

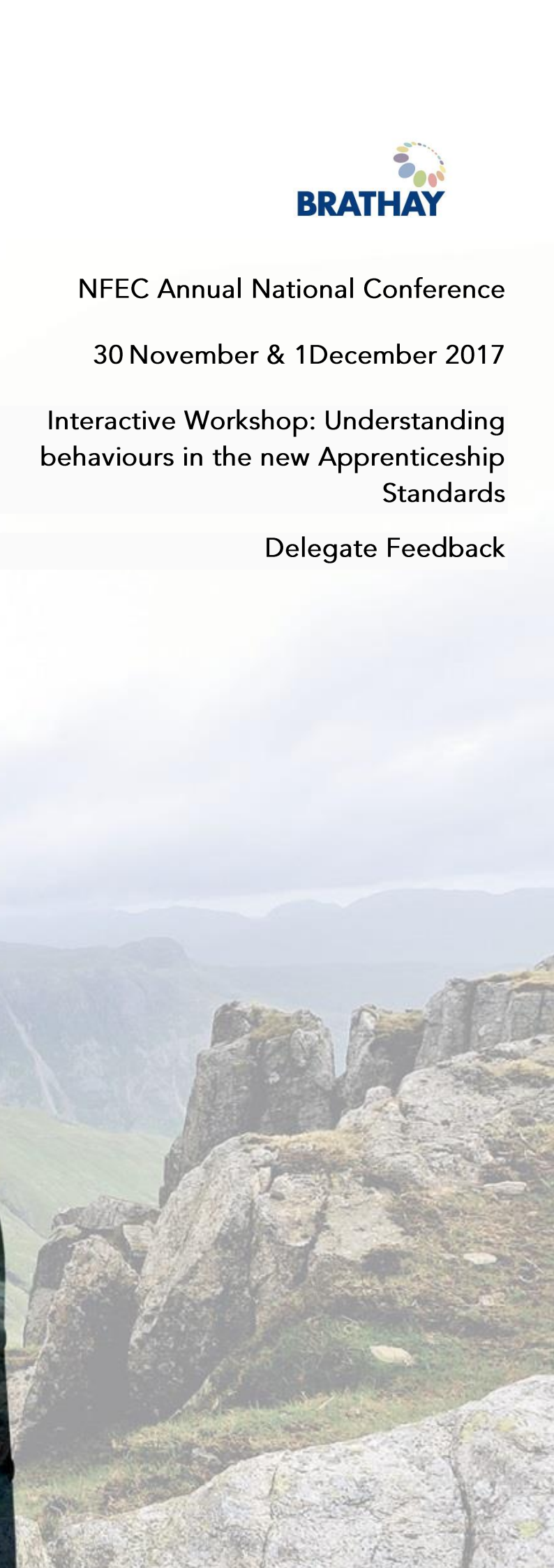


NFEC Annual National Conference

30 November & 1 December 2017

Interactive Workshop: Understanding
behaviours in the new Apprenticeship
Standards

Delegate Feedback



NFEC Annual National Conference

Interactive Workshop, delivered by Linda Stone and Martin Ibbotson, Brathay Trust

Understanding behaviours in the new Apprenticeship Standards

Looking into best practice models for assessing behaviours with workshops to discuss feedback and opportunities

Workshop Aims

- Explore effective delivery of behaviours in the new Apprenticeship Standards
- To highlight the opportunities and challenges in delivering behaviours
- Share best practice

Delegate Feedback

The following delegate feedback is based on a facilitated workshop and series of questions relating to the delivery of behaviours in the new Apprenticeship Standards. Delegates were invited to select questions and respond by interacting and working within small groups, sharing best practice and raising relevant issues.

