The Chartered Manager Degree Apprenticeship – Give your managers the skills to succeed

Liz Hanway – Senior Corporate Development Manager, Open University

Good morning and welcome to the webinar on The Chartered Manager Degree Apprenticeship to give you an idea of how your managers can succeed in the workplace. On the call we will be speaking later with an apprentice from Pearson and her line manager, so you'll be able to hear directly their experiences.

So I'm Liz Hanway and I'm the senior corporate development manager at the Open University and my role is to work with organisations to help them identify their learning and development needs. Management in particular is something that comes up quite a lot, we invest a lot in vocational training but actually people find themselves working their way up the corporate ladder so to speak and not necessarily having the management qualifications to help them. The Chartered Manager is a great degree because it covers all the aspects of managing.

What this webinar will cover?

So in this webinar what will we cover? We will look at why the Open University? We will do an overview of the Chartered Manager Degree Apprenticeship; who is eligible; making it work in practice; looking at this 20% off the job and hopefully our panellists will be able to help look at this in more detail; look at workload and life/study balance and then we’ll be doing an interview with Mike Pearson, panellist.

We'll be looking at further resources available and then being clear on what you would need to do if you're interested in this.

Our work with employers

So just to give you a little bit of a background about the Open University then, so we’ve been around for, last year was our 50th birthday and over that time we have been looking at working with over 2,400 employers and over 10,800 students have been studying with us.

We moved into the apprenticeship world three years ago but prior to that the Open University has been very much focused on working with employers, bringing education to them. So when apprenticeships came into the workplace it made sense for us because we bring education to the people.

So we do work with all kinds of organisations from healthcare to corporate businesses, even working with the police now on their apprenticeship programmes and our biggest
one that we are finding is the Chartered Manager Degree because that is the one that most organisations need support in, helping with their managers.

Apprenticeships

So we are the largest provider of the Chartered Manager Degree and we have 550 employers actually using this degree apprenticeship, so that's 1,800 students on this programme with us. So without calling ourselves experts we must be doing something right and hopefully you'll hear from this webinar it's around our flexibility on providing this and our experience at delivery.

Chartered Manager Degree Apprenticeship

So the Chartered Manager Degree Apprenticeship is a three to four year work-based programme. At the end of it you will receive a BA (Hons) Degree in Management Practice. You will have English and Maths as a functional skill. So what we mean by that is GCSE or above in English and Maths. You may not have that already so the beauty of the Open University is that you can still be eligible to apply for this degree even if you haven’t got that GCSE Maths and English we can still support you getting that. So as long as you have that qualification when you have your endpoint assessment.

So the endpoint assessment, that the apprenticeship part, so you get a degree. You also get eligibility to apply for a membership organisation, so that could be the Institute of Learning Management or the Chartered Management Institute, CMI. And then you have your endpoint assessment so that also gives you your apprenticeship degree.

Who is eligible?

So who would be eligible for this qualification? So it could be new or existing employers [sic]. I think the bulk of people that we’ve got on the call today are existing employers and potentially line-managers.

So we’re looking at people who are not necessarily managing but would be responsible for say a marketing budget or finance budget, working with various stakeholders and managing big projects. You will be looking at finance, marketing, ((5:28?)) reports and things like that in this degree so you would need to be in a job role where you’re exposed to that.

For the employer/line-manager

And so for the employer, and so if we’ve got any line-managers on the call today, and as I said we’re going to be speaking to a line-manager shortly, this gives managers the
skills and knowledge so if they've identified somebody in their team that probably has
got the potential it's an ideal opportunity to identify the skills and knowledge that they
need to succeed. So improve their engagement and retention – we've definitely seen
that, people that are on apprenticeship programmes will stay for longer with employees
[sic]. It probably fills that skills gap in your organisation, I hear a lot from people around
succession planning and possibly there's not enough of it doing so you as a manager
think you might be looking to progress onwards, what does that mean to your team? Is
there somebody in your team that probably needs to step into your shoes in the next
three to five years.

Improves efficiency and productivity – this is hopefully what we'll get as the panellist
interview in a bit, is actually this person's learning on the job, so everything they're
learning impacts in managing their team straightaway. And what we've also seen is if
you're going to invest in your manager to develop and learn it has a ripple effect and
they start investing and putting their teams onto courses as well.

