workplace agreement.

Duration and extent of the work-based training (WBT).

Content of WBT. [Relevance to vocational course and duty to supervise]

Interim alterations. [Abilities of parties to alter the agreement]

Parties' obligation to perform. [Aim is to achieve student's learning objectives]

Attending mandatory school activities.

Workplace-based assessment. [Duty to cooperate in assessments]

Liability. [Company is liable for damages to, or caused by, the student]

Rules for conduct and safety. [Duty of student to comply with company rules and of company to exercise proper care]

Confidentiality, privacy. [Duty of student and ROC to honour company confidentiality. Data privacy for student]

Absence. [Student to obey company attendance rules; notification to ROC]

Problems and conflicts during WBT. [Procedures for resolving complaints]

Termination provisions.

Substitute WBT workplace. [Power for ROC to arrange alternative placement if WBT not satisfactory]

Problems and conflicts due to sexual intimidation, discrimination, aggression or violence. [Company to prevent such instances, which may be reported by student in confidence]

Employment of foreign nationals.

Interpretation under Dutch law.

Final stipulations.

**Subros Limited** is an Indian manufacturer of thermal products for automotive applications. It works in technical collaboration with Denso, a Japanese automotive components manufacturer. Subros follows the model contract provided by the Directorate General of Training of the Ministry of Skill Development and Entrepreneurship of India. Since India's Apprenticeship Rules of 1992 stipulate certain conditions of apprenticeship training (e.g. minimum educational requirements, physical fitness of apprentices, period of apprenticeship training, compensation for termination of apprenticeship, payment to apprentices and hours of work), Subros's apprenticeship contract refers to the Rules without having to elaborate further on working and training conditions.

However, the Subros contract also specifies:

- the personal details of the apprentice;
- the names and contact addresses of the parties involved in the contract;
- the educational qualifications of the apprentice;
- the date of contract execution;
- the name of the trade for which training is to be conducted;
- the duration and period of apprenticeship training;
- the applicable rates of stipend.

The contract defines the monthly stipend in terms of percentages of the minimum wage for semi-skilled workers. This amount increases from the first year of training to the second and then the third.

Subros offers certain conditions over and above the national legal requirements, such as transportation, subsidised food, three sets of uniform, and safety gear. These benefits are important elements of training and working conditions, which are likely to be attractive to applicants.

Apprenticeship training may involve school-age children receiving training or working under the supervision of adult workers. In such cases protection of minors from harm is an important issue. **Abingdon & Witney College**, a vocational school in Oxfordshire in the UK, asks employers who take apprentices for workplace training to sign a “Young persons’ protection statement of principles for work placement providers” (Tool 5.4). This is a useful, common-sense guide to some of the issues which can cause disputes and misunderstandings when young people enter an adult environment.

### Tool 5.4: Abingdon & Witney College – young persons’ protection statement

#### General Introduction

For adults working with young people it is important to feel confident in the relationship but at the same time be aware of potential problems that may arise. The following statement of principles has been written to help employers provide a secure and productive working environment for learners and employers alike.

#### Supervision

Good supervision is an effective way of enabling the placement to be successful and reduces the risk of problems arising. Those placed immediately in charge of a young person should be confident when dealing with young people, be mature, yet capable of putting them at ease.

#### Behaviour and relationships

It is important the young people are reassured and helped to feel comfortable and confident in their new surroundings. However, relationships should remain professional and avoid becoming too familiar. Never permit ‘horseplay’ which may cause embarrassment or fear.

#### Environment

Where possible, avoid being alone in an isolated or closed environment with a young person. If one to one contact is used (i.e. review meetings) either do this in a public area or in a room with the door open so you are visible from outside.

### Tool 5.4: Abingdon & Witney College – young persons' protection statement

#### **Physical contact**

There may be occasions when you need to touch a young person (i.e. guiding a hand or arm) during the course of a task or whilst training to carry out a technical or manual operation. This should be kept to a minimum and be clearly used in a manner that is appropriate to the situation.

#### **Travel**

Ensure that there is a known destination and check in time with a third party when a young person is travelling alone with an adult whilst at work. It is a good idea to make available a mobile in the event of a break down or emergency.

#### **Disqualification**

You are reminded that you are required by law to protect children from harm and that employees are required under the Criminal Justice and Court Services Act to declare that they are disqualified from working with children.

#### **Referrals if concerns about Safeguarding / Prevent are identified, or disclosed by the learner**

Young people may disclose confidential information to a work colleague that gives rise to concern for their physical or emotional safety. If this arises, the employee should speak to their line manager or a senior colleague who should contact the Apprenticeship team on \*\*\*\*\* in the first instance.

Occupational health and safety is a particularly important matter when dealing with young people with little previous experience of working conditions. The obligations of apprentices to comply with occupational health and safety rules in the company often feature in apprenticeship training contracts. Vocational schools and intermediary organizations, which are themselves liable for the safety of students, are particularly anxious to secure a safe work environment in the host companies that they use.

### Other interesting practice

- Both the **Royal Opera House** and Australia's **Ballarat Health Services** have negotiated apprenticeship arrangements with their trade unions, which were concerned that apprentices would take the place of existing employees. In both cases agreement was reached that apprentices would be treated as additional staff, over and above the regular cadre, for all or part of their training period.

### Tips

Successful apprenticeship employers:

- follow applicable laws and regulations on apprenticeship training;
- highlight any additions to minimum legal requirements and/or emphasize future prospects in order to attract the best candidates as apprentices;
- make clear what is expected from the apprentice, not only in completing work tasks, but also in following their training plan, including attendance at off-the-job courses;
- ensure that there are formal and clear agreements with all parties to the apprenticeship (including off-the-job providers and intermediary organizations) and that these are consistent with the contracts with apprentices;
- give apprentices incentives, and reduce drop-outs, by increasing pay in stages to reward achievement in training and to reflect increases in productivity;
- recognize the risks presented to inexperienced young people in terms of health and safety and inappropriate behaviour in the workplace;
- in the case of young people, involve parents formally in the agreement, whether or not this is a legal requirement.



## 6. Planning the training

Once the occupations in which apprentices are to be trained have been determined, a training plan needs to be developed.

## Key Concept 6 – The training plan

**A training plan shows what will be learned, where and in what order. It will:**

- give the intended length of training, usually broken down into the main stages;
- contain the content of what is to be learned at each stage;
- indicate where each component of the training will take place (e.g. at a vocational school, at various departments within the enterprise);
- show the points at which formal assessments of learning will be made.

From our case studies, it is clear that there are a number of levels at which training plans are drawn up:

- In countries with an established or regulated apprenticeship system, there are some national parameters that apply for apprenticeships to be recognized and/or funded. Typically these are to do with the overall duration of training and the mixture of on and off-the-job training.
- Similarly, there are frameworks which may apply for apprenticeships in particular occupations or sectors. The detail in which these frameworks are expressed varies between countries, as does the degree to which there is scope for flexibility at the local level.
- At the level of the enterprise there is usually an overall plan for the main phases of the apprenticeship – for example, the incidence of off-the-job training and a series of placements within the firm to broaden skills and reflect growing levels of competence and experience. These decisions will be influenced by national frameworks, where these exist.
- For off-the-job training, a curriculum needs to be selected where there are suitable established national or local courses, or developed where there are not.
- For on-the-job training, decisions are needed about which areas within the enterprise apprentices should work in, which tasks they should be set, and who is responsible for their training.

The enterprises we talked to followed plans covering all these levels. At the same time, they reviewed and changed the plans for individual apprentices at certain points during the training, for example after progress reviews or when there were changes in the types of work available at the enterprise.

## Preparatory steps

In drawing up training plans, enterprises will want to:

- consider any national regulations about apprenticeships; or requirements which are necessary to gain funding;

- determine the occupations they are training for, and consider any frameworks, guidance or examination requirements that exist for those occupations;
- consider whether apprentices are likely to need, or be required, to undertake off-the-job training, and if so select suitable providers for this;
- consider the departments within the enterprise where an apprentice might work in order to develop and practise the desired skills;
- if there are gaps between the skills requirements of the apprenticeship and the work opportunities available within the enterprise, consider whether these might be filled by instruction at a dedicated training workshop, or by a temporary placement in another local firm;
- discuss the training plan widely within the enterprise and with selected providers of off-the-job training, to ensure that they understand the overall intentions and to seek their comments;
- be prepared to adapt training plans to the needs of the actual apprentices who are recruited, particularly where recruits have previous relevant knowledge and experience, and to make necessary adjustments for those with disabilities or learning difficulties.

## Company practice

In Cologne, Germany, **Azimut Hotel** has six apprentices following a three-year apprenticeship which gives an all-round training in the industry. The framework of instruction in the vocational school is nationally agreed. It has a common programme for the first two years, covering a number of hotel and catering occupations, but in the third year the apprentices specialize. The curriculum in the first year accounts for 320 hours (about one-and-a-half days a week), with rather less time spent studying in the second and third years. Tool 6.1 shows the way that the topics in the vocational school are organized. Notice how more advanced topics (e.g. management, the varied work of dealing with queries in the reception area and the application of marketing skills) are covered in the final year.

**Tool 6.1: Azimut Hotel – topics taught in the vocational school**

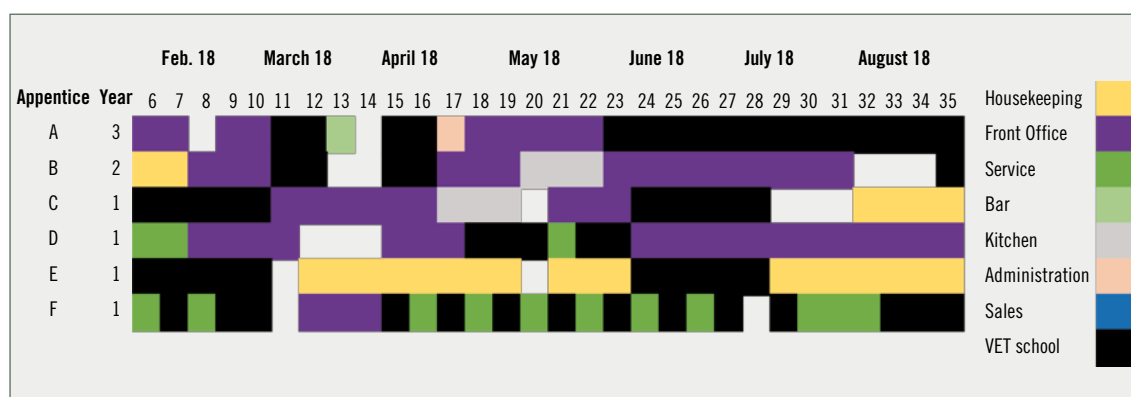
1st year	2nd year	3rd year
Kitchen work	Advising and sales in the restaurant	Work in reception area
Service work	Marketing	Work in sales
Storeroom work	Housekeeping services	Work in marketing
	Merchandise management	Management of housekeeping services

Tool 6.2 expands the curriculum for one of the topics, “Reception”. Of course there are more detailed teaching plans, but statements like these, which are common in vocational curricula, describe what apprentices should know and be able to do after their programmes.

