

## Advanced Apprenticeships in:

- Campaigning
- Fundraising
- Volunteer Management

Guidance and Frequently Asked Questions (FAQs)

September 2011

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## 1. Introduction to Apprenticeships

Apprenticeships are a hot topic at the moment. The coalition government is committed to increasing the number of Apprenticeship places available, and has increased funding to encourage people to take them up. This is because Apprenticeships work.

Research into the impacts of Apprenticeships shows that the experience is a positive one for the vast majority of Apprentices and employers.

### Benefits for Apprentices

Completing an Apprenticeship can improve career prospects, and increase expected wages by as much as 40% following completion<sup>1</sup>.

### Benefits for employers

Over 130,000 workplaces offer Apprenticeship places and recent research has found that over 80% of people are more likely to use a business if it offers Apprenticeships<sup>2</sup>.

Because an apprentice has made a considered decision to join an organisation they are demonstrating commitment and enthusiasm for the role. Employers who take on Apprentices do so because they increase productivity and can prove to be more cost effective than hiring skilled staff – they are often seen as a business investment when balancing the costs of employing and training an apprentice against their productivity impacts on the organisation.

### 1.1 What is an Apprenticeship?

An Apprenticeship is a combination of paid employment and training – you might already have heard the term “earn while you learn”. That is what Apprenticeships allow people to do.

#### Who is an Apprenticeship for?

- Anyone above the age of 16
- UK residents
- Anyone currently employed, or looking for work

#### Funding

Apprenticeships can be fully funded by the government, depending on age and previous qualifications.

#### How long does an Apprenticeship take?

Depending on the level of the Apprenticeship they can take anywhere between a year and four years to complete – the length of time depends on the ability of the apprentice and any prior experience they have. Someone already in paid employment might take less time to complete an Apprenticeship than someone who is new to the same job role.

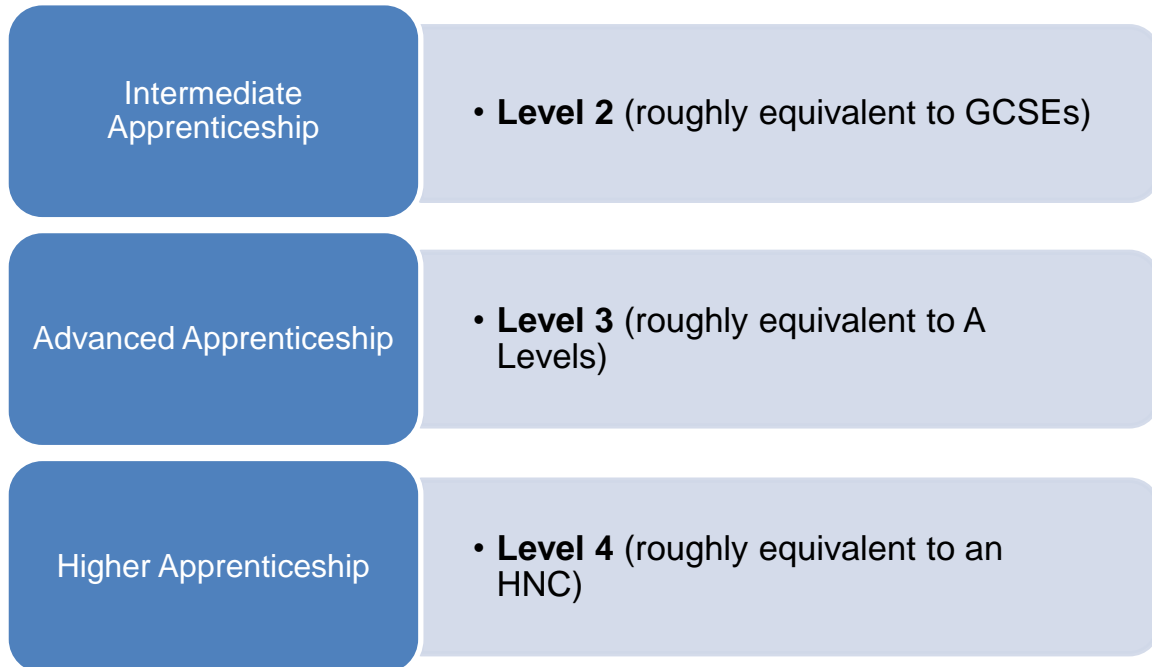
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<sup>1</sup> [http://readingroom.lsc.gov.uk/lsc/National/294468\\_-\\_Benefits\\_of\\_completing\\_an\\_apprenticeship.pdf](http://readingroom.lsc.gov.uk/lsc/National/294468_-_Benefits_of_completing_an_apprenticeship.pdf)