Q. How can apprentices be supported to demonstrate behaviours in the workplace?

- Apprentice needs to know the expectations from the outset
- Attach apprentice to a positive role model/mentor

Q. How do you demonstrate the progression through the process?

- Recognise the different starting points in behaviours in individuals
- Behaviours embedded throughout apprenticeship

- Modules to address behaviours specifically, especially right at the start
- Liaise full circle with apprentice, training provider and employer so everyone is clear on the expected behaviours and criteria
- Performance benchmark on 1-5 scale

Q. How do you address the wide age range of apprentices and criteria for behaviours?

- Team building – groups made up of many ages/experience
- Break down barriers related to age/experience
- Establish working groups – mixed, made up of varied skills, experience and roles
- Explore behaviour scenarios

Q. What are the challenges around delivering behaviours in the new apprenticeship standards?

- Lack of understanding of how we grade behaviours
- Not clear about the benchmarks, what are they?
- Standardisation required between training providers and employers

Q. How can you maximise the levy to create the best possible delivery of behaviours within the new apprenticeship standards?

- Negotiate package to include behaviours
- Behaviour specific modules/training

Q. How can behaviours in the new apprenticeship standards benefit apprentices and their learning journey?

- Contextualised soft skills
- Measurement of behaviours and soft skills according to criteria specific to their industry and apprenticeship
- Benefits to employability prospects
- Behaviours skills will make them better employees

- Understanding the expectations around behaviours and demonstrating these will create increased engagement with the apprenticeship and the job role

Q. What are the various ways to deliver Behaviours training?

- Skilled Sub-contractor!!
- Use a VLE
- Train the trainer (Do we know staff skills? Latent?)
- Staff role modelling!
- Community / Enterprise projects
- Engage apprentices to deliver and recognise this will challenge current employer culture
- Prep sessions for EPA
- Use themed Life Skills sessions
 - Pre-mapping essential
 - Banks, Gambling, Drivesafe, Fire Brigade, Drugs, Alcohol

Q. What support do tutors need to deliver behaviours to meet the Standard criteria?

- Pre-training for staff in behaviours
- Build ability to cascade
- CPD – relevant: Facilitator Skills
- Flexible Approach – not one size fits all
- Use other skills staff – non engineering: specialists/facilitators in behaviours training, coaches, academics
- Pastoral Role
- Mechanisms for measure: BARS, Pics Review, Records
- Apprentices to self-assess
- Recognise difference between behaviours at Training Provider, and Behaviours at employer, including SMEs – very important
- Check points: Initial behaviours training /Progress Reports throughout /Prep for and leading to EPA
- HR Support/ Discipline when not achieved

Conclusion

The initial overriding comments were that it was a huge topic, vastly important, and ideally we would have had more time! Overall, it is clear there is work to be done to gain a full understanding of how to embed behaviours and meet the criteria of the Standards. Much emphasis was placed on lack of clarity around the expertise required to deliver behaviours and whether practitioners in engineering are equipped. Using specialist behaviours providers, establishing role models, further training and sourcing expertise from outside engineering was suggested.

Grading and evidencing behaviours also lacks clarity. BARS or similar system was suggested. Recognition of different age groups and starting points in behaviours needs addressing. There are also different criteria relevant for behaviours in the workplace versus training, and from the apprentices', trainers' and employers' perspectives.

On the plus side... the Behaviours element of the Apprenticeship provides the opportunity for organisations to engage with their workforce in new ways. These include:

- A structured approach to personal development
- Linking Behaviours to company values
- Increasing engagement with the business
- Producing a more rounded apprentice who is aware of his/her skills/strengths/development areas and are more willing to take responsibility for their career progression, and more likely to complete their apprenticeship

Supporting Information about Brathay



Brathay specialises in the design and delivery of bespoke development programmes for organisations, leaders, teams, apprentices and graduates with an extensive portfolio including Scottish Power, Pirelli, DHL, Sellafield Ltd, Royal Air Force, Metroline, Aggreko, The John Lewis Partnership and Vestas amongst others, as well as numerous County Councils, the National Apprentice Service (NAS), Fire & Rescue Services, Universities, local governments, and schools. Our portfolio of services encompasses **Engaging in Change**; supporting leadership teams, organisations and individuals to navigate change and create a resilient organisation, and **Emerging Talent**; developing talent at all levels within organisations including apprentices, graduates and high performers; the leaders of the future.