For the individual

So for the individual, and again we'll hear from our panellist but they're going to gain a
degree from a triple accredited business school, university. They feel valued as well,
you know, if an organisation's going to invest this time for them to do a degree it really
gives them the value. And they end up finding themselves working more effectively and
efficiently in the workplace.

It enhances career progression. So they're more likely to stay within the organisation
and aspire to be the next level in management. The good news for everybody really is
that this is a degree, you know most degrees cost £27,000 and this is paid for currently
by the apprenticeship levy. So there's nothing to come out of the L&D budget that you
have to work towards.

Programme Delivery

So the programme delivery, so Rachel our apprentice will talk about this in a bit more
detail, so there's 20% off the job learning really is the major consideration. So in order to
be an apprentice it's not our rule it's the Skills Funding Agency who've set about that
actually in order to do an apprenticeship you need to ensure that that apprentice has
20% off the job learning. Off the job learning is a bit of a strange word and we'll talk in a
little bit more detail what that means but basically it means allocated time that's been set
aside for this apprentice to learn new skills that they wouldn't necessarily have done if
they hadn't been doing an apprentice. So that could be attending a conference; that
could be shadowing somebody in the workplace; it could be doing academic study. And
again we'll talk to our apprentice a little bit more about what that 20% looks like for
them.
OU Anywhere

So we have various resources that make flexible learning and again we'll go into more detail about this when we speak to our apprentice. So we have an OU Anywhere app where you can download all our content and material.

Pearson

So on the call we work very closely with a lot of providers but one of which is Pearson and we have Jon Wood who is a qualification processing director and I want to just talk to him a little bit more about how he identified apprenticeships within his team and then we'll get to speak to his apprentice.

So I’ll introduce you both actually. So we have also Rachel Dearing who is the apprentice working under Jon and she's a Results Resolution and Training Manager from Pearson.

So firstly good morning to you both thank you for joining.

Jon Wood – Qualification Processing Director

Good morning.

Liz Hanway

Thank you. Jon could you just tell us of those who aren’t familiar with Pearson just a little bit about Pearson and what your role is within that?

Jon Wood

No problem yeah. Pearson was actually founded in the 1840s as a construction company, would you believe, but switched to publishing in the 1920s and over the years of different financial times ((10:42?)) in time and books. The last few years that has been sold off and we're now clearly an education company solely and we've got more than 24,000 employees operating in 70 countries. And we combine world class educational content and assessment powered by technology. Our vision is to have millions direct, millions of learners, lifelong learners throughout the world and help their education in every way, sort of the work day and how they live their lives.

So our priorities strategically are to grow our market share through digital transformation, invest in structural growth opportunities to promote lifelong learning and become ((?)) and more efficient, sustainable company to work with. So that's probably an overview of Pearson.
Liz Hanway

That’s great and that sits very much with what the OU is trying to do as well so hence why we’ve got a strong working relationship with Pearson.

So Pearson have been using apprenticeships on all different levels so what in particular, how did it come about you identifying that a Chartered Manager Degree apprenticeship would be right for your team and then finding out that Rachel would be the right person for it?

Jon Wood

Yes just going back to the role in Hellaby and how it links to this, so the role in Hellaby we’ve got here up in South Yorkshire, it’s a process of ((12:02?)) results a year for our learners. So once the paper’s been designed we then take that paper to get printed and distributed around all the UK. The students sit exams, we then scan those papers back in, get them marked, get results out. Then we do a post results service for any enquiries about any results, certification. And that sounds quite simple ((12:26?)) but it’s a massive task and we’ve up to 1,500 employees at our peak time during the summer.

We also do all the entries for all the exams and special considerations and access rating. This is where if something’s happening during the exam we take that into consideration and adjust the mark accordingly. And also access arrangements for people maybe needing extra time to do the exam, we plan all that out.

And our main exams we sit here are the GQ exams for CGSE, CGE and international A levels. We do functional skills. We do BTech level two and level three and Pearson ((Testing?)) which is one of our growing brands throughout the world, so we try and teach English throughout the world.