<sup>2</sup> <http://www.apprenticeships.org.uk/Employers/The-benefits.aspx>

## Levels

Apprenticeships are available at three different levels:



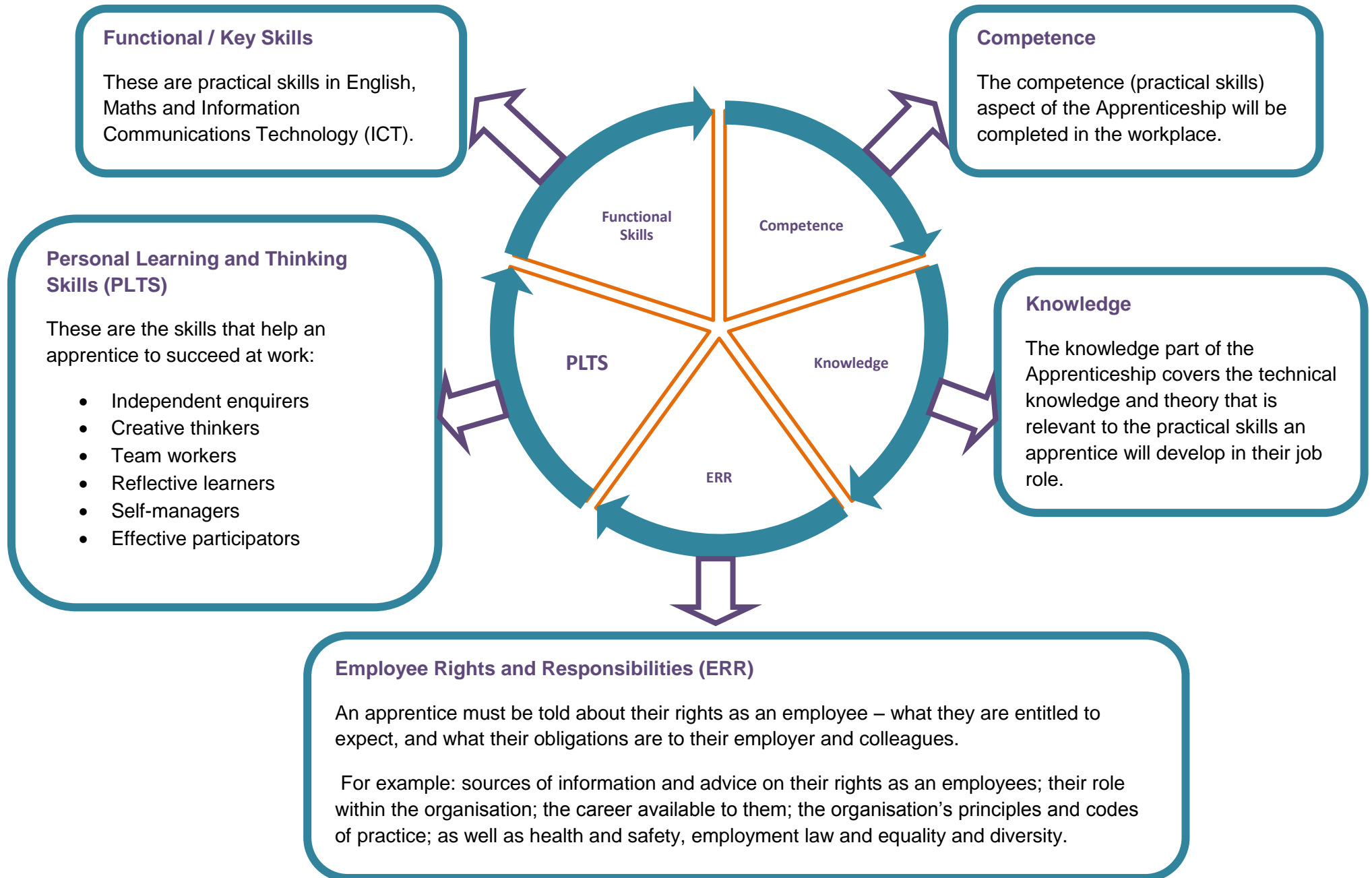
### What does an Apprenticeship include?

An Apprenticeship is much more than simply a qualification.

**The best way to think of an Apprenticeship is as a wrapper containing lots of different parts.**

**The details of each Apprenticeship are contained in an Apprenticeship 'framework'. See over the page for the contents of an Apprenticeship:**

# Essential parts of an Apprenticeship framework



As part of the Apprenticeship an apprentice will achieve nationally recognised qualifications. They will cover competence, knowledge and functional or key skills.