They are able to carry out all billing procedures in connection with guest invoices.

The work tasks in the hotel need to be arranged to give the right mix of experience, mirroring what is taught at the vocational school as far as possible. The hotel administrator has a plan showing where each apprentice will be for the period ahead. Tool 6.3 shows what activities each of its six apprentices will be engaged in for the remaining months of the training year.

### Tool 6.3: Azimut Hotel – weekly timetable



The hotel has recently taken on a trainee manager (apprentice F), who undertakes classes in a higher education institution rather than the vocational school.

**Bharat Heavy Electricals Limited (BHEL)**, a large Indian public sector enterprise which manufactures power equipment, follows nationally agreed curricula for the many trades in which it offers apprenticeships. As an influential employer, it participates in the sectoral organizations which draw up the apprenticeship frameworks for each occupation. These frameworks, which are based on agreed occupational standards, specify both on and off-the-job training content. For example, for the occupation of electrician, which is a two-year programme divided into two equal blocks, broad learning outcomes are specified. These are shown in Tool 6.4.

## Key Concept 7 – Learning outcomes and curricula

Learning outcomes are statements which specify what trainees (including apprentices) should know and be able to do by the end of their training, or at various stages.

They act as a guide to those drawing up detailed curricula or programmes of instruction, and to the designers of tests and assessment procedures.

A curriculum is a plan of education or instruction in which what is taught is sequenced to lead towards the learning outcomes.

### Tool 6.4: BHEL – Learning outcomes for electrician (extract)

#### Generic

- 1 Recognize & comply safe working practices, environment regulation and housekeeping.
2. Work in a team, understand and practice soft skills, technical English to communicate with required clarity.
5. Read and apply engineering drawing for different application in the field of work.
6. Understand and explain the concept of productivity, quality tools, labour & welfare legislation and apply such in day to day work.
- 9 Apply the general concept of basic computer, basic operating system and uses of internet services to take benefit of IT developments in the industry.

#### Trade Specific Block-I

12. Analyze, demonstrate and test basic electrical circuits and calculate the parameters.
13. Prepare & make a job selecting appropriate tool with accuracy as per drawing.
15. Electrical earthing system: Install, Measure & Improve earth resistance.
17. Install and test wiring system.
20. Measure electrical/electronic parameters.

#### Trade Specific Block-II

21. Install, test and commission AC motors.
22. Operate & maintain Generator set.
23. Install & test electrical lighting system.
26. Understand & monitor the power plant and power lines.

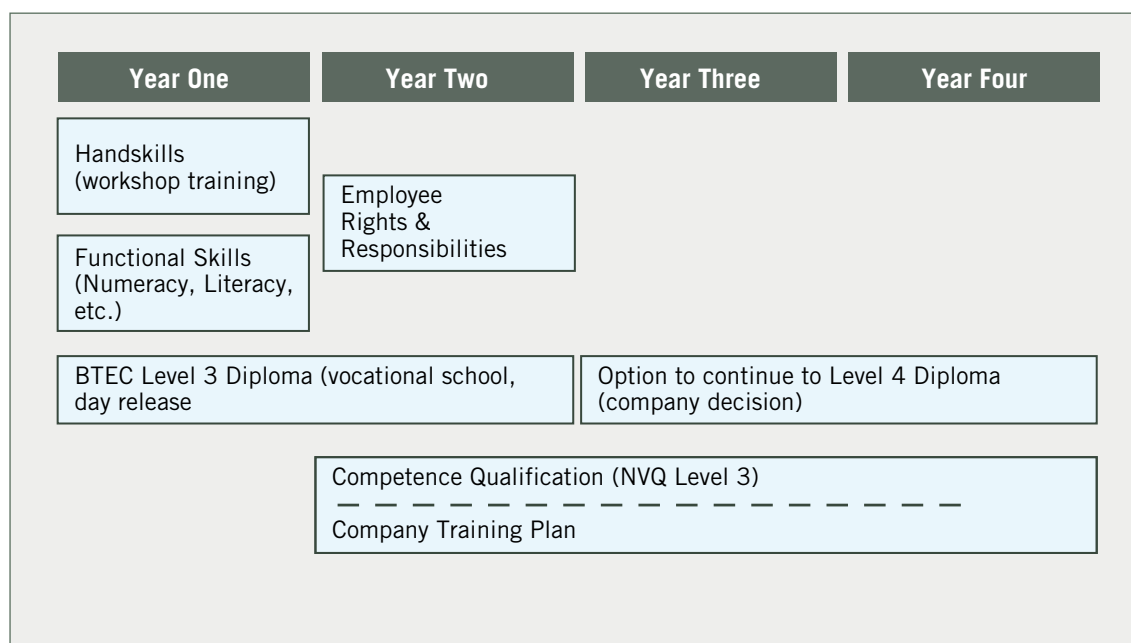
These outcomes are specified further in two three-month periods of off-the-job training and two nine-month spells of on-the-job instruction. Tool 6.5 is an extract from the first block of on-the-job training. It shows the practical areas in which apprentices will need to gain experience and indicates the items they will need to know about in each area.

**Tool 6.5: BHEL – Schedule of on-the-job instruction (extract)**

Week No.	Professional Skills	Professional Knowledge
1-2	Observe & practice safety in all electrical works. Practice providing First Aid	Importance of safety & First Aid
3	Identify & use all hand tools	Types of hand tools & their proper use
4-5	Check the gauges of wire & select suitable wires for the required current rating. Practice wire joints & providing cable glands. Soldering practice.	Specifications of wires. Color code, current carrying capacity in open & inside conduit etc.
6-7	Carry out fitting & carpentry jobs	Need of allied trade skills in electrical works
8-9	Connect & measure voltage, current, resistance power & energy in DC & AC (1ph & 3ph) circuits	KW, KVA, KVAR, Max Demand, Power factor, contract demand, billing demand
10-11	Electrical wiring: Repair/replace switches, sockets, light points. Provide new points in PVC casing capping & PVC conduits.	Type of wiring system, wires, accessories, fittings suitable for specific applications

In addition to the industry-wide framework, BHEL provides training in work ethics, company policies and conversational English.

In the UK, the **Engineering Trust** is an intermediary organization which provides a range of support services to enterprises, both large and small. It helps them to draw up training plans which accord with recognized national frameworks, while reflecting the particular commercial activities and training needs of each company. Its overall training plan (Tool 6.6) covers four years.

**Tool 6.6: Engineering Trust – overall scheme**

As can be seen, the first year largely comprises off-the-job training, with an initial period in special workshops to learn the basic skills of working with metals. A set two-year course at a vocational school is started on the basis of one day each week and, if necessary, apprentices receive tuition in basic “functional” skills. From the second year, apprentices start to work on serious, real-life tasks in their companies and in the process collect evidence of having achieved the competencies required for a National Vocational Qualification (NVQ). All apprentices take a short course which outlines their rights and responsibilities at work, including relevant employment legislation. Depending on the apprentice's progress and their employer's support, there is an option to continue day-release study at a higher level.

As well as arranging off-the-job training, the Trust helps firms draw up individually tailored training plans, taking account of:

- the actual workflow of the company;
- the need to give apprentices broad experience in different parts of the company (e.g. stores and purchasing as well as technical production);
- the content of the formal qualification, which requires different areas of skill to be demonstrated in a real working environment;
- the company's own particular skills needs, which would in many cases go further than the formal qualification;
- areas of knowledge or skill which have already been acquired by recruits (e.g. at school or college before their apprenticeship).

When agreed, the training plan is recorded in some detail in each apprentice's logbook, making reference to the company's own processes. The apprentice records the achievement of relevant tasks in their logbook in order to demonstrate their progress. As companies introduce new technology or take on new areas of work, the plan might need to be changed during the period of the apprenticeship.

In this way, the training plan is a mixture of national requirements integrated with the day-to-day demands of individual employers and the opportunities they offer for useful training experiences.

### Key Concept 8 – Apprentices' logbooks

Many apprenticeship schemes involve “logbooks”, which are maintained by apprentices to note down the tasks they have performed and to reference relevant documents, photographs of finished products, etc. They are usually endorsed by a supervisor. Logbooks are used in various ways:

- to direct apprentices' attention towards what they need to achieve;
- to encourage them to reflect on their performance;
- to record key stages of achievement for assessments of progress, or to count towards formal qualifications.

Apprentices take pride in their logbooks and maintain them carefully. Often skilled workers will keep their apprentice logbooks well after the end of their apprenticeships.

In addition, the Trust organizes five-day “Outward Bound” programmes in the mountains of Wales. These encourage teamwork, promote resilience, provide some novel engineering challenges (e.g. bridging rivers) and result in a memorable experience for the apprentices.



Credit: the Engineering Trust

The medium-sized Australian metal fabrication firm **Gason** uses a vocational school to help it organize the training plan for its apprentices, so that it follows the requirements of a national qualification. The TAFE school not only delivers part of the training but also assesses when apprentices have achieved the competencies of the agreed units. The training plan is therefore a living record of the content that has been achieved and that which is yet to be mastered. Tool 6.7 shows the format in which a computerized record of each of the more than 30 units of an engineering qualification are maintained.

#### Tool 6.7: Gason – units required for qualification (extract)

Employer		Apprentice			
RTO	Federation University	State Trainee ID			
Qualification	Certificate III in Engineering Fabrication Trade	Qualification Code		MEM30305	
Unit to be competed to gain above qualification					
Code	Title	Nominal Hours	Current Status	Assess Date	Assessor
MEM05005B	Carry out mechanical cutting	20	CY	25-08-2016	Rjwilliams
MEM05007C	Perform Manual Heating and Thermal Cutting	20	CY	24-11-2016	Rjwilliams
MEM18001C	Use Handtools	20	CT		
MEM03003B	Perform Sheet and Plate Assembly	40			
MEM05011D	Assemble Fabricated Components	80			

CT-Credit Transfer; CY - Competent



Gason needs to confirm the assessments carried out by the TAFE. In doing so, it ensures that apprentices rotate through the various parts of its business in order to practise their skills and make sure they are competent in a real-life situation. It maintains a “rotation plan” to do this, as set out in Tool 6.8, which shows the progress of each apprentice through the business.