So with all that in mind we then look to the organisation, we don’t actually have an in-house comprehensive management training programme. So this is why this has come in so handy to have this degree in master apprenticeships available to our staff. So we need to attract people into the business but also people like Rachel to grow their own skills within and currently work on the job. So I think for us this ticks a lot of boxes and it was quite a flexible solution for us to put in place.

Liz Hanway

That’s great. What do you think makes the right apprentice though because it might be job role specific but when you were looking at your team what was it about Rachel that made you think actually she’s somebody that could carry out? We’ve already mentioned
the 20% off the job which was possibly a consideration that you might have had to make, what was your thought processing in how you got to make that decision?

**Jon Wood**

Yeah I think about when I joined the company about 4½ /5 years ago I quickly identified Rachel as a potential person for the future and at that time Rachel was team leader and we worked with Rachel in her personal development plans. And Rachel identified early on that she would like to do a degree and when this came up through an apprenticeship Rachel was really enthusiastic about doing it. And I think for Rachel to grow in the business, she's now a senior leader in my team, this is proving a great way of her developing in that role and it's been flexible she can still do on the job working as well, so four days a week Rachel's here. One day she's off and it's down to Rachel as a person as well, this is why this is working because if it wasn't for Rachel's enthusiasm it wouldn't work. So I think ((14:47?)) job Rachel's got the enthusiasm and it works for us. So I think all those things put together it's working well.

**Liz Hanway**

That's brilliant and what things are you noticing already, she's in her third year now so over the last two years how has Rachel changed? What is she bringing into the workplace that she wouldn’t have done ordinarily?

**Jon Wood**

I think Rachel's now standing back from the job, Rachel’s previous role was quite a detailed role and her new role she takes on more responsibility, bringing in more jobs into Hellaby, we're transferring up 20 jobs from London as we speak. So Rachel couldn’t carry on in that detailed role, she's now sitting back more strategically looking at the longer term and the bigger picture. I think this degree has definitely helped her look at the finances in a different way, she leads people in a different way and actually looks at the way she fits into the business and I think she's definitely taken a step back for the bigger picture which is clearly vital in the role that Rachel's doing now.

**Liz Hanway**

And do you think that's had an impact on the people she's managing as well, are we seeing a ripple effect there?

**Jon Wood**

Yeah I think Rachel’s very well respected by her team of course but I think they’ve seen her step back and they’ve noticed I think. The big thing is Rachel’s now got a team
below her of four people who are senior managers and they have stepped up and they are taking more responsibility as well. So you can see it clearly having an effect there of course within the business as well.

**Liz Hanway**

That's great. And I know we touched on briefly about the 20% off the job and we hear it quite a lot from employers that they have this worry that they're going to lose somebody in quite a senior position in their eyes one day a week so how has that affected your work role Jon and it sounds like most of the work Rachel’s been managing with using the people that she's managing but how is it actually working in practice?

**Jon Wood**

We spoke a lot ((16:41?)) about this because one of my main concerns was Rachel continued doing her job with the current structure and with 20% off the job but we've actually changed structure at the lower rates to accommodate this, so there's now four people as I say working for Rachel who have stepped up and taken on board responsibility. So I think it's allowed Rachel to have one day a week off to do this degree but it's also given people below her a chance to step up and it's also given me a chance to see what they're made of as well when Rachel's not around. So I think for me it's been a benefit both ways really because Rachel is allowed to stand back from the job one day a week and her team to step up and take more responsibility.

**Liz Hanway**

That's great. And why in particular because there's various chartered manager degrees out there but what was it in particular that you felt was a good fit with the way the Open University delivered?

**Jon Wood**

I think because, I'm probably speaking for Rachel here but Rachel can do this from home is actually probably the biggest thing about flexibility. Some of the options for Rachel meant travelling to London, travelling to the Midlands and these didn't really work for Rachel because a lot of time travelling up and down and trains and stuff and of course we would have supported her if that was what she wanted but she wanted to do this from home and this is why the OU has given that flexibility to do that.

**Rachel Dearing**

Yeah just to add there I think one of the other reasons for choosing the OU and its flexibility. With other learning providers we were going to be tied into a specific day and
that just isn't the way my department runs and the business. I've got a very flexible calendar and being able to adapt that to whatever suits each week, it's very easy to manage your calendar when most of the learning's online. So it suited our way of working.