When all of the components have been achieved, the apprentice will receive an Apprenticeship certificate.

## 1.2 How are Apprenticeships achieved?

An apprentice must be employed for a minimum of 30 hours a week, although some employers will employ an apprentice on a full-time basis, usually 37-40 hours a week.

Every apprentice will undertake on-the-job and off-the-job training.

### On the job

This is the largest part of the Apprenticeship and is undertaken with the employer.

When the apprentice is with their employer they will be learning how to become competent at the job they are doing. This will be done in lots of different ways – through day to day activities and through coaching and mentoring by a line manager or supervisor. The employer will provide an induction, and will appoint a member of staff to mentor the apprentice throughout their Apprenticeship.

### Off the job

The apprentice will probably complete the off the job training at a training provider or a college. They will be released from their employer to do this. At the learning provider the apprentice will be learning the technical skills and knowledge needed in order to carry out their job effectively.

### Pay

Apprentices are paid a wage by their employer for the work that they do – how much will depend on the employer - but this must be at or above the Apprenticeship minimum wage. Some Apprentices might be entitled to additional benefits such as childcare and transport funding.

Details of the Apprenticeship minimum wage are here:

[http://www.direct.gov.uk/en/Employment/Employees/TheNationalMinimumWage/DG\\_10027201](http://www.direct.gov.uk/en/Employment/Employees/TheNationalMinimumWage/DG_10027201)

**The key difference with the voluntary sector Apprenticeships is that whilst learning to become competent in your chosen job role, you will be helping make a real difference to society as a whole at the same time.**

## 2. Why do we need Apprenticeships in the voluntary sector?

### What is the voluntary sector?

The voluntary sector<sup>3</sup> comprises many different types of organisations, of varying sizes. It includes charities, social enterprises (businesses that re-invest profit in a 'good cause'), not-for-profit organisations, voluntary and community organisations and groups.

Because of its broad nature, the voluntary sector is also known by a range of other names including civil society, the third sector, the voluntary and community sector (VCS), and the charity sector.

A common feature of all of the organisations that fit in this sector is that they are all working towards making a difference to society.

You will probably have heard of lots of these organisations: the largest charities include names such as the RSCPA, Age UK, Marie Curie Cancer Care, and international organisations such as UNICEF and Oxfam, to name just a few. But, in fact, most organisations in the sector are small: over 50% of them are classed as 'micro' organisations (which means they employ less than 10 staff).

In your local community there are likely to be small organisations – perhaps there might be a local social enterprise that is working to regenerate a community or a local scout group or there might be a local allotment society, for example.

The voluntary sector employs 793,000<sup>4</sup> people in the UK and consists of 171,074<sup>5</sup> organisations, and which, in 2007/8 had a turnover of £35.5 billion<sup>6</sup>.

There is a huge variety of paid employment available in voluntary sector organisations, as just like other organisations in the private and public sectors, they also need skilled individuals to run and manage the work that they do. This is in addition to the many organisations that are supported by volunteers, who also play a crucial role.

### What does the voluntary sector say about Apprenticeships?

In 2010 Skills – Third Sector asked charities, social enterprises, not-for-profit organisations and voluntary and community organisations whether they would value Apprenticeships, and whether voluntary organisations felt there was a demand.

Some Apprenticeships are already offered in voluntary organisations, such as administration and management for example, but prior to 2011 there was nothing tailored specifically for voluntary sector roles.

The message to come back from the sector was that there is demand for Apprenticeships in

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<sup>3</sup> A sector is a distinct section, or sub-set, of an economy, society, or industry

<sup>4</sup> ([http://www.skills-thirdsector.org.uk/news\\_media/news/charity\\_staff\\_numbers\\_flatline/?page=1&cat=all](http://www.skills-thirdsector.org.uk/news_media/news/charity_staff_numbers_flatline/?page=1&cat=all)) – Figures jointly produced by Skills - Third Sector, the National Council for Voluntary Organisations (NCVO) and the Third Sector Research Centre (TSRC)

<sup>5</sup> The UK Civil Society Almanac 2010, National Council for Voluntary Organisations (NCVO), December 2010.

<sup>6</sup> Ibid

three specific areas:

- Campaigning
- Fundraising
- Volunteer Management

### **Why does the sector value Apprenticeships?**

Apprenticeships offer a new way of getting into the voluntary sector, and they have the potential to encourage entrants from groups that would not, for whatever reason, usually consider a career as a campaigner, fundraiser, or volunteer manager. Introducing Apprenticeships in these areas is a way of increasing the diversity of the voluntary sector workforce.