**Tool 6.8: Gason – apprentice rotation plan**

Tenure at July	Name	Robot	Buffing	Heater Weld	Heater Assy	Tillage Weld	R&D	Sheet Metal	Laser	Maint	Bins	Field Work	Cutting	Tillage Assy
2Y 5M	A	✓		✓	✓	✓			✓				✓	•
3Y 4M	B		✓	✓	✓	•			✓					
0Y 5M	C			•				✓						
2Y 5M	D	✓	✓	✓	✓		•	✓	✓		✓	✓		
0Y 5M	E			•										
0Y 2M	F			✓	✓				✓		•			
2Y 5M	G		✓	✓	✓			✓	✓	•				
4Y 1M	H		✓	✓	•	✓			✓					
<div>Completed Time <input type="checkbox"/></div> <div>Proposed move <input type="checkbox"/></div>														

## Other interesting practice

- The **MUBEA Company** in Mexico offers overseas exchanges to its apprentices, who can work in its factories in other countries during the period of their apprenticeship. The company provides language courses and orientation sessions to the apprentices who want to undertake part of their apprenticeship abroad.

## Tips

In developing a training plan, successful apprenticeship enterprises:

- recognize that apprentices will develop over time, so place those tasks or functions which are more specialized or carry more responsibility towards the end of the training period;
- know that, however detailed national or sectoral frameworks may be, the training plan will need to be tailored to the company’s own circumstances;
- are prepared to change the plans during the course of an apprentice’s training to reflect their progress and changes in the firm’s business activity;
- recognize that a training plan not only depends on what is needed, but also on what can in practice be provided at the company level. Enterprises need to take stock of the capacity of their workplace, ensure that employees have the willingness and ability to provide supervision, and involve other organizations (e.g. vocational schools or nearby firms) to fill gaps;
- ensure that, wherever possible, on-the-job training reflects recent or current off-the-job instruction so as to allow apprentices to see the relevance of what they have been taught and to practise newly developed skills;
- are prepared to contribute their expertise towards the development of sectoral apprenticeship frameworks, and so ensure that they meet the needs of enterprises.

## 7. Preparation – getting the workplace ready for training

As we have seen, the training plan will have taken account of what opportunities for training can be provided in the workplace. Items which can only, or can better, be provided elsewhere will have been identified. What needs to be done to ensure that the workplace is ready to maximize the learning of apprentices?

There are typically four different kinds of preparatory measures:

- ensuring that practical arrangements are in place to safeguard young people who have little experience of working conditions in general and none of their new workplace;
- ensuring that those who train and supervise the apprentices are well briefed and trained;
- ensuring that apprentices are well briefed about what to expect and how they should behave. This is often achieved through an induction programme at the start (or sometimes before) the apprenticeship begins;
- devising special tasks or projects which will help integrate apprentices' learning, give them responsibility for task management and – often – form the basis for assessments.

In our case studies, intermediary organizations dealing with small enterprises made judgements about whether the firms they dealt with were ready to take apprentices. Their checklists are useful as indicators of the kinds of situation which are, or are not, helpful in the training of apprentices.

## Preparatory steps

Enterprises will want to:

- review their training plan to identify which components will be delivered at their workplace, and in which sections of it;
- identify the staff who will take charge of training and supervising apprentices, and ensure that they are briefed about their roles and duties and have a positive attitude towards them;
- consider whether specific training in instructional techniques would be appropriate for staff who will actually guide the apprentices;
- review health and safety risks in the relevant workplaces from the point of view of young, inexperienced workers;
- consider whether adjustments to the workplace may be needed to cater for known special needs among the apprentices who join (in some countries special grants towards costs may be available);
- draw up a list of the essential information apprentices will need – about their programme, the company context, the rules of the workplace, and the roles of those they will encounter (e.g. tutors, supervisors, assessors). Consider whether these should be conveyed to apprentices in a group induction session or one to one, and what should be reinforced through written information.

Of course, many of these items will already be familiar to enterprises in taking on new employees and training existing workers.

### Key Concept 9 – Induction

**Induction is the process of providing apprentices with an initial briefing right at the beginning of their programmes. Typically it involves:**

- making the newcomers feel welcome;
- giving an overview of the programme;
- introducing the key people they will encounter and the roles they have;
- explaining workplace rules and routines (timekeeping, reporting absence, etc.);
- an introduction to health and safety at work;
- making it clear who to approach if they have concerns.

When there are groups of apprentices, induction events are usually held collectively. With one or two apprentices a guided tour of the enterprise will be more suitable.

Additional brief induction sessions are given when an apprentice joins a new department or section.

### Company practice

In Germany, the medium-sized clothing and protective equipment manufacturer **Bierbaum-Proenen** has developed a checklist (Tool 7.1) to ensure that the necessary preparations are made for each incoming apprentice. Each named person signs to say that the required actions have been taken. As can be seen, there are special events for apprentices, including a meeting with the chief executive officer. The firm's HR manager presents the first day's event in person. There is an emphasis on health and safety issues, and a briefing is given personally by the firm's safety officer within the first three days of apprentices starting.

Tool 7.1: Bierbaum-Proenen – checklist for entry of new apprentices

Apprentice name:		Task					Responsibility			due		done	
No.		Task					Dpt.	Function		date	name	date	
1	<b>Hardware / Software / Network / Administration</b>						IT	system administrator					
	1.1.	Notebook	install				IT	system administrator					
	1.2.	E-Mail-address	organize and connect to distribution lists				IT	system administrator					
	1.3.	access authorizations	for systems, softwares										
2	<b>Organisation</b>						HR	Head of Department					
	2.1.	Human Resources	Welcome Letter				HR	Head of Department					
			book conference room				HR	Head of Department					
			schedule first day				HR	Head of Department					
			Revision Apprentice-Information-Folder				HR	Head of Department					
			Personnel information				HR	Head of Department					
			Welcome poster				HR	Head of Department					
			select mentors				HR	Head of Department					
			invite work council				HR	Head of Department					
			invite CEO				HR	Head of Department					
			inform other (not new) apprentices				HR	Head of Department					
			arrange dates for apprenticeship events				HR	Head of Department					
			books BP 1929 - 1952				HR	Head of Department					
			25-Euro voucher				HR	Head of Department					
			inform departments				Personnel Administration	clerk					
			time card				HR	Head of Department					
2.2.	entrance, time control		Calitime				Personnel Administration	clerk					
2.3.	HR organisation		Personnel file				Personnel Administration	clerk					
			accident insurance				Personnel Administration	clerk					
			job ticket (for public transport)				Personnel Administration	clerk					
			Declaration data privacy protection				Personnel Administration	clerk					
			agreement private use of E-mails				Personnel Administration	clerk					
			Safety briefing				Personnel Administration	clerk					
			Behavior in case of fire				Technical Department	Safety Inspector					
							Technical Department	fire protection officer					

The checklist includes the issuing of an information folder to each apprentice. Tool 72 shows the contents of this booklet, giving an idea of the range of matters new apprentices need to know about.

### **Tool 7.2: Bierbaum-Proenen – contents of information booklet for apprentices**

Schedule of first day of work	page 1
Apprenticeship at BP	page 2
Working time	page 4-5
Breaks, holidays	page 6
Appendix: application for leave	page 7
Time recording system	page 8
Assessments	page 9
Appendix: feedback form	page 10
Employee guide	page 12-14
General information	page 15-18
Absence from VET school	page 19-20
Information about behaviour at BP	page 22-25
Apprenticeship events	page 26
Information about time abroad	page 28
Information visits, cultural events	page 29
Works council	page 31-32
Organization chart	page 33
Telephone list	page 34

Both of the HR managers responsible for apprentices at Bierbaum-Proenen have completed a mandatory “training of trainers” programme. The head of each department gives a personal briefing to apprentices when they start with them. In addition, the firm appoints mentors who take a personal interest in each apprentice across their whole programme. The firm has no shortage of staff who volunteer for this role.

## Key Concept 10 – Supervisors, mentors and assessors

**A number of different people have responsibility for apprentice training within an enterprise. Typically the roles are as follows:**

- **Supervisors** have immediate day-to-day responsibility for an apprentice. They may be either a first line manager (who may have responsibility for other workers as well) or a qualified skilled worker. Apprentices will have different supervisors as they move between sections of an enterprise.
- **Mentors** have a more general role in keeping an eye on apprentices throughout their training programme. They may be from the HR department, or simply an experienced and understanding person who has volunteered for the role. They will check apprentices' overall progress, identify any personal problems and be available for a friendly chat. Sometimes staff from intermediary organizations perform this supporting role.
- **Assessors** make the formal judgements of whether apprentices have achieved elements of their qualifications. This role can be undertaken by accredited company personnel, but is often carried out by staff from intermediary organizations or vocational schools.

These roles are not always distinct. For example, some enterprises expect supervisors also to perform the role of a mentor, and a qualified worker can be accredited as an assessor.



Credit: Dalmia Bharat

**Da Fonte** is a small Australian plumbing enterprise which relies on the group training organization **BGT** to arrange much of its apprenticeship programme. However, the owner-manager takes an active interest in the progress and treatment of apprentices, visiting them at the many different worksites where the firm's various projects take place.

Apprentices are placed under the supervision of qualified workers, all of whom have themselves undertaken apprenticeships, and who are therefore familiar with the nature of the programme and how training is provided on the job. In addition to regular monitoring visits by BGT, the owner-manager frequently talks to the supervisors and holds them accountable for the progress of their apprentices.

The role of front-line staff in instructing apprentices is, of course, central to apprenticeships. The state of New South Wales issues useful guidance on this subject.\* Tool 7.4 is an extract which focuses on the key process of coaching by experienced workers.

### Tool 7.3: New South Wales – practical tips for coaching

#### **Understanding assists learning**

People learn best when actively involved in their learning, so when teaching your apprentice or trainee a new task make sure they know why they are doing things, why these things are important, and how and when they will be assessed on it.