Approximately fifty per cent of our work is delivered at client's premises and appointed venues across the UK and internationally; and the remaining delivered at the Trust headquarters in the Lake District.

By selecting Brathay as a provider, organisations demonstrate **Corporate Social Responsibility**. All profits generated through Brathay's professional development programmes are used to benefit Brathay Trust – an educational charity which is committed to the personal and social development of over 7,000 young people in the UK each year.

Brathay Apprentice Development

Brathay has been working with many of the UK's leading employers of apprentices for the last 70 years, and are considered pioneers in the field of behaviours, personal and professional development. Currently we are:

- Registered as approved sub-contractors via the levy for Behaviours delivery across all apprenticeship Standards
- Registered to deliver Level 3 & 5 Apprenticeships in Leadership and Management; Knowledge, Skills & Behaviours
- Providers of the design and delivery of bespoke apprentice development programmes with multiple touchpoints across a scheme via training partnerships with training providers and employers. This includes experiential learning residential programmes, training venue and employer premises behaviours development facilitation, support for apprentice mentor and ambassador programmes, coaching for supervisory staff.

Additionally, we are proud of our design and delivery of the annual **Brathay Apprentice Challenge** since creating it in 2012; a national challenge to find the 'apprentice team of the year' for the Education and Skills Funding Agency and National Apprenticeship Service. This involves hundreds of leading organisations and their apprentices across the country over an eight month period. To win the Brathay Apprentice Challenge, teams of apprentices prove key behaviour skills in teambuilding, leadership, logistical and communications abilities through ascending levels of challenges designed and delivered by Brathay. Regional winners are announced at a reception held at the Houses of Parliament in their honour, and national winners are determined through a "Grand Finale" challenge over four days at Brathay's headquarters.



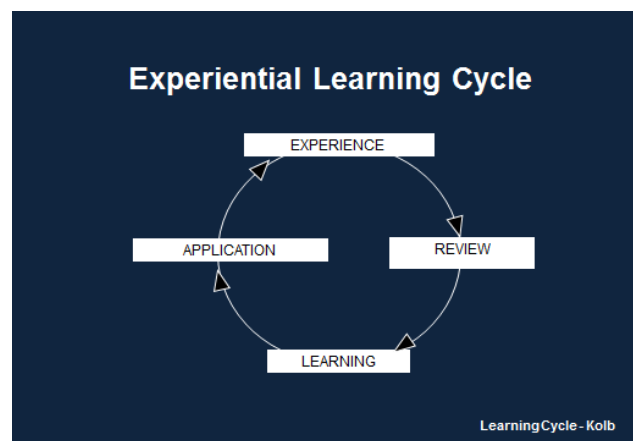
Brathay Apprentice Challenge

We have also supported Team GB in the international skills competitions **World Skills** through numerous biannual campaigns which have been held across the globe to showcase the talents of apprentices.

Methodology

Brathay delivers innovative experiential learning programmes designed to realise the potential of apprentices and early career learners. We help participants to quickly become effective, high-performing individuals and team members. We create programmes using powerful and challenging experiences that help embed individual learning behaviours. This learning is sustained and transferred to the workplace where it is integrated into day to day practices.

Brathay's approach is rooted in the Kolb experiential learning cycle:



Experiential learning creates an *Experience*, which is then *Reviewed* through facilitation, the *Learning* is identified by the individual, and the *Application* to the work place is realised. Brathay specialises in creating learning experiences using real-life situations that directly relate to an organisation's values.

The cycle encourages the process of 'learning to learn' so that participants become more adept at self-development and sustaining their own progress in the workplace. The steps are clear and relate to the majority of apprenticeship schemes which consist of skills based learning at the workplace. Employers report that apprentices gain motivation and strength generated by immediate feedback, are driven by new self-awareness, and behave with the purposefulness of an individual who has made a genuine choice to take action and implement change. This is an incredibly powerful and useful process for apprentices and early career employees.

Our experience is that this methodology triggers personal and organisational growth, change and development far beyond many employers' initial expectations. It works because it holds up the mirror to participants' attitudes, behaviours and their impact on other people, and through dialogue, both supports and challenges them to discover and perform to their true potential.