Approximately 38% of people who work in the voluntary sector have first been to University<sup>7</sup>, but a degree isn't always necessary to do many of the jobs available. Those organisations that work in the voluntary sector said that Apprenticeships will help to develop a new way for people to enter employment in the sector.

There are lots of under-represented groups amongst those people who work in voluntary sector organisations – such as ethnic minorities and people with disabilities. The ethnicity of over nine in ten of the voluntary sector workforce is white (93%), however between 2002 and 2008 the proportion of white employees decreased by just over 1%. Almost one in five people (19%) working in the voluntary sector has a disability compared with 14% of the public and 12% of the private sector workforces<sup>8</sup>.

In addition, women account for the majority of the voluntary sector workforce. More than two-thirds of the workforce is women (68%) compared with 65% of the public and only 39% of the private sector workforces<sup>9</sup>.

The Apprenticeships in Campaigning, Fundraising and Volunteer Management are aimed at anyone who has an interest in the work of charities, social enterprises or voluntary and community organisations.

These are the only entry requirements, along with an ability to complete Functional/Key Skills in English, Maths and ICT.

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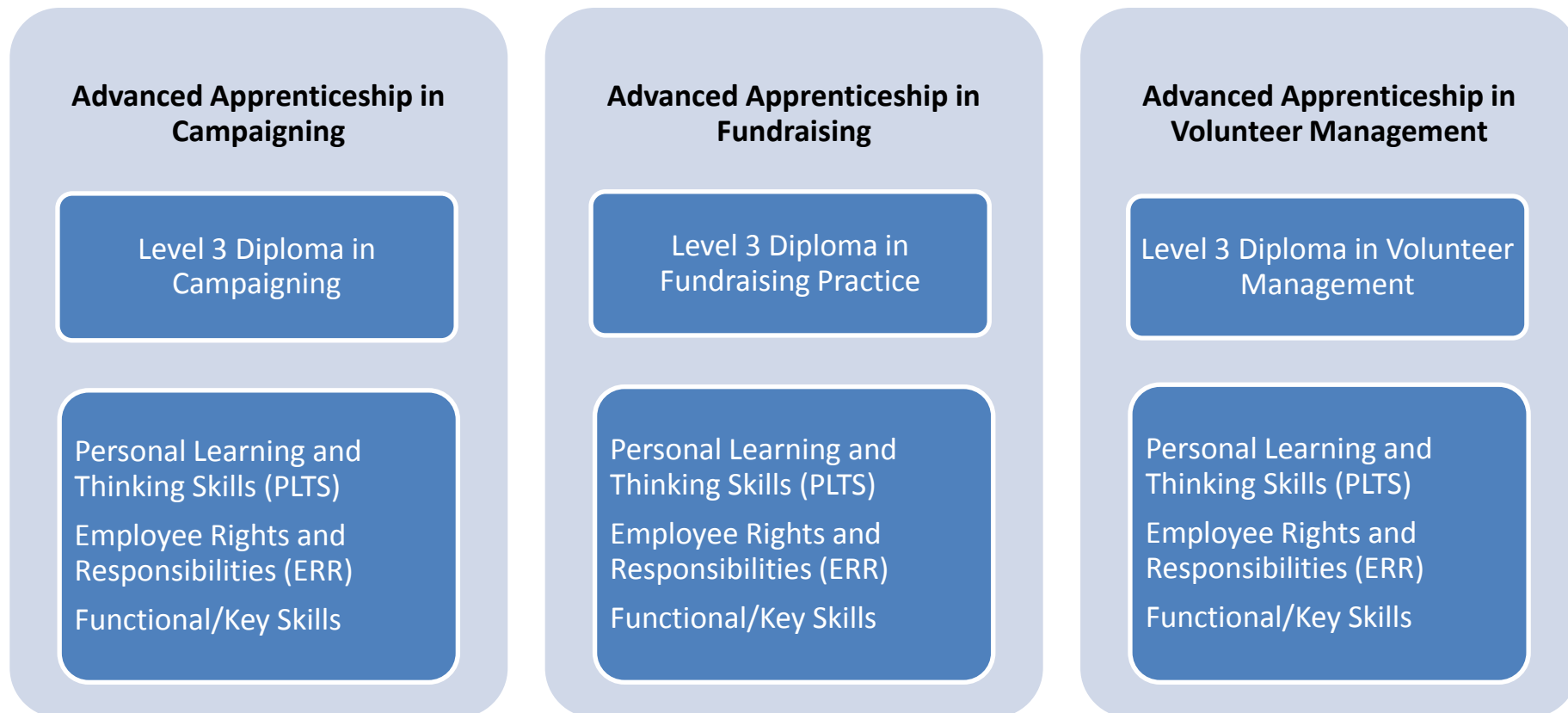
<sup>7</sup> The UK Civil Society Almanac 2010: Workforce, NCVO, Skills – Third Sector and the Third Sector Research Centre (TSRC), July 2010