#### **Clear communication**

Take time to think about the instructions you give. Write down your instructions or break the job into steps if necessary. To give clear instructions you should:

- assume no prior knowledge
- explain why the job is done this way
- use clear and simple language
- include safe work practices in your instructions
- ask the apprentice to repeat the instructions back to you to check their understanding
- make sure there are no distractions

#### **Demonstration**

Take time to show your apprentice or trainee how to do things the correct way. You may find it helps to break the task down into manageable pieces. Demonstration is a quick and easy way to:

- show the learner correct procedures and sequences
- explain why the task is done this way
- use correct work practices

#### **Practice makes perfect**

Allow time for the apprentice or trainee to practise new skills. Everyone makes mistakes, so expect mistakes. Point the apprentice or trainee in the right direction. Spaced repetition of new skills and tasks will build competence. Watch and coach, and:

- be patient
- ask questions to encourage the apprentice to think about the task
- give praise when it is due
- suggest ways to improve and highlight progress

#### **Ask questions**

- Check for understanding, eg. 'What are the four steps in checking the order form?'
- Involve the apprentice in decision making, eg. 'Should we set the guide rails now?'
- Obtain information and feedback, eg. 'How is your training in power tools going, is there anything you don't understand?'

\* This leaflet is available at: [www.training.nsw.gov.au/forms\\_documents/apprenticeships\\_traineeships/supervising\\_your\\_app\\_trainee.pdf](http://www.training.nsw.gov.au/forms_documents/apprenticeships_traineeships/supervising_your_app_trainee.pdf)



BGT is formally the employer of the apprentices, whom it assigns to numerous “host employers” such as Da Fonte. BGT has developed a set of health and safety measures that host employers need to take. This might act as a helpful checklist for employers generally.

#### **Tool 7.4: BGT – health and safety measures for employers**


- Define the job, tasks or roles that apprentices will do.
- Identify hazards associated with the work, and assess and control risks in consultation with health and safety representatives and workers.
- Identify the skills and knowledge, including any licensing and certification requirements, that apprentices need in order to do their work safely.
- Verify that the apprentices selected have the necessary ability and capability to acquire the required skills and gain knowledge to perform their work safely.
- Clarify who will provide any equipment, including personal protective equipment, to enable the apprentice to do the work safely.
- If equipment is brought into your workplace, ensure that it meets safety standards.
- Conduct workplace inductions for all apprentices. Provide any other training that enables apprentice to perform their work safely.
- Support and encourage workers’ rights to be represented in relation to health & safety issues.
- Encourage apprentices to participate in workplace consultative arrangements. Introduce apprentice to health and safety representatives and the person with management responsibility in the area where they will work.
- Verify that apprentice understands the health & safety requirements of your workplace.
- Provide adequate supervision to monitor whether the work is being done safely.



Host employers are also obliged to keep BGT informed of relevant changes in conditions, and to allow BGT access to the apprentices.

As noted in Chapter 4, the Indian company **Lemon Tree Hotels** recruits a high proportion of apprentices who are disabled or from disadvantaged groups. It makes special adjustments where needed to cater for their training and ability to perform in the workplace.

Lemon Tree gives awareness training to the staff who work with and supervise these apprentices. In particular, as part of an initiative to open up opportunities for people with hearing disabilities, all staff members have been trained in sign language. Now, everyone speaks English, Hindi, their local Indian language and sign language.

The company has adapted its service processes by introducing ways of informing customers, through signage (such as badges, special menus and welcome messages), about the apprentice, their disability and their unique skills. Tool 7.5 shows how a simple aid allows an apprentice with a speech and hearing disability to act effectively as a waiter, with the customer feeling positively involved.

**Tool 7.5: Lemon Tree Hotels – taking an order**


Hi, I'm **Deepak**  
and I work at Citrus Café, I can't  
speak or hear, but if you write down  
your request, I will be very happy to  
serve you.

- ✓EWD Cards
- ✓Numbered Menus
- ✓Involving the Guests

Lemon Tree has also adapted training content for those with low educational attainment and those with learning disabilities. The company has worked with experts in the field to design curricula which stimulate learning in steps that apprentices can follow. Tool 7.6 is one such example. Note how work situations which are familiar to the apprentices are used to develop mathematical skills.

**Tool 7.6: Lemon Tree Hotels – mathematics through practical issues**

STEPS	HOW	TRAINING QUESTIONS
Keep a blank Excel sheet.	Fill in all the job titles at Column B in ascending order of positions (Head of Functions followed by others). Column A is for serial numbers.	Why it should be in ascending order? What are the various job titles?
Choose the manpower ratio (i.e. No. of employees to No. of rooms).	Optimum ratio is one employee per room (1:1) on operation with 80% and above consistent occupancy.	What is manpower ratio? Why it is so?
Breakdown of manpower against functions.	<p><i>Housekeeping:</i> one employee can do 15 rooms per shift.</p> <p><i>Restaurant:</i> one employee can take care of 15 covers.</p> <p><i>Engineering:</i> one electrician per shift, one plumber per day, one painter per day, one A/C mechanic per day and one reliever.</p> <p><i>Front Office:</i> one employee for morning, one general, two evening, one night &amp; one reliever.</p>	What is the rationale?
Sum up total manpower against all functions including support functions, such as HR, Accounts & Stores, Sales & Marketing, Security and Kitchen.	The overall total should tally with our business plan ratio and the projected occupancy, revenue and profit.	How to arrive at the overall figure?

The Dutch vocational school **ROC Mondriaan** places students with enterprises which have been accredited by the national Cooperation Organisation for Vocational Education, Training and the Labour Market (SBB). SBB lays down a number of criteria for accreditation, which are summarized in Tool 7.7.\*

### Tool 7.7: ROC Mondriaan – conditions for workplace accreditation

**As an accredited work placement company, you will uphold the following conditions:**

1. You offer students a safe workplace that corresponds with their education or training. The student will carry out the profession for which he is training with the corresponding tasks and requirements.
2. You assign a workplace trainer, who has good insight in the profession and is able to coach and manage students on the work-floor. You will make time and resources available for the workplace trainer to carry out these tasks.
3. You are willing to cooperate with VET schools and SBB, and you will provide the appropriate and necessary information.
4. You agree to the publication of your business details on *Stagemarkt.nl*. – the website that students use to find a practice placement opening or apprenticeship.

SBB gives further guidance about the objectives of workplace trainers, including:

- explaining the learning goals;
- encouraging and coaching the apprentice;
- using expertise to assess the apprentice;
- giving clear, constructive feedback.

In the food, recreation and hospitality sector, which was included in our sample, the SBB guidelines require workplace trainers to be qualified at least to the level that the apprentice is aiming for, and to have worked in that capacity for at least a year.

Preparing the workplace is not just a matter of physical conditions and suitable staff. Thought also needs to be given to the activities that apprentices will undertake. Many firms set projects for their apprentices that are outside their normal day-to-day work functions. ROC Mondriaan has prepared standard assignments for its hotel management apprentices to complete, regardless of their particular workplace. One is a customer survey, and the ROC describes this in the manual it gives to all apprentices for their work placement (Tool 7.8). Standard tasks of this type are common in apprenticeships, and give structure to the on-the-job periods while allowing linkage between on and off-the-job training.

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\* From the SBB website: [www.s-bb.nl/en/companies/certification/conditions-certification](http://www.s-bb.nl/en/companies/certification/conditions-certification)

**Tool 7.8: ROC Mondriaan – specification for assignment during work placement**

You will set up, conduct and analyse a guest- or employee survey. This survey is to be carried out in the business where you are doing your industrial placement. You will discuss with your traineeship mentor what survey you will be carrying out. It is also important to set your objectives beforehand; what would the company want to know? What would you like to know? Then you will set up the survey. You will decide how you will do this; written, digital or using another method. After setting up and conducting the survey you will put your results in one document and analyse the results of the survey. Then you will draw conclusions from these results of the survey and formulate a minimum of recommendations in order to improve products or services with the ultimate goal to improve guest- or employee satisfaction.

**Other interesting practice**

- The Dutch optician **Saton Optiek** arranges for third-year apprentices to act as mentors for those starting apprenticeships. The older apprentices have recent experience of the programme and appreciate the viewpoint of the new recruits.
- The English electrical firm **Darke & Taylor** has until now taken the view that experienced electricians who have undertaken an apprenticeship are able to supervise and instruct young apprentices. However, it is considering whether to introduce specially trained mentors in order to inject a fresh perspective in the training process.
- Following a Japanese model, the Indian electrical plant manufacturer **Subros** has established special development centres to improve the quality of its training. A miniature model of the manufacturing line has been set up at the centre, so that apprentices can be instructed in practical skills in a realistic setting while being away from the actual production process. This allows stoppages to take place and mistakes to be made without disrupting the firm's business.
- The staff of **Abingdon & Witney College** use a checklist to make quick visual judgements about the readiness of firms to take an apprentice when they visit to discuss this possibility. The indicators give a picture of whether the firm is well organized and attentive to health and safety for young people, which is one of the college's main concerns when placing apprentices in small firms.

**Tool 7.9: Abingdon & Witney College – employer site checklist**

Is access/egress clear and well signed?  
 Is employer liability insurance displayed?  
 Is a health & safety poster displayed?  
 Does the site have general emergency signage?  
 Were you asked to sign in?  
 Are fire action notices visible?  
 Is first aid equipment visible?  
 Are there adequate welfare facilities available?  
 Is a notice board with posters and information present?  
 Is the employer aware of the need for risk assessment?  
 Are you happy with the general 'feel'?

## Tips

Successful apprenticeship enterprises:

- have owners or senior managers who become personally involved with apprentices, and so set the ethos for the whole business;
- pay special attention to health and safety, recognizing that young people are inexperienced and therefore vulnerable;
- make the necessary provisions for apprentices with disabilities and those with special learning needs;
- think carefully about which staff will supervise apprentices, whether they are suited to the role – which involves achieving a rapport with young people – and whether they need additional training in instructional skills;
- draw up a list of all the actions which need to be taken when an apprentice first joins. This can be based on what is already provided for new recruits, but will need to contain items specific to the apprenticeship context (e.g. attendance at off-the-job training, completion of logbooks, etc.);
- provide an induction programme which is a combination of written and face-to-face communication and which does not overwhelm apprentices on their first day;
- introduce projects and work-based exercises which allow apprentices to bring together the skills they have learned;
- understand that older apprentices and those who have recently completed apprenticeships can play a part in guiding new entrants.

## 8. Recruiting – getting the right apprentices

After all the work involved in preparing for the arrival of apprentices, it might be thought that recruitment would be straightforward. Surely good quality training, with the prospect of qualifying in a recognized profession that leads to jobs for which there is labour market demand, will attract many eager applicants?