Liz Hanway

Brilliant that's absolutely great. And Jon if you were speaking to, we might have line managers on the phone now, what sort of pearls of wisdom or advice would you give them if they're potentially looking to put an apprentice on this chartered manager programme?

Jon Wood

Yeah I think it was two things, obviously the line manager needs to be 100% committed to putting their employee on it. Likewise certainly Rachel had to be 100% committed. And we've seen not necessarily a struggle but unless you get those things at the start really it won't work. So I think you need both the company, the manager and the employee 100% committed to this, which we are and that's why it's working. But also once you're into it actually keep regular checks on how the ((transit's?)) doing, so I spend once a week, once a fortnight with Rachel making sure everything's going okay. And it has got issues, you know when we're busy during summer Rachel's had to be very flexible and I think if it wasn't for Rachel's flexible approach to this it would probably be a bit more difficult to make it work. So Rachel understands she might go two or three weeks without any days off and actually put two or three days in, in a different block and in a different way. So it's being flexible in the approach as well as being dedicated and I think, I spend time then with Rachel's managers making sure they're all right and they step up as well. So it takes a bit of, you know everybody has to work together.

Liz Hanway

Perfect, you sound like the dream team.

Jon Wood

I think you need that commitment. You need commitment from everybody and I think if you haven't got that then I would see there being problems.

Liz Hanway

Yeah. So I think that's the clear message then it's commitment from both sides and the other thing is communication. So both parties understanding what's involved taking this
on and constant communication during the programme to check workflow and that everything’s okay is the message I took from that, is that correct?

**Jon Wood**

Absolutely, definitely.

**Liz Hanway**

Brilliant well thank you Jon. We might speak to you a bit later on and we’ll see what Rachel has to say. So welcome Rachel and you’re in your third year now in the chartered degree apprenticeship and doing exceptionally well which is why we’ve invited you to talk to us. What was your prior education and work experience before you came to Pearson, just a little bit of your background?

**Rachel Dearing**

So prior education was to AS level. At that stage I realised university wasn’t for me so I didn’t continue onto A levels and started working. I just did a few temporary jobs to begin with and then I went on to work for a further education college where I gained experience working as an examinations officer. At that point my manager started to see potential in my, put me onto a level three first line management course so I could get some actual qualification in line management. I stayed there for around ten years and went on to lead the actual examination department for the college. After ten years I relocated to Sheffield from Manchester and needed a new job across the Pennines so I went to work for a secondary academy as an exam board data officer. I knew that was only going to be a stop gap because it didn’t involve any management and that was something I was quite passionate about and wanted to get back into. And then I started to look for a role specifically within Pearson, at the time it was called Edexcel, most people are familiar with that as an awarding organisation. I was interested to work for Edexcel Pearson to understand how things worked on the other side of the fence so to speak and used my experience as an exams officer in schools and colleges to bring that knowledge into the business and improve their processes ((22:34?).)

**Liz Hanway**

Wow that’s quite a history. So when you got in there, you’ve excelled quite quickly by the sounds of it in your career of management, did you think in the days before apprenticeships were around that you’d like to potentially do a degree within the management area? Had that been a thought in your mind?

**Rachel Dearing**
Not prior to coming to Pearson, education, after I did my level three in first line management I kind of didn’t really think beyond that but then coming to Pearson and seeing the career progressions you can have here and the different types of roles I wanted to expand my knowledge further and understand more how organisations work and being as big as we are, a global company, I wanted to understand more about the financials, strategic direction, that kind of thing. And in the role I was in at the time it wasn’t giving me the exposure to that. So yeah I thought I’d like to do a degree in management.

Liz Hanway

Brilliant so when you heard about the chartered management degree apprenticeship you must have had to pinch yourself, so a degree in the area that you wanted to do. So what was your thought process when you saw that this opportunity came about? Was it a mixture of excitement, nervousness? How’s it all going to work, what was going through your mind as you put in for registration?