<sup>8</sup> The UK Civil Society Almanac 2010: Workforce, NCVO, Skills – Third Sector and the Third Sector Research Centre (TSRC), July 2010

<sup>9</sup> Ibid

### 3. What do the voluntary sector Apprenticeships involve?

Like all Apprenticeships, these three new Apprenticeships contain a number of different elements that must all be completed in order to obtain a Certificate.



Each of these Apprenticeships will take on average 18 months to complete; however this will vary according to the ability of the apprentice and any prior learning they have undertaken, or any prior experience they might have.

## 4. Advanced Apprenticeship in Campaigning

### What is Campaigning?

Campaigning is known by lots of names, such as influencing, voice, or advocacy. Whatever it is called, it is usually about creating change – although sometimes it might also be about preventing a harmful change.

The purpose of campaigning is to motivate others, whether that is to motivate others to support your cause or to influence another person's, or organisations, decision to make a change. That change could be behaviour, economic, social or environmental.

The decision-maker is usually known as the 'target' of a campaign. There are lots of different ways of influencing the target, and that is what a campaign sets out to do.

*According to the Charity Commission:*

*"Campaigning, advocacy and political activity are all legitimate and valuable activities for charities to undertake. Many charities have strong links to their beneficiaries [the people they help], and more generally to their local communities, commanding high levels of public trust and confidence, and representing a myriad of diverse causes. Because of this, they are uniquely placed to campaign and advocate on behalf of their beneficiaries."<sup>10</sup>*

Being creative about how a campaign is put into action is important in making sure it gets noticed by the right people, and makes an impact.

Campaigning is much more than just organising a march or a demonstration – although these can be very powerful techniques. Lots of campaigns make use of social media, and viral techniques are now quite commonplace. A campaign might involve writing letters, arranging an event, organising a petition, working with the media, or encouraging the involvement of an influential celebrity.

### Case Study: Example of a campaign<sup>11</sup>

*'We won't ever stop protesting on the streets and outside embassies. But now social networks are where people are coming together to get fired up about issues and take action. The 'Unsubscribe' campaign puts social media at the heart of human rights campaigning, bringing people together online and making our voice louder than ever.*

*'Online and on the streets, in social media and traditional media, Unsubscribe will engage with people who passionately believe in the right to a fair trial and the right not to be tortured.'*

*Kate Allen, Director, Amnesty International UK*

<sup>10</sup> Charity Commission, Speaking Out: Guidance on Campaigning and Political Activity by Charities (CC9)

<sup>11</sup> <http://www.campaigncentral.org.uk/know-how/social-networking>

Some campaigns can run for a long time, others are very focussed and could last for a matter of weeks. The length of time a campaign runs for depends on many factors, such as the type of change that the campaign is trying to bring about, and the resources that are available to carry it out.

It will involve lots of different skills – including planning and thinking strategically. To be successful a campaign needs to be well thought out, from setting a very clear goal, and then working out what methods can be used to reach that goal.

It is also important to measure how successful the campaign has been – has it worked?

### Case Study: The power of campaigns<sup>12</sup>

*Barack Obama's [the president of the USA] election campaign used the internet, and in particular social networking sites, to galvanise support and raise funding, which demonstrates how valuable these emerging tools can be. His campaign team raised \$500,000m (£344m) in donations from 6.5million people, in part through sites such as Facebook and Twitter.*

*"Were it not for the Internet, Barack Obama would not be president. Were it not for the Internet, Barack Obama would not have been the nominee,"*

*Arianna Huffington, Editor-in-Chief of The Huffington Post*

### What skills do Campaigners need?

Being a good campaigner requires a varied set of skills, and behaviours.

Developing campaign ideas needs critical thinking and analysis combined with communication skills and decision making ability. Campaigners also need to be able to judge and weigh up any risks involved in a potential campaign – a badly thought out campaign could damage an organisation both financially, and in terms of its image.

It's also about being creative. Designing campaigns and getting them off the ground is a difficult job that will need innovation, passion and enthusiasm. Campaigners will need to motivate other people and offer encouragement to see the campaign through. As some campaigns can take a long time to yield results campaigners also need commitment and patience.