However, in many of our case studies it was noticeable that enterprises put a good deal of effort into the recruitment process. There were a number of different reasons for this:

- Frequently, employers are attracted to the option of offering apprenticeships precisely because there is a shortage of labour in the local area or in a particular occupation. This inevitably means that there is competition for suitable apprentices.
- Young people have options other than apprenticeships. Many are attracted to continuing their schooling with a view to entering higher education, and their parents are often keen on this route. Although apprenticeships can offer high-quality vocational education sometimes involving, or leading to, higher education, this is often not generally known.
- Unless apprenticeships have been common in the local area, secondary schools tend not to promote them. In countries where schools receive funding in proportion to the number of pupils they have, there is a natural incentive for them to encourage young people to stay in education.
- Some intermediary organizations that we interviewed said that local employers could be unrealistic about the quality of the recruits that they could attract. If employers insisted on young people with a mature attitude to work, with good school qualifications and who were prepared to work for low starting wages, then they were likely to be disappointed.
- Conversely, enterprises that are well known as major employers in their areas, and offer training with a good reputation, often receive hundreds of applications. They need to develop ways of managing the flow of interested young people and methods of selecting the most suitable.

Of course, recruitment issues of this kind are not confined to apprenticeships. However, there is often a seasonal aspect to apprenticeship recruitment (i.e. at the end of the school year). On the one hand, this makes it easier to manage, because enterprises can deal with applicants in groups and can compare one candidate with another; on the other hand, it is important for enterprises to be organized for the “season” – if they are not, they will miss out on the best candidates.

A number of the employers in our sample had chosen to use intermediaries to organize the recruitment of apprentices. The intermediaries present the enterprises with a shortlist of suitable candidates. This saves the employer time and expense, and also ensures that matters such as eligibility for government funding, obtaining the necessary parental consents, and aptitude testing are conducted by experienced staff. Some of the companies in our case studies commented that apprenticeship intermediaries were a cost-effective way of recruiting new staff.

## Preparatory steps

In managing recruitment, enterprises will want to:

- study the local recruitment market for apprentices or seek advice from professional agencies to form a realistic impression of rates of pay and general ability levels among young people;

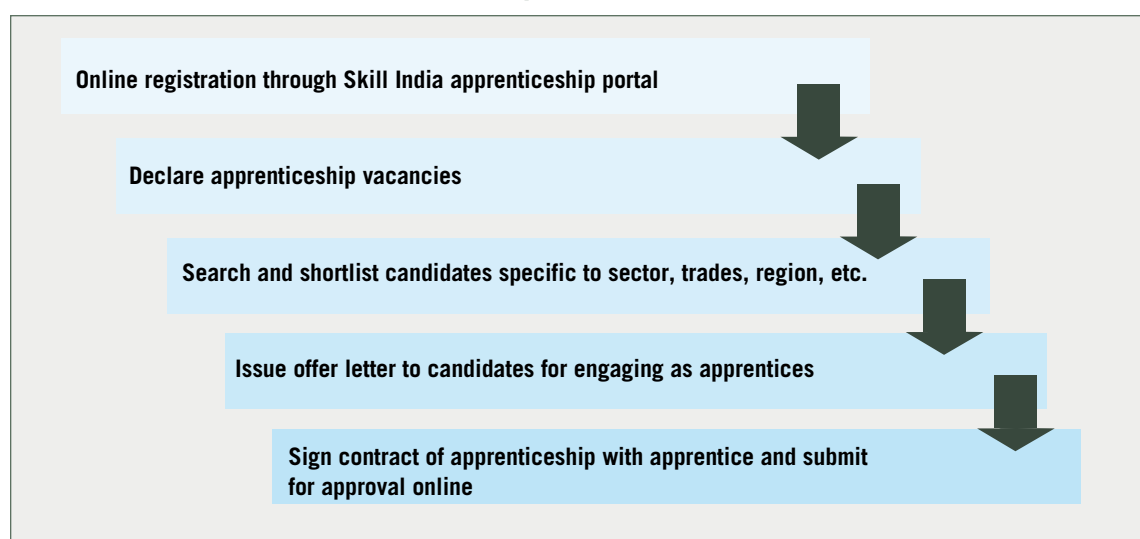
- draw up criteria for the apprentices they are seeking, including any necessary school qualifications and other core interpersonal skills. However, it is important to remember that young people who have just left full-time education are unlikely to have work-ready personal skills, and that the higher the employer sets the bar on qualifications, the fewer eligible candidates will be attracted;
- set wage levels. It will usually be unrealistic to expect young people to negotiate pay, and they may not be attracted to apprenticeships which do not clearly advertise the pay they will get. Most apprenticeships feature increases in pay, depending on the stage reached (year or achievement level). Enterprises should check to see whether there are national rules or collective bargaining agreements for minimum rates of pay for apprentices;
- consider whether to use an intermediary for recruitment purposes (and other support in arranging apprenticeships). If one is selected, enterprises need to be clear on just what elements in the recruitment process the intermediary undertakes (e.g. advertising, handling applications, sifting and shortlisting, interviews, aptitude testing) and the extent to which the employer wants to be involved in each of these steps;
- discuss their plans with local schools, to judge whether their apprenticeships are likely to be attractive to students, and to spread awareness of apprenticeships among teachers and pupils.

## Company practices

The large cement company **Dalmia Cement** uses the Indian Government's online system for registering companies that offer apprenticeships and linking them with candidates. This system allows companies to select and shortlist verified profiles of candidates. Similarly, apprentices can search for vacancies and create their own profile page. The system also allows the Government to collect labour market intelligence and to oversee the development of the apprenticeship market.

Dalmia Cement sees the recruitment process as comprising five stages, as shown in Tool 8.1.

### Tool 8.1: Dalmia Cement – recruitment process





The company conducts active campaigns in the communities around its plants to bring apprenticeship opportunities to the attention of local people. Teams from the company's training department make presentations, set up stalls at local job fairs and visit industrial training institutes and other education bodies.

After the initial screening and shortlisting on the online portal, interviews are conducted in person, to assess the candidates on their existing skills level, attitude and job knowledge. Dalmia Cement uses a screening process to ensure that only candidates with the right attitude and showing interest in the apprenticeship are accepted. Tool 8.2 is the internal evaluation form which is completed after each interview. As can be seen, considerable attention is given to the applicant's personal attributes.

### Tool 8.2: Dalmia Cement – interview evaluation form

AREAS		EVALUATION INDICATORS				
Subject/Job knowledge		Excellent	Good	Above Average	Average	Poor
Ability to read	Tamil	Excellent	Good	Above Average	Average	Poor
	English	Excellent	Good	Above Average	Average	Poor
Ability to write	Tamil	Excellent	Good	Above Average	Average	Poor
	English	Excellent	Good	Above Average	Average	Poor
Self Expression		Excellent	Good	Above Average	Average	Poor
Personal presentation		Excellent	Will suit the position	Acceptable	Can be accepted	Not accepted
Physical Ability		Excellent	Good	Acceptable	Will have difficulties	Will not suit job
Attitude		Positive	Responsive	Tolerant	Reactive	Not suitable
Self Confidence		Over confident	Confident	Unsure	Doubtful	Has problems
Extra curricular activities						
Recommendation						

The UK's **Royal Opera House** (ROH) makes a conscious effort to recruit and train apprentices who would not normally expect to find themselves as part of the production team in a major international artistic venue. This came about as a result of two separate strands of thinking:

- First, the ROH has adopted a general policy of expanding its audience well beyond the customary high-brow metropolitan opera-goers. This policy has involved reserving cut-price tickets for young people, experimenting with unusual productions, taking productions on tour to the regions and vigorous promotion. It therefore did not seem a controversial step to seek to attract new artistic talent to its many backstage jobs.
- Second, those jobs, which involve highly specialized skills had, over the years, tended to be passed on within narrow theatre-land communities and sometimes even within families. It made sense to broaden the talent pool.

As a result, the ROH was determined to attract young people from working-class and inner-city backgrounds, many of whom had not succeeded at academic schoolwork.

To reach this target group, the ROH has adopted a number of measures:

- It has no eligibility requirements, beyond a minimum age of 18 (which is necessary because of regulations restricting late-night working for younger people). Indeed, it will not accept those with higher education qualifications.
- It actively engages NGOs which work with disadvantaged communities in London to promote its opportunities, and undertakes much outreach work at careers fairs and skills events in those areas.
- It features the apprentices that it has recruited in case studies, actively selecting images to portray a diverse group of apprentices, and to counter typical stereotypes about the roles that certain people can perform. Such case studies and pictures show that “ordinary people” can work happily, and can succeed, in what might seem a culturally remote establishment.
- It anonymizes application forms, to minimize the risk that recruiters might exercise unconscious bias about gender for certain jobs or be affected by non-traditional names.
- It has sought sponsorship from its patrons for individual recruits. The sponsors are kept in touch with progress, for example by seeing the work diaries that apprentices keep.

As part of its monitoring of the recruitment process, the ROH discovered that its application form was putting certain people off. It was too complex and some applicants were daunted by the large boxes left for answers – they felt that were expected to write extended contributions. Tool 8.3 shows the revised form.

### Tool 8.3: Royal Opera House – application form (extract)

An interest in working backstage in the performing arts.	
Previous experience of helping backstage or working as an electrician or with sound/music (this could be at school, youth group, workplace etc.).	
Good at working in a team.	
Good at problem solving	
Punctual and good at managing your own workload.	
Please tell us about something you enjoy doing. This could be a group project you worked on, something you have made or a regular activity that you take part in. It does not have to be theatre related.	
What achievement are you most proud of? Please explain why.	
Have you been to see any performances recently (this could be school plays, bands, musicals, theatre or dance). What were they?	
What part of any of these performances did you like best, and why?	
Look again carefully at the job description and advert. Explain why you think you would be the best person for this apprenticeship.	

The ROH also hands out a short written guide to the application process. Tool 8.4 shows a number of these tips. Note how they are written in simple, friendly language and emphasize how applicants are expected to stress their positive attitudes, rather than worrying that recruiters will look for their weak spots.

#### Tool 8.4: Royal Opera House – hints and tips for applicants

Take a look at the case studies on the Royal Opera House website which are written by current and previous apprentices. These will give you an idea of what is involved in the recruitment process, and what it is like to be an apprentice at the Royal Opera House. <http://www.roh.org.uk/apprenticeships/apprenticeships-case-studies>

Watch the films on the apprenticeships page of the ROH website. These will give you a further insight into what it is like to be an apprentice here and if it is the right path for you. <http://www.roh.org.uk/apprenticeships>

The advert for each apprenticeship will give the dates that interviews and/or work trials will take place. Ensure that you will be available to attend on these dates.

Where the apprenticeship involves attending college, the name and location of the college will be on the advert. Make sure this is somewhere you are able and willing to travel to.

Give yourself plenty of time to complete the application form so that you do yourself justice. Don't be afraid to give examples from your hobbies, clubs or school activities. We are not necessarily looking for any experience in a workplace.