Rachel Dearing

Yes well the first thought was it’s a fantastic opportunity to be able to study for a degree without the cost of having to pay for it out of my own pocket. It was a fantastic opportunity to be able to do that to further my skills and knowledge as a manager and leader and to help further my career, hopefully, but yeah there were discussions with Jon when I first had the idea of applying to do the apprenticeship, I was quite apprehensive, both of us here I think Jon to begin with and understanding how it would work, the commitment of it, because doing an apprenticeship it’s not just down to you and your own time it’s work are relying on you to get the qualification as well. So having to consider the pressure was a big factor in deciding to go for it but it’s an opportunity you can’t really miss.

Liz Hanway

No and I think you've embraced it with both hands. So for the benefit of the audience they might not be familiar with how an apprenticeship works in practice as in that you get academic modules and then you get work-based learning modules, can you just explain a little bit more about what they are and how they fit in with what you’re doing in the workplace?

Rachel Dearing

Yeah so as you said Liz it’s split into the academic and the professional practice of the work-based learning and depending on when you actually enrol, so I enrolled in October and you start your academic module first, I studied academic modules from October to
around May time and then your work-based learning, professional practice starts partway through that. So there is some overlap throughout each year when you'll be doing the academic module and the professional practice. The academic modules are exactly how they sound, so it’s all the academic theory, models, concepts that explain how the world of business works, how organisations work and it gives you lots of theory on understanding how things happen in the world of business. Professional practice modules are all based around your work experiences and they give you the opportunity to reflect on those experiences and provide links to theories to help you understand how you conduct your management practice and how you can make improvements going forward. And there are aspects which require you to engage with your colleagues to complete investigations and gain further understanding on how your organisation works. And some of the activities tie into what you study on the academic modules as well. So everything goes relating back to what you study on the academic side. So you've always go that reference which helps you understand the academic modules and concepts as well which are related more to your organisation and your experiences.

Liz Hanway

Great. And with that can you just explain a little bit more about the tutor support you get, because obviously you get an academic tutor and you have your own practice tutor support as well, what do they do and how have they helped you?

Rachel Dearing

Yeah both tutors fully support you based on what your needs are, so they’re available to contact via email, telephone, you can also talk to them online through tutor group forums and they provide you with guidance throughout the modules but your practice tutor you have more contact with. They come out and visit you. So I have meetings with my practice tutor, usually once a month or once a quarter, it just depends on what my needs are. In those meetings we just have a chat about how the year is going, have I got any concerns or worries or issues. We talk about individual learning plans as well, if there’s anything on there we want to achieve. And the tutors are very supportive and when it comes to assignment time if you’ve got any questions or queries obviously they’ll help you within the remit they're familiar to, they can't give you answers obviously but they will help you as much as they possibly can. So yeah the tutors are very helpful and they’re always there for support should you need them. And as I said it just depends on how much support you need. I've not needed to call on them that much but it’s nice to know they’re there if you do need them.

Liz Hanway

And your practice tutor they’ll come and see you in the workplace is it four times a year?
Rachel Dearing

Yes they do.

Liz Hanway

And do you go to any of the face-to-face classes as well?

Rachel Dearing

I haven’t personally been to any lectures, but that’s just my learning style. So that’s one of the other things I like about the OU and the flexibility of it, whilst a lot of the learning is online they do face-to-face day schools where you get the opportunity to meet other students on your module and obviously the tutors that you can engage with those as well, but I prefer to learn at my own pace and the same tutorials are done online and they’re also recorded so it lends itself to be more flexible for me doing the tutorials in that way. The day schools tend to be at weekends so yes the online tutorials just suit my way of learning and they are available.

Liz Hanway

Yes a key thing to highlight to people that are listening in that I think what Jon was saying the beauty of the Open University is it's really flexible so if you prefer face-to-face that element. If you’re like Rachel that prefers actually just fitting in education around her then the online stuff and you've still got the online tutorials as well. When your practice tutor comes to visit you then what sort of things do you do with them and is Jon involved in any of these meetings or not?