Campaigning can be hugely rewarding, but in order to achieve success this needs to be planned for from the beginning. A successful campaigner will monitor the progress of a campaign which means keeping an eye on things like money, people, materials and time. So campaigners also need practical skills to make sure this is done thoroughly.

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<sup>12</sup> Extract taken from Campaign Central case studies, accessed 8<sup>th</sup> September 2011  
<http://www.campaigncentral.org.uk/know-how/social-networking>

## Where do Campaigners work?

Lots of different types of organisations campaign. It is a very important part of the way that the voluntary sector works, but you will also find campaigners in other types of organisations such as, political parties, trades unions, newspapers and magazines, and nearly every section of society from health to sport.

Voluntary sector organisations campaign on all types of issues such as child poverty, animal cruelty, racism, climate change to name just a few. Successful campaigns have changed laws and changed behaviour – all with the aim of ultimately making a positive difference to society.

There is an equally wide range of job roles in campaigning, such as:

- Community organiser
- Policy officer
- Parliamentary officer
- Press and media officer
- Research and policy officer
- Social marketing officer
- Social policy officer

A campaigning apprentice could find themselves undertaking any one of these roles.

## What does the Apprenticeship in Campaigning involve?

### Advanced Apprenticeship in Campaigning

Level 3 Diploma in Campaigning

Personal Learning and Thinking Skills (PLTS)

Employee Rights and Responsibilities (ERR)

Functional Skills

The Advanced Apprenticeship in Campaigning will develop all of the skills that a campaigner needs. In the workplace, the apprentice will learn how to help prioritise issues for the organisation to campaign on, develop communications and conduct research to support the development of the campaign. They will learn the importance of creating accurate campaign messages; plan how to put campaigns into action, and input into monitoring and evaluating campaign success.

Apprentices will not only be prepared for a career in campaigning, but, through the skills and knowledge they will learn, it will also be a good preparation further study.

## **The qualification**

The Apprenticeship contains a new qualification: the Level 3 Diploma in Campaigning this introduces apprentices to the campaigning role and will teach apprentices how campaigning organisations work, how to identify appropriate campaigns and appropriate campaigning methods. It will develop skills in qualitative and quantitative research methods, preparing workplans, building relationships and effective communications. In addition, Apprentices will learn monitoring techniques and how to plan and conduct an evaluation.

Apprentices can learn skills such as negotiating and influencing, project management and budgeting. The qualification also teaches apprentices about the key concepts of working in the voluntary sector including how to work in partnership with other organisations, governance of voluntary sector organisations, ethics and sustainability.

## **What can apprentices do once they've completed an Apprenticeship?**

There are a variety of opportunities open to successful apprentices.

Upon completion an apprentice might choose to continue in their present employment where they will be equipped to progress onto other positions of higher responsibility (where there is the opportunity to do so).

There is also the option to continue studying, for a Higher Apprenticeship, Foundation Degree, or Degree.

Being a campaigner is professional role and, as such, there are postgraduate degrees available at a number of universities in the UK. Resources and support are available from organisations such as the National Council for Voluntary Organisations (NCVO), through publications and professional courses.

## 5. Advanced Apprenticeship in Fundraising

### What is Fundraising?

Many organisations in the voluntary sector rely on donations from supporters in order to fund their work. The funds might be required for a specific purpose – to fund a project, or a campaign – or for the day to day operation of the organisation. For some organisations it is their only source of income.

The way that funds are raised will depend on the resources available to the organisation, and the types of people who support the organisation. There are many different ways to fundraise.

In recent years electronic media has been used increasingly to make it easier for people to donate. Other familiar forms of fundraising are large scale television appeals such as Children in Need, or sponsorship of national events such as the London Marathon, and smaller, regional events such as Race for Life. Some fundraisers write bids and applications for grants from government, other organisations, or lottery funds, for example.

Money is also pledged to voluntary organisations in other ways however, such as legacy fundraising (by leaving a gift in a will after death) or corporate fundraising (raising money from businesses). Many individuals also donate by direct debit from their bank account; this is known as a regular gift.

Fundraisers need to be creative about how they raise funds, to capture supporters' imagination and motivate them to donate. This will involve careful planning and implementation. Fundraisers also need to be good communicators, able to build relationships with others and understand the organisation's supporter base.