Remember that the apprenticeship is designed for people who are passionate about pursuing a backstage career, but who still have lots to learn! You will be given plenty of support by your college, department supervisors and the apprenticeship team managers.

We want you to have an excellent experience if you are asked to come for an interview. So if you have any access requirements it is very important that you let us know on the application form so that we can make any necessary arrangements.



Credit: Royal Opera House, Sim Canetty-Clarke

The ROH is now considering whether it should exclude its name from all recruitment advertising. It fears that its brand may be too daunting for some potential recruits; instead, the job roles should be able to speak for themselves.

In the Netherlands, the large dairy cooperative **FrieslandCampina** offers around 50 apprenticeships a year. The company attracts young people through events run by student associations and universities. It asks existing apprentices to take part in these events.

The company also makes extensive use of social media and has a dedicated Facebook page for recruitment. While social media can reach many people, the company has found that face-to-face meetings are more effective in conveying key messages and in prompting young people to apply. Both methods – face-to-face interaction and social media – are important.

FrieslandCampina's apprenticeships are in high demand. It receives about 12,000 applications each year. After an initial screening of CVs, there is an elaborate selection process:

- Candidates are asked to produce a two-minute video clip that they post online, in which they explain their motivation. This video statement is assessed both by HR and line managers.
- Candidates also take an online psychometric test.
- Finally, shortlisted candidates are invited to an in-company assessment centre, which involves role play, group work and interviews. As well as acting as a selection instrument, these exercises yield information about the development needs of successful applicants.

The company believes that the video clips reveal more about the personality of the applicant than the usual written statements of motivation and expectations. It has also found that role play is better than interviews for giving an impression about how candidates would behave at work.

The Australian metal fabrication firm **Gason** runs a “boot camp” at the end of each school year to give potential recruits a taste of what is involved in an apprenticeship. At the end of the boot camp, the company offers apprenticeships to a number of the participants. The event lasts a week, with two days at the company and three days at the related vocational school. Tool 8.5 shows the boot camp programme.

#### Tool 8.5: Gason – programme for apprentice “boot camp”

##### Monday: Gason

- Sign In at Reception (8:30am – 8:45am)
- Move to conference room
  - Introduction – Andrew [Gason HR Manager] (8:45am – 9am)
  - Gason History – [Gason manager] (9am – 9:30am)
  - Engineering presentation (9:30am – 10am)
- Morning Tea (10am – 10:10am)
  - Presentation by previous Apprentices –
  - David M./Jake K. 10:10am – 10:30am
    - Jake to bring in welded parts & discuss experiences
    - David to talk about his experiences and career since
  - Apprenticeships Explained – Peter (Apprenticeships Matter) [Apprentice Support Network] (10:30am – 10:50am)
- Factory Tour – Andrew & Tony (10:50am – 12:00pm)
- Welding Simulator – Tony [TAFE teacher] (12-12:30pm)
- Lunch (12:30pm – 1:15pm)
- Welding Simulator (1:15pm – 2:30pm)
- Trade tour of workshop – Tony (2:30pm – 4pm)

##### Tues, Wed & Thurs: FedUni TAFE

- Induction/Tour
- Start, build and complete project
  - MIG Welding
  - Arc Welding
  - Spray painting

- Programming Demo
- Machining

**Friday 8<sup>th</sup> Gason**

- Participate in group skill challenge
- Individual skill challenge
- Observe and assist mentor tradesman
- 'What I learned' discussion
- Job interview

The first day includes presentations by existing or former apprentices, as well as managers. Gason's HR manager travels daily with the participants to the TAFE school on the middle days of the week. Here, participants are introduced to different welding techniques. Back at the company on the last day, the participants are given group and individual skills challenges. They are placed with skilled workers in the company for these, and feedback is provided by the workers about the participants, in terms of their skills and attitude, taking leadership, response to criticism, etc. Also, time is allotted for the would-be apprentices to talk to skilled workers about what the job involves. The week ends with a general group discussion about what they have learned, followed by individual job interviews, in which the TAFE teacher is involved.

The boot camp allows both sides – the employer and the apprentice – to try out the relationship. Applicants get a good idea of what the jobs are like and what the TAFE training involves. Gason can look at the applicants in a range of situations, to see whether they would fit into the company. The boot camp is described as being “like a week-long interview”, as the participants are observed learning, working and during casual interactions.

The TAFE school provides the services of its teacher free for the week, and in return Gason sends all its apprentices to the school for training. The week is expensive and labour-intensive for the company, but Gason considers it worthwhile.

,



Credit: Gason

Gason rarely advertises vacancies for apprentices, because there would be too many applicants. It relies instead on networks, relationships with relevant bodies and personal approaches from interested people. The company keeps in close touch with local high schools and also with the careers guidance agency. It offers work placements to young people who are still at school and who are undertaking various vocationally orientated programmes; a number of these go on to apply for full-time apprenticeships with the company.



## Other interesting practice

- As a final stage in its selection process, the German motor vehicle repair firm **Kissler** asks apprentices to undertake a work trial for one or two weeks, to ensure that both parties are happy with each other.
- The small Australian restaurant company **The Forge** interviews candidates twice. Between the interviews, the head chef discusses each case with the person responsible for HR. Paid work trials are held, before an apprentice is recruited.
- The Dutch optician **Saton Optiek** has posted video clips online to illustrate what the work and training at the company involves.
- A number of companies with occupations characterized by gender or ethnic stereotypes make particular efforts to counter these in their promotional literature. The example in Tool 8.6 is from the UK's **Engineering Trust**.

### Tool 8.6: Engineering Trust – promotional literature



## Tips

Successful apprenticeship employers:

- take a good deal of care in ensuring that they recruit the right people for their apprenticeships. The reason is obvious – a mistake can be costly both for the employer and the apprentice;
- make a realistic judgement of their position in the recruitment market. If they attract large numbers of applicants, they need cost-effective means of sifting the best candidates. If they are less well known, they need ways of reaching potential apprentices, including taking disappointed applicants from popular large firms nearby;
- deploy a range of methods in reaching their target recruitment pool. Relying solely on advertisements is unlikely to be enough. Involvement with local schools, job fairs and community groups is common. Cooperation with NGOs and community groups can be very useful in reaching certain groups;
- deploy a range of selection methods. Although interviews are common, most of the enterprises in our case studies also used methods such as aptitude tests, role plays and work trials to finalize their selection;
- are clear about their own input into the selection process when intermediaries are used;
- realize that apprentices will develop in the job. Considering those who may not have done well at school will widen the range of candidates. Young people have many different kinds of abilities, and selection criteria which are too restrictive will screen out potential apprentices who would be very successful in the enterprise;
- give apprentices and their families the chance to take an informed view about whether the apprenticeship is the right one. If a recruit is not happy after a few weeks, the employer will suffer considerable expense and wasted effort;
- use existing and former apprentices in the recruitment process. They can relate to the potential recruits and give an authentic account of what the apprenticeship is really like.

## 9. Ensuring progress – supporting apprentices to completion



Apprenticeship is a journey. Even though plans are carefully thought out and preparations well made, each individual journey is unpredictable. Changes occur both with the apprentice, who will be developing as a person as well as learning new skills, and with the enterprise, whose business is continuously evolving.

It is no surprise, therefore, that our case study firms paid a lot of attention to monitoring the progress of apprentices, assessing how far they had got with their training and how far they had yet to go, and supporting them when necessary. This activity served a number of related functions:

- estimating the extent to which the original training plan had been implemented, and if it had not, making changes – this was particularly important where the apprentice had certain mandatory items to complete in order to gain a formal qualification;
- in certain apprenticeship systems, formally recording the achievement of stages, competencies or knowledge required for the qualification – these records act as evidence of achievement;
- acting as the basis of formal probationary reviews, or assessments which moved apprentices on to higher stages or better rates of pay;
- reviewing the general progress of an apprentice, using the opportunity to reveal and then discuss any actions to be taken (by the apprentice, the company or jointly) to remedy any problems.

Enterprises varied considerably in how they approached these matters. Some combined them in some in a single set of paperwork and accompanying review interviews; others separated them deliberately, either because different staff were responsible for the different functions set out above, or as a matter of policy – for example to distinguish formal reviews from less formal discussion, mentoring and guidance.

## Key Concept 11 – Assessment

“Assessment” is a widely used term in apprenticeship and other training. There are different purposes for assessment, which determine how it is conducted and recorded:

- Some qualification systems used in apprenticeships require evidence of set competencies which are performed on the job. Assessments for these need to be undertaken by accredited personnel (for example in the firm, vocational school or intermediary organization). They are conducted with reference to set standards, and the results need to be formally recorded. They may be used in conjunction with, and sometimes in place of, tests and examinations.
- Many enterprises have formal assessments of performance and progress, which are linked to the terms and conditions of apprentices’ contracts. Examples are probationary periods and the stages in an apprenticeship at which increased pay can be awarded.
- Less formal assessments are often made during the progress of an apprenticeship. The aim here is to recognize good work and to spot problems at an early stage, so that they can be resolved.

## Preparatory steps

In considering the systems necessary for monitoring and assessing apprentices, enterprises will wish to:

- establish whether the qualification process for apprentices requires any formal ongoing assessments and recording and, if so to ensure that their own monitoring systems to take account of the need for these assessments;
- determine whether formal assessments of achievements and less formal reviews of progress should be conducted by different personnel and on different occasions;
- determine how immediate supervisors should be involved in these processes, particularly where apprentices spend periods in different departments;
- consider how apprentices themselves should be involved in the process, and whether (and to whom) they should have a right of appeal against formal decisions that they consider to be unfair;
- decide whether apprentices should be subject to the same procedures for probation as other recruits or whether special arrangements should be incorporated into the apprenticeship arrangements.

## Company practice

As is the case with Australian metal fabrication firm **Gason** (see page 40), apprentices from the small Australian plumbing firm **Da Fonte Plumbing** attend a vocational school which records the completion of the formal units of the qualification they are undertaking. Da Fonte's apprentices are recruited and monitored by the intermediary BGT Jobs and Training.

BGT has a detailed system of performance management, beginning with a phone call or visit in the first week of employment and continuing through visits and formal reviews. A field officer from BGT visits regularly, typically six to eight times a year, depending on the number of apprentices a host employer has taken on. Formal reviews are held at six, eight, 12 and 30 weeks.

The eight-week review coincides with the end of the probationary period. Tool 9.1 shows the areas of performance that are covered at this stage. As can be seen, these early assessments are broad, and focus on general attitudes and behaviours. Items requiring improvement are agreed, together with any support required. Both Da Fonte and the apprentice sign the form.

### Tool 9.1: BGT – performance measure at eight-week review

	Excellent	Good	Average	Needs Improvement	Not Satisfactory
Skill level and aptitude for job					
Presentation					
Attendance					
Relationship with co-workers					
Ability to relate to supervisor					
Standard of work produced					
Suitability to this type of work					
Interest/Enthusiasm					
Ability to work unsupervised					
Meeting TAFE requirements?					

At the 30-week stage, when the apprentices have had substantially more experience in the workplace, a more detailed review takes place of their approach to work. Tool 9.2 shows these additional questions.

### Tool 9.2: BGT – work aptitude measures at 30 weeks

Attitude to safety	Extremely careful	Safety conscious	Spasmodic in attitude	Careless and unsafe
<b>Workmanship</b>	Very high quality	High quality	Normal accuracy	Poor quality
<b>Productivity</b>	Very high output	Higher than average	Satisfactory	Low output
<b>Co-operation</b>	Consistently goes out of the way to co-operate	Steady worker with minimum supervision	Satisfactory	Low output
<b>Attitude to work</b>	Very industrious and dependable	Always co-operative and helpful	Steady worker with acceptable supervision	Requires constant supervision
<b>Initiative</b>	Knows when to proceed on own responsibility	Sees things to do without detailed instructions	Shows reasonable initiative	Rarely shows initiative
<b>Attitude to absorb trade knowledge</b>	Keen, inquisitive mind, grasps ideas immediately	Shows good ability to learn	Generally understands instructions	Shows little ability to learn
<b>Punctuality</b>	Always starts work immediately	Starts work promptly	Often late in start	Continually late

At the 30-week review, Da Fonte and the apprentice are asked to complete the same questions independently of each other, so that misconceptions and disagreements are plain to see and can be addressed honestly. Apprentices and the company are also independently asked to identify particular strengths and weaknesses, and checks are made on:

- hours worked;
- holidays planned and taken;
- attendance at the vocational school;
- awareness of health and safety procedures.

As discussed in Chapter 4, the Dutch social housing enterprise **Ymere** has appointed some of its former apprentices to act as coordinators who monitor the progress of its new apprentices. The coordinators can act on issues which cross the divide between the school and the company.

Monitoring of apprentice progress takes place at a number of different levels, all focused on elements of the training plan. At the highest level, a progress control sheet (Tool 9.3) is kept, showing whether apprentices have had sufficient satisfactory experience in each of the required modules and are ready for the formal end of module test.

**Tool 9.3: Ymere – progress control sheet**

		Practice schedule						
	(Sub)theme	1	2	3	Apprentice ready for test	Approval workplace supervisor	Test	Signature supervisor
<b>Module 1: Wall painting</b>								
1.1	Removing bathroom mould							
1.2	Insulating walls							
1.3	Painting wall or ceiling							
1.4	...							
<b>Module 2: Sewers and drains</b>								
2.1	...							
2.2	...							

Apprentices maintain a personal logbook showing, on a weekly basis, which of the prescribed items they have been engaged in and the length of time they have spent on each. This ensures that they are getting sufficient practice and keeps them focused on the type of experience they need to build up. Tool 9.4 is a model of how they should complete the pages of their logbooks. This enables supervisors to check the extent of practice in each area of skill.

**Tool 9.4: Ymere – model of entry in apprentice logbook**

Module		1. Wall painting					
		Subtheme					
		Description tasks (+ working hours spent)	1.1	1.2	1.3	1.4	...
<b>Week</b>	41						
<b>Monday</b>		Removed bathroom mould (1,5 h)	1.5				
<b>Tuesday</b>		Isolated bathroom walls (2 h), whitewashed bathroom walls (3,5 h)		2.0	3.5		
<b>Wednesday</b>		Painted bedroom walls (3 h)			3.0		
<b>Thursday</b>							
<b>Friday</b>							
<b>Total working hours</b>			1.5	2.0	6.5		

When sufficient practice has been built up, the supervisor makes an assessment of performance in the module as whole, taking into account the quality of the apprentice's work and their more general behaviours on the job, as shown in Tool 9.5. This is acknowledged by the apprentice. It feeds into the overall control sheet at Tool 9.3, showing readiness for the relevant test.

**Tool 9.5: Ymere – end-of-module assessment**

Assessment period: ...	S	U	Result S/ U/ G
Plans and prepares work properly			
Measures (performs work) with accuracy and precision			
Handles tools and machines (equipment) skillfully and with care			
Shows construction insight (professional knowledge)			
Exhibits a high level of safety consciousness			
Utilizes materials efficiently and separates waste			
Deals correctly with problems at the workplace			
Communicates clearly			
Collaborates, asks for help, is flexible and helpful			
Exhibits a customer-friendly attitude			
Works with quality awareness and provides feedback			
Shows loyalty and motivation			
Is proactive and eager to learn			
S = satisfactory U = unsatisfactory G = Letter Grade			
Date			
Name of workplace supervisor			
Signature			
Name of apprentice			
Signature			

In addition to these ongoing work-orientated assessments, the Ymere coordinators hold more informal reviews to share feedback about the overall performance, strengths, weaknesses and future aspirations of the apprentice.

In Mexico, the automotive component manufacturer **Mubea** tracks what apprentices have been doing week by week on the simple form at Tool 9.6.

Apprentices at the medium-sized UK electrical firm **Darke & Taylor** are formally assessed for their qualification by an off-the-job training provider, who makes visits to the workplace and discusses their achievements at work, as well as taking into account their performance in its training workshop.

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**Tool 9.7: Darke & Taylor – supervisor's assessment at three-month stage**

	Always	Most of the time	To an acceptable level	Focus required
Has a clear understanding of the expectations of his/her Apprenticeship role				
Adheres to and follows rules onsite				
Has a positive, supportive and 'can do' attitude				
Displays good listening skills				
Communicates effectively with colleagues				
Has good timekeeping				

As well as spotting any early problems, the company seeks to identify apprentices with potential to progress to more demanding management or technical roles within the firm. This can influence the choice of training role and of department at later stages of the apprenticeship.



Credit: Darke & Taylor

In some enterprises, reviewing apprentices' experience does not finish with the end of their apprenticeship. **Ballarat Health Services** in Australia administers a detailed questionnaire to all apprentices after the end of their training. The answers to these questions (a shortened version is at Tool 9.8) contribute to future revisions of the programme.

**Tool 9.8: Ballarat Health Services – apprentice questionnaire (extract)**

**Orientation: How would you rate the quality of the organisational orientation you received, in particular** (Poor – Fair - Good - Very good - Excellent):

- How a health service operates?
- Your role as a trainee at Ballarat Health Services?
- Where to go to get support?
- Overall quality of the orientation you received?

**Abilities: How would you rate the contribution the traineeship program has made to your clinical nursing abilities, in particular** (Poor – Fair - Good - Very good - Excellent):

- Patient/Resident assessment?
- Provision of treatments?
- Communicating with family members?
- Clinical decision making?
- The overall contribution to the consolidation of your practical nursing skills?

**Professional skills: How would you rate the contribution the traineeship program has made to your professional skills, in particular** (Poor – Fair - Good - Very good - Excellent):

- Dealing with accountability and responsibility?
- Applying academic learning and ideas to the workplace?
- Managing shift work?
- Working effectively as part of a team/ward/unit?
- The overall contribution to your professional abilities?

**Personal skills and development: How would you rate the contribution the traineeship program has made to your personal skills and development, in particular** (Poor – Fair - Good - Very good - Excellent):

- Sense of belonging and fit within the trainee program?
- Confidence to perform nursing duties?
- Ability to manage a work/life balance?
- Overall feeling of being supported?

**Program attributes: How would you rate the attributes of the traineeship program, in particular** (Poor – Fair - Good - Very good - Excellent):

- Regular formal classes/ PD days/ Placement?
- Support from preceptors, educators and/or clinical support staff?
- Opportunities to review progress?
- Overall value of traineeship program to you?

**Please rate your level of agreement with the following statement about your experiences during the traineeship program** (Strongly disagree - Disagree - Neutral - Agree - Strongly agree):

- I have developed professional networks through the trainee program
- I can see myself working in nursing in 10 years time
- I felt my work was appreciated by the staff I worked with
- I am interested in furthering my education in nursing
- I was able to experience a range of different areas through my shifts and rotations
- I am more confident in my skills than I was before the program

**Please provide examples of how you think the traineeship program could be improved.**

**Please provide examples of how you think the traineeship program worked well for you.**



## Other interesting practice

- The UK group training association the **Engineering Trust** has training officers who visit apprentices in its companies to conduct both formal assessments for the purposes of recording achievement towards qualifications and, less formally, to review apprentices' evolving attitudes towards their work and prospects. It holds regular case conferences of the training officers, who make an evaluation of the risks of an apprentice dropping out or failing to complete the qualification. Where they identify such risks, the Engineering Trust makes an intervention with the company and the apprentice, in order to draw up an action plan.
- **ROC Mondriaan** in the Netherlands and **Abingdon & Witney College** in the UK have online versions of apprentices' logbooks. These allow apprentices to continuously update their records and enable supervisors to view and comment on the apprentices' progress.

## Tips

Successful apprenticeship enterprises:

- review progress frequently in the first months of an apprenticeship, and are prepared to take early action to counter emerging problems before they become serious;
- involve apprentices in their reviews and record that they have seen and discussed their assessments;
- carry out both formal assessments, which contribute towards qualifications, and reviews of apprentices' general progress and personal development. Even though these may be conducted concurrently, they are usually seen as separate processes;
- seek the views of apprentices and former apprentices about the helpfulness of their programmes;
- consider carefully whether apprentices should have different appraisal and probationary arrangements than other members of staff. Some firms in our sample have made different arrangements for apprentices (for example on the length of probation and frequency of reviews), but most seem to follow their normal practice for recruits, where possible;
- involve a series of different people in reviewing performance, typically:
  - line managers in the department where the apprentice is working to input into assessments of general progress and suitability;
  - HR professionals (or in small businesses the owner-manager) to make final decisions on probation, discipline and continuation after the end of the apprenticeship;
  - technical experts to make formal assessments necessary for stages in the apprentice's qualification process;
  - mentors (usually offline and with an affinity to the apprentices) to act as an informal guide, as a sounding board and sometimes as an advocate for the apprentices.

Where enterprises make use of intermediary organizations, the latter two functions (involving technical experts and mentors) are often performed by these intermediaries, with their staff visiting the companies on a regular basis.

10. Keys to success –  
drawing the lessons  
together

In this final chapter, we reflect briefly on the key factors that lead to success in implementing apprenticeships. Certain themes have run through the previous chapters.