Rachel Dearing

Jon’s never been involved in the meetings, I think should I need him to be he'd be there enjoying them but I've not had any issues or concerns where I've needed Jon to be present and I think he's pretty confident that if I have got any concerns I'd shout up. But yeah we generally just have a chat and I know I sound quite brief but I think again it all comes down to your learning style and how much support you do need for what's involved in those conversations if I'm honest Liz. And I tend to be quite self-sufficient and I just get on with it so it's difficult because some of the students might have lengthy discussions and go into much more detail but one of the main things I do tend to cover with my practice tutor is I go through feedback from the recent assignments, from the results. So one thing I will say as a piece of advice for any potential apprentices make sure you use your feedback from each assignment to try and better your result next time. Your tutor does give you pointers on where you need to improve and what you could do better next time. And that's one thing I do run through with my tutor and it's just
his feedback and any questions I might have, anything I'm unsure on, but it's a useful
time to do that.

**Liz Hanway**

Do you know what we've got two CMDA apprentices that have just graduated and they
said exactly the same and they both came out with a first. The important thing is in your
chartered manager your first year actually isn't the qualification to a degree that's the
time where you really focus on the feedback that you're getting and as you said really
make time before you plough into that next essay to look at the feedback work with your
tutor because that's when your grades are going to go. It’s not always about what you
know it’s how you articulate it. So that's a really good point. A big question Rachel that
comes up a lot which I asked Jon as well is this 20% off the job learning, so obviously
you’re doing a five day a week job, you've got line management responsibilities, it
sounds like a very busy team anyway, how are you managing that? And what are you
doing in your 20%?

**Rachel Dearing**

Yeah so as we’ve mentioned before my time now has to be quite flexible so at the start
of each week or the week previous I'll decide which day I'm going to have the 20% off.
That all depends on what’s going on in the business that week, what’s happening to
team, but it is quite flexible as we’ve said, so I'll choose which week [sic] I'm going to be
off, I'll let my team managers know so they know obviously what day I'm not going to be
around and every week I have meetings with my managers so we can talk about the
priorities, what’s happening that week, where they need my support and any guidance
they might need from me. But we talk regularly anyway so it’s never too much of an
issue having the one day a week away from work. And as Jon said throughout the past
two and a half, coming up to three years, the team have got used to me not being
around one day a week. At first they struggled to adjust to it and were contacting me
regularly for support, I kind of don't hear from them now on the one day a week I'm off,
they've grown so much in their ability to be able to cover the department when I'm not
around. So it’s quite good that it's worked out in that way and given them the
opportunity to progress. So in terms of my own management it is tough at times having
the 20% off, especially what we do in our line of business, getting exam results out it's a
specific deadline, you can't go beyond that, so as Jon mentioned before during the
summer months, so July and August when results are due I have to reassess my
calendar and as Jon mentioned there may be three weeks where I go without study
days because of the business needs but then following results I'll have a week off to do
studying catch-up. So I can't stress enough the need for flexibility and working around
the business needs and just forward planning. I think one of the main things I will say as
advice to new apprentices is be organised. So a key to being successful and working
around the flexibility is at the start of each module check when your assignments are
due and make sure you stay on track with the study planner. Over the past two years I've made the mistake a few times of getting a couple of weeks behind, it can be difficult to get back on track in time for assignment completion. Extensions to deadlines are permitted on some assignments if you've got a good reason but try to avoid it when possible as it all eats into your following study and learning weeks that you end up in a bit of a vicious cycle of being behind. And where possible get ahead of the planner, especially if you know you’re going to be away or like me you have some business issues where you know for three weeks you might not get a study day. So where you can get ahead of the planner. You can work through it as fast as you like, there's break weeks planned into the planner so my advice would be to use those break weeks if you can. And just be organised and get ahead of yourself wherever possible. It’s very easy to get into that cycle of getting behind.

Liz Hanway

I think we mentioned with Jon saying communication as well to communicate with your line manager when those deadlines are as well so that they’re aware. So how is Rachel two years, three months on as a manager compared to what she was like when she first joined this programme?

Rachel Dearing

I agree with what Jon said when you first start to take a step back in terms of looking at things in a different way. I had a problem with wanting to be involved in the detail, I had to know everything that was going on and I've adjusted more now, I've got a good team of people underneath me and a good group of senior managers that I know I can rely on and trust to get the job done so I don’t need to be in the detail anymore. And I think it probably was the direction of my department the CMDA provided me with the ability to great understand Pearson and how decisions are made and that's allowed me to bring the understanding into how I lead and give direction. And I've started to see that with improvements in the thinking of my team. So as I explain the reasoning behind my thoughts and guide them on how to approach situations challenging the stakeholders I've also seen a difference in how they think financially through my direction and my understanding and learning to the point where we’ve actually saved £30,000 on our 2919 budget.