### Case study: Raising money from businesses <sup>13</sup>

*“Doing your research before you approach any company [for funding] is crucial. You need to be professional and not waste their time. Preparing a short summary of the project, explaining what help it is providing and how the company could benefit, is a good way to establish some common ground.*

*If you have people on your management committee who are already part of a company, this is a great way to establish an initial link. If you can, get prospective partners to come out and meet you so they can see the work you are doing. The process is really about building a relationship with a company and this can take a lot of time - even years.”*

*Phil Barton, North West Regional Director, Groundwork*

<sup>13</sup> Extract taken from Voluntary Matters case studies, accessed 8<sup>th</sup> September 2011  
[http://www.voluntarymatters1and2.org/money/fundraising/case\\_studies/groundwork.html](http://www.voluntarymatters1and2.org/money/fundraising/case_studies/groundwork.html)

## **What skills do Fundraisers need?**

Being a fundraiser is about persuading people to support a cause. In some ways it is a little like marketing, although is solely focussed on bringing in funding.

The key to good fundraising is that it should be conducted legally and ethically. Fundraisers have a responsibility to make sure that the funds they raise are used for the purpose for which they are given. This requires a combination of skills.

Fundraisers ask people and organisations to part with their money, so they must be good communicators: face to face, on the telephone and in writing.

There's also an element of psychology to fundraising. A good fundraiser needs to understand the organisation's supporters - what will motivate them to give - and to understand what a donor might require in return. A donor might expect regular updates from the organisation, or they might want to say how their money should be spent.

A fundraiser must above all be honest and act ethically. This might involve making difficult decisions, for example about whether or not to accept a gift from a donor with a negative public image. At all times the fundraiser must have the best interests of the organisation in mind.

Fundraisers need skills in organisation, record keeping, and being able to take responsibility for dealing with sometimes large sums of money. So, they will need good numerical skills, such as financial planning and budgeting.

Fundraisers get to meet all sorts of different people. The role could involve being face to face with the public for street collections, helping with a charity auction, pitching to businesses, or meeting government officials.

## **Where do Fundraisers work?**

Fundraisers can be found in all sorts of organisations – not only in the voluntary sector, but also in organisations such as schools and hospitals. Fundraisers might work with local community groups, or with big corporations, to secure donations. The key is to show funders how their money will be used, and what might happen if enough money isn't raised.

Due to the varied nature of fundraising, there are lots of different job roles. Some common ones are:

- Fundraiser coordinator
- Fundraiser
- Fundraising officer
- Fundraising support officer

There are also more specialised roles which focus on a specific type of fundraising activity such as local and community fundraising, or electronic media.

## What does the Apprenticeship in Fundraising involve?

The Advanced Apprenticeship in Fundraising is endorsed by the Institute of Fundraising, the organisation which represents the profession of fundraisers.



### Advanced Apprenticeship in Fundraising

Level 3 Diploma in Fundraising Practice

Personal Learning and Thinking Skills (PLTS)

Employee Rights and Responsibilities (ERR)

Functional Skills

This Apprenticeship will help develop the skills in areas that all fundraisers need to be good at – including developing and implementing a fundraising plan and monitoring and sustaining relationships with donors.

In addition, there is the opportunity to specialise in at least two of these fundraising areas:

- Local and community fundraising
- Fundraising events
- Legacy fundraising
- Corporate fundraising
- Grant income generation
- Major gift fundraising
- Fundraising through electronic media
- Direct marketing media

### The qualification

The Apprenticeship contains a new qualification: the Level 3 Diploma in Fundraising Practice which introduces apprentices to the fundraising role, and provides the opportunity to learn about other related roles including Campaigning and Volunteer Management,

Apprentices will learn how to develop a fundraising plan, including agreeing targets, researching possible donors and identifying sources for networking. The qualification will

advance apprentices' skills in communication, and developing support. Apprentices will learn about the ethics and culture of voluntary sector organisations including how to identify trends in support, and why people support fundraising organisations.

Apprentices will also learn about two specific forms of fundraising – from developing a plan, consulting with others on its development, and managing and implementation of that plan. This could be in the context of local or community fundraising, for a fundraising event or for corporate or legacy fundraising activities.

Apprentices will learn skills such as negotiating, influencing, project management and presenting. The qualification also teaches apprentices about the key concepts of working in the voluntary sector including how to work in partnership with other organisations, governance of voluntary sector organisations, ethics and sustainability.

### **What can apprentices do once they've completed an Apprenticeship?**

There are a variety of opportunities open to successful apprentices.

Upon completion an apprentice might choose to continue in their present employment where they will be equipped to progress onto other positions of higher responsibility (where there is the opportunity to do so).

Moving onto another organisation or job role there is a wide range of opportunities including roles within other sectors, such as education, health, environmental or community based arts organisations, for example.

There might be the opportunity to follow a more focused career path in one of the specialist areas of event management; legacy fundraising; corporate fundraising; grant income; major gift fundraising; electronic fundraising; direct marketing, or retail.