Our enterprises all saw apprenticeship as a **long-term business process**. Most of them have been training apprentices for many years. They saw it as the chief way of replenishing – and in some cases growing – a core group of skilled workers, on whom their business depended.

They had opted for apprenticeships, not only because the alternatives were either expensive or gave rise to problems of quality, but also because it allowed them to **define and control the skills and attributes** which were essential to their businesses. Apprentices who had “grown up” in the company did things the way that the company wanted them to be done.

Our companies recognized that apprenticeships were a good way of **enhancing their place in their local communities**. Once their reputation as a training employer was established, they found that they could regularly attract good quality applicants – and wider customer relationships could benefit too.

Smaller enterprises found that **intermediary organizations could greatly help** them implement apprenticeships. Assistance with recruitment, advice about shaping regulatory frameworks to suit the needs of their own businesses, access to funding sources, and support for apprentices during their training were all of considerable value.

In working with the education sector for off-the-job training, many of our enterprises had developed an **active engagement with vocational schools**. They expected to have a personal relationship with educational staff, and were prepared to ask for what they wanted, to demand changes where necessary and, in some cases, to jointly develop new programmes.

They were **careful in selecting apprentices**, knowing that mistakes could be costly to them and to the young people involved. However, this was not a matter of setting a high bar of school achievement. The enterprises were clear that attitude, commitment and a realistic understanding of the work environment were more important than impressive academic qualifications. Some businesses had notable success in recruiting people with disabilities and from disadvantaged groups.

Companies were aware that a **good induction programme** set the tone for apprentices. A series of brisk, efficient sessions – involving senior managers where possible – helped new recruits to feel valued and to form bonds with each other. Safety at work issues featured prominently.

A training plan which involves apprentices **gradually increasing their responsibility and autonomy** – reflected in incremental rates of pay – encourages a sense of progress, achievement and commitment.

**Involving current staff** in the preparations for, and implementation of, apprenticeships is important in creating the right climate. A number of our enterprises commented that staff were keen to volunteer as mentors to apprentices, or to have them work on their sections of the business.

**Briefing, training and supporting** the people who trained and guided apprentices were all essential, as well as developing ways to hold them accountable for the progress of the apprentices they were responsible for.

A number of our enterprises used former apprentices in the process, for example acting as ambassadors at recruitment events, as mentors to new apprentices and, later, as experienced workers supervising apprentices in their sections.

Our enterprises paid a lot of attention to **monitoring the progress of apprentices**. The reason for this was clear. The cost equation for apprenticeship is an initial investment in setting up the programme, recruitment and initial training, followed by a payback as the apprentice gains skills and stays with the company. An apprentice who leaves early means that the company incurs much of the cost but little of the payback. Monitoring progress means that problems can be spotted, and remedied, early.

Running through these keys to success – as with so many other business matters – are two themes:

- **Methodical planning** – high-quality apprenticeships are not simple to deliver and they involve many people both within and outside the enterprise. Systematic planning, accompanied by the kind of tools we have featured, helps to bring together the various components to make a successful programme.
- **Visible engagement from the top** – it was notable how much the owner-managers among our SMEs were personally involved in their apprenticeship programmes, playing a part in recruitment, appearing at induction events, and asking about apprentices' progress. In larger enterprises, senior managers undertook similar roles.

Finally, it is important to celebrate when apprentices complete their journey and qualify. The many people who have helped them along the way will want to join in too!



Credit: the Engineering Trust

# Annex 1:

## Enterprises which contributed to case studies

Australia	<b>Ballarat Health Services</b> is a major health services organization in the state of Victoria. It runs a hospital and provides residential and community care through a number of sites in the area. It has around 4,500 staff and recruits some 20 apprentice (“trainee”) nurses each year.
	<b>Da Fonte Plumbing</b> is a small but expanding firm in Ballarat, Victoria. It has eight employees and recruited two apprentices in 2017. It is supported by BGT, a group training organization which assists around 120 apprentices in local enterprises.
	<b>The Forge</b> operates restaurants, a function room and a commercial catering service in Ballarat. It has 100 employees and is expanding. It aims to recruit two apprentices in commercial cookery each year.
	<b>Gason</b> is a family-run metal fabrication business in Ararat, Victoria. It specializes in agricultural machinery and wood heaters. It has 130 employees. It recruited four engineering apprentices in 2017.
	<b>Semken Landscaping</b> is a family-run company based in Melbourne. It provides both domestic and commercial gardening and landscaping services. It has around 70 employees and has recruited apprentices for over 30 years. In recent years, it has taken on four horticultural apprentices.
Germany	<b>Azimut Hotel</b> in Cologne is an independently managed part of a wider group, with 36 employees. In 2017, it recruited four apprentices (more than its usual intake).
	<b>Bierbaum-Proenen</b> (with its headquarters in Cologne) makes work clothing and protective equipment. It employs 115 people and recruits four apprentices each year in the recognized occupation of industrial management assistant.
	<b>Reinhard Kissler Energiemontagen</b> (Kissler) is an electrical installation firm in Ludwigshafen and is part of a wider group. It has over 250 employees and recruits around eight electronics technician apprentices each year.
	<b>Weissenfels</b> is a body and paint shop for motor vehicles in Asbach near Bonn. It is led by its owner-manager. It has some 50 employees and offers two apprenticeships in motor body mechanics and vehicle paintwork each year.
India	<b>Bharat Heavy Electricals Limited</b> (BHEL) is a large power plant equipment manufacturer, with some 40,000 employees and 17 production sites. Its unit at Trichy in South India aims to recruit about 900 trade apprentices in 2018 in a range of occupations.
	<b>Dalmia Cement</b> is a Delhi-based group which includes a major manufacturer of cement. It has nearly 6,000 employees, and recruits around 550 apprentices each year as mechanics, fitters, electricians or welders.
	<b>Lemon Tree Hotels</b> is an expanding group with 45 hotels. It has over 4,500 employees. One important source of recruitment is through a special entry training programme for people from disadvantaged groups, including significant numbers of people with disabilities. Around one-fifth of the workforce entered in this way.
	<b>Subros Limited</b> makes air-conditioning and engine-cooling systems for motor vehicles in a number of plants across India. It has around 8,000 employees. It recruits some 1,400 apprentices a year, mainly in manufacturing trades but also in office, computing and maintenance functions.

## Enterprises which contributed to case studies

Mexico	<b>Devlyn</b> has a large network of optician retail shops in Mexico, the US and Central America. Its headquarters are in Mexico City and it employs around 4,000 people in Mexico. It is taking on its first groups of apprentices following the development of its programme jointly with a vocational school.
	<b>Mubea</b> is a German-owned international firm manufacturing vehicle components in a number of countries. It has a sizeable presence in Mexico with over 2,000 employees. It has around 30 apprentices in its Mexican operation.
Netherlands	<b>FrieslandCampina</b> is a large dairy cooperative with nearly 24,000 employees across 34 countries. It recruits 40–50 apprentices each year on two-year programmes in the fields of plant operation, technologies, marketing, finance, IT and human resources.
	<b>Kotug</b> provides towage services, with a fleet of over 100 vessels. It aims to recruit two apprentices each year, with a view to them becoming qualified able seamen. It also provides training for recruits of other companies.
	<b>ROC Mondriaan</b> is a publicly funded regional training centre, which provides a wide range of vocational education to young people and adults. As part of its activities, it organizes and supports apprenticeship training in partnership with SMEs (including in hotels, which was the focus in this study).
	<b>Saton Optiek b.v.</b> produces and sells glasses and contact lenses. It has six shops and employs 60 people. It recruits between two and eight apprentices each year, training as opticians, contact lens specialists and optometrists, in programmes which last two to four years.
	<b>Ymere</b> is a social housing enterprise, which provides some 80,000 dwellings and has 900 employees. Ymere Service is part of Ymere, with 170 employees at a technical level. It has developed a new apprenticeship programme for general service engineers in cooperation with a vocational school. It reserves four places each year for young people from disadvantaged communities.
UK	<b>Abingdon &amp; Witney College</b> provides a wide range of general and vocational programmes for young people and adults. It organizes and supports some 300 apprenticeships in partnership with employers. Most are SMEs and many have only one apprentice at any one time.
	<b>Darke &amp; Taylor</b> , based in Oxfordshire, is a medium-sized electrical services firm with around 180 employees. It recruits between six and 15 apprentices each year to train as qualified electricians in programmes which last four to five years.
	<b>The Engineering Trust</b> is a group training organization which supports apprenticeships in around 50 companies in southern England. Around 150 apprentices are engaged at any one time on four-year programmes in a variety of engineering and technician programmes.
	<b>The Royal Opera House</b> is an international opera and ballet venue, based in Covent Garden, London. It has some 1,000 permanent employees, but also engages many freelance staff. It recruits around eight apprentices each year on two- to three-year programmes in a variety of specialized backstage roles.

# Annex 2:

## How we gathered the evidence

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The countries where we undertook these case studies all have established apprenticeship training systems. We chose systems of different types, so as to reflect diverse practices – for example, the prominence or otherwise of vocational schools in organizing apprenticeships.

Within countries, we deployed ILO staff or engaged experts in vocational training to conduct interviews with a selection of enterprises. We wanted, in particular, to identify SMEs, or managerially independent units of larger groups, as well as at least one larger enterprise. In some countries, it made sense to capture the SME experience through interviews with the intermediary organizations (vocational schools or group training organizations) which helped them to arrange their apprenticeships.

We wanted to feature enterprises which had a local reputation for providing good apprenticeships. Since there is no objective ranking, we used a variety of information, such as recommendations by the vocational training authorities, winners of training awards, positive reports by inspection or audit agencies, as well as newspaper articles. There is no claim that the companies featured are either the best in their countries, or that they embody especially innovative practice. Rather, we wanted to identify enterprises which had run proven apprenticeship programmes of good reputation over a number of years.

Following a pilot phase, we determined that face-to-face meetings were more effective than telephone interviews. The bulk of personal interviews were with nominated company representatives, usually managers (including some owner-managers) or HR personnel involved with arranging apprenticeships, and were conducted in the period October 2017 to February 2018. Enterprises were asked to share examples of the instruments they used to help them implement apprenticeships and which illustrated the practices that they described in the interviews.

With the aid of other ILO specialists, the authors selected case studies and instruments which should feature in each of the seven processes used to arrange and manage apprenticeships (see Chapter 1). The selection was designed both to illustrate effective practice and to give a balance between types of enterprise and country.

A draft of the substantive chapters was reviewed at a meeting of independent experts in May 2018, and finalized in the light of their helpful comments and suggestions.