Liz Hanway

Wow well done!

Rachel Dearing
Yeah they’ve done really well. So having the one to three year strategic direction from me which is when I'm kind of learning through doing CMDA I'm starting to see differences in not just the performance of the department but also in how they're all thinking and wanting to change things for the better and thinking long-term. So yeah I can definitely see a difference.

Liz Hanway

That's brilliant and do you think you yourself as a manager will look at putting somebody from your team on an apprenticeship then?

Rachel Dearing

Yeah about 18 months ago I've had someone finish a level three in business admin and I've also got one of my team just starting on a level five in management and also I'm recruiting three new apprentices all on level three straight into the business. So as you can probably tell I'm an advocate for apprenticeships.

Liz Hanway

That's absolutely brilliant.

Jon Wood

We're trying to offer between 5% - 10% on apprenticeships in Hellaby up here in South Yorkshire. So we're roughly around about that for the last four years.

Liz Hanway

That's brilliant, that's great. So Rachel how excited are you that this time next year you could be ordering your cap and gown and doing your graduation ceremony?

Rachel Dearing

Yeah I think I'll be extremely proud definitely especially if I continue to get the grades I've achieved in previous years, although I don't want to put too much pressure on myself, Jon knows what I'm like I do have high expectations. So yeah it would be really great if I can continue to get the grades. And completing a full time degree alongside a full time job and a demanding role with increased responsibility is not an easy thing to do so it’s going to be a huge achievement once I do graduate.

Liz Hanway
That's great. Thank you both. I think what I've taken from that is definitely it takes the right candidate to go on this course, so Rachel you've explained your job role, you have to be very organised, you have to be a very determined and focused individual, it's not for the faint-hearted. You need a line manager that's going to support you for the good times and the bad times as well but the ultimate goal is actually making a difference into your unit, your role, but also your team and by the sounds of it it's also impacted Jon's workflow as well so he's been able to give a little bit more responsibility to you. Is there anything I've missed there?

**Rachel Dearing**

No I don't think so. The only thing I just want to mention because I know we talk about 20% but I think it's important that people understand you need more than 20% to complete this.

**Liz Hanway**

Yes good point Rachel.

**Rachel Dearing**

So 20% is off the job there's a lot of work required to complete the CMDA and that involves evening, weekends and that time's essential as well as the 20%. It is a big commitment for three years but it's completely worth it and if you plan well you can also enjoy your social life.

**Liz Hanway**

Yes I think that's a really good point you made Rachel, yeah you get the 20% off but yeah you are looking at studying, this will impact on your personal time as well I'm afraid. So a conversation not just with your line manager but with family members as well.

So we've pre-recorded this but if there's any questions that come in do email them through to us. I'll give the email at the end. So we do have the Chartered Manager Degree Apprenticeship we have our next intake in May but anybody who would be interested in joining we will need to know of your interest by the end of this month and I'll give you details for that.

So following this webinar we will send you an email and that will have information on our tutor model and how that works. Rachel’s talked about it a little bit but we have got other case studies from other employees and we also have our Chartered Manager Degree Apprenticeship brochure as well which you'll be able to download.
If immediately after this webinar you do have some questions if you could email them to business@open.ac.uk. As I said we have recorded this and that means if you want to watch it again we can send you the link as well. In the email that we send out we do also have some other marketing things happening. So we have Apprenticeship Week happening, I'm sure Pearson are doing lots for that as well, so the week of February 3rd. So there's another webinar going on there so we're very much working with Pearson actually and looking at the impact on apprenticeships. Jon and Rachel have already talked about both productivity but also Rachel mentioned in her budget how much money she'd saved doing that. So there are studies being done now seeing actually the benefits on apprenticeships, both quantitative and qualitative.

So thank you very much for your time this morning Jon and Rachel and can't wait until next year to find out no doubt with a high honours degree. So thank you very much for your time and speak soon. Thank you very much. Thank you all for tuning in.