There is also the option to continue studying, for a Higher Apprenticeship, Foundation Degree, or Degree.

There are various university courses available in Fundraising at undergraduate and postgraduate level, from prestigious institutions such as the Cass Business School and universities around the UK.

The Institute of Fundraising (IoF) is a professional membership body for UK fundraisers. It supports fundraisers by offering resources and networking opportunities, and professional qualifications through the IoF Academy.

## 6. Advanced Apprenticeship in Volunteer Management

### What is Volunteer Management?

In some organisations a volunteer manager is the only link between the organisation (e.g. a charity) and the volunteers who chose to work with it. As such they must have a good understanding of the aims, objectives and mission of the organisation to explain these to potential volunteers. A key role of a volunteer manager is to develop a good understanding of the benefits of volunteering, and be able to champion volunteering within the organisation.

Recruiting volunteers is a big part of the role. Like any other recruitment process, this will involve drawing up adverts, reviewing applications and interviewing candidates to match individuals to the organisation's requirements. It might involve matching a volunteer to a specific task or vacancy, or designing a role around a willing volunteer or group of volunteers.

Managing volunteers starts with understanding the organisation's reasons for involving volunteers. It also involves inducting and training individuals, to make sure that they have all the information they need to carry out their volunteering effectively. A volunteer manager will be required to supervise and support volunteers by speaking to them regularly, or holding meetings to discuss any problems they might have encountered.

It's important to develop an understanding of good practice in managing others, such as how to promote equality and diversity; how to manage health and safety risks; and how to operate within legal parameters and procedures.

### Case study: My work as a volunteer manager<sup>14</sup>

*"My role involves a wide range of responsibilities including managing the recruitment, induction and training of all volunteer staff. I manage and maintain databases, liaise with members of staff at all levels, attend meetings about patient experience and patient environment, as well as developing links with other organisations... I hold regular reviews with volunteers, organise a forum for them to attend to discuss any issues/suggestions they have, as well as organising fun events each year."*

*Delphi Ellis, Voluntary Service Manager, Bedford Hospital NHS Trust*

### What skills do Volunteer Managers need?

As volunteers are not bound by a contract of employment, volunteer managers need a specific set of skills, over and above those required by managers of paid employees.

Like other roles in voluntary sector organisations, volunteer managers need to be innovative

<sup>14</sup> Extract taken from Volunteering England case studies, accessed 8<sup>th</sup> September 2011  
<http://www.volunteering.org.uk/WhatWeDo/Projects+and+initiatives/volunteer-managers/Case+studies/Making+a+Difference+to+public+services+through+volunteer+management.htm>

and creative. They need to attract volunteers and keep them motivated. This requires good communication skills and a concern for others. Volunteers will often fit their volunteering around their other responsibilities such as family commitments or paid employment. Volunteer managers need therefore to be understanding of this, balancing the needs of the organisation and the needs of its volunteers.

Skills in problem solving and adaptability are needed by volunteer managers, to respond to people's changing circumstances, and the organisation's possible changing demands. Volunteer managers need to be able to act ethically to uphold individuals' rights, make fair decisions and comply with legal requirements, organisational policies and professional codes.

### Case study: What makes a good volunteer manager?<sup>15</sup>

*"I think you need to have a huge amount of patience and good humour; striking the balance between recognising someone is a volunteer but also ensuring a level of commitment and reliability is a tough challenge. Creativity and imagination are two skills that I really enjoy being able to utilize in this role.*

*Creative ways of making processes easier, of motivating volunteers and communicating to a hugely diverse and logistically spread out volunteer demographic. But it is this challenge that I love - creating inclusion ideas [to get volunteers involved], new training ideas and rewards plans that excite and surprise our staff and volunteers.*

*Passion; I think you need to have an endless pot of this stuff!! I have a real and deep belief in the importance of volunteering and this is what motivates me every day; the knowledge that these people that I have the honour of managing are making a massive difference to our beneficiaries."*

*Debbie Hill, Volunteer Support Manager, CLIC Sargent*

### Where do Volunteer Managers work?

The majority of volunteering happens in charities, social enterprises and voluntary organisations but volunteers are also found in hospitals, schools and other public organisations, as well as in companies that run volunteering schemes for employees. So, there is a wealth of opportunities for finding employment as a volunteer manager.

You may have heard of the 'Big Society'. It is a government initiative about giving power to communities, neighbourhoods and individuals to improve society, and involves people giving their time in order to make a change. Volunteer managers will play an important part in

<sup>15</sup> Extract taken from Volunteering England case studies, accessed 8<sup>th</sup> September 2011  
<http://www.volunteering.org.uk/WhatWeDo/