The stand-out accolade, according to feedback and client testimonials is the quality of our facilitation and format of our delivery. The focus is on relating experiences back to the workplace and understanding behaviours. Groups are facilitated in small ratios to include a professional facilitator as well as qualified outdoor technicians (where required) throughout. Aims and objectives are highlighted through experiences designed to help participants fully understand the impact of their own personal behaviours and how this affects individual and team performance. We excel in ensuring that all participants experience a programme that is specifically tailored to their roles, within

their organisations. To ensure progression and continuity, the same facilitator will be assigned to a group throughout a programme, along with a dedicated and fully equipped group room for participants to carry out individual and group exercises and reflection.

We offer a blended approach to learning using both the indoors and outdoors with small group “high impact” experiences as well as overall whole group challenges. Depending on the programme, this may include the use of diagnostic profiling tools, with individual reviews and action plans.

We make change happen by aligning personal development with organisational needs. What makes us different is that we challenge and inspire by working with beliefs, drivers and motivations. This is driven by Brathay’s own values: *inspire, support and share*.

The following are sample aims and objectives to introduce skills, behaviours and attitudes that will enable apprentices to accelerate their learning by:

- Developing critical thinking skills.
- Developing an understanding of their preferences in learning.
- Understanding the effectiveness of communication and utilising self-confidence.
- Understanding different ways others communicate.
- Developing interdependency, problem solving skills and innovative thinking.
- Developing a flexible, adaptable, responsive and focused approach to work.

- Developing personal awareness, positive behaviours and the ability to take responsibility for personal performance.
- Developing an understanding of the value that they bring to their organisation.
- Having an ability to evaluate performance and develop the confidence to promote ongoing evaluation in their own work and with others by experiencing giving and receiving feedback.
- Developing a corporate identity, a positive culture and a sense of unity within the apprentice cohort.
- Understanding the importance of safety procedures and the correct use of personal protective equipment.
- Experience working together to explore key strengths and contributions.
- Understanding the similarities and differences in the way each other operate.
- Exploring perceptions of team working and attributes of high performing individuals and teams
- Developing open, trusting and supportive relationships
- Committing to continuing development behaviours to accelerate their progress in the workplace

Accommodation

Located on an exclusive and private 360 acre estate overlooking Windermere, Brathay is within walking distance of the mountain resort village of Ambleside and the fells of the Lake District National Park. At the centre of the estate is Brathay Hall, a beautiful three-storey Georgian manor house with conference facilities, large dining room with lake views, wood panelled bar/lounge and a sweeping lawn down to the lake and boathouse.

On the woodland grounds are numerous challenge courses including high ropes, low ropes, climbing walls, zip wire, boathouse, fleets of watercraft, raft building materials and a kit store with full array of outerwear, boots, gear and supplies for participants to gain a memorable experience in all weather conditions.

Residential delegates are accommodated in a variety of room styles and amenities to suit all budgets. There are Superior and Standard en suite single and twin occupancy rooms with free wi-fi, hot drink making facilities, flat screen TV, towels and woodland or lake views in and around the main Brathay Hall, in addition to well-equipped buildings throughout the estate with shared bunk rooms, adjoining staff rooms, common rooms with table tennis, TV, and small kitchens.





Quality

Brathay Trust has achieved and retained the most relevant quality and/or safety accreditations for the work that we deliver in the field of personal, social, leadership and organisational development.

- ISO 9001, certificate no. 1011724
- Investors in People
- Duke of Edinburgh providers – residential programmes/Corporate Gold Award
- Accredited to deliver Institute of Leadership and Management (ILM) and Open Awards qualifications.
- Members of the Association of Graduate Recruiters (AGR)
- Members of the European Mentoring and Coaching Council
- Learning Outside the Classroom quality mark, from the Council for Learning Outside the Classroom, reference R2QB101934
- Association of Heads of Outdoor Education Centres (AHOEC) Gold Standard
- Adventuremark, ref no. AAA101223
- Adventurous Activities Licensing Authority (AALA) licence, ref no. L10060/R0231

Further information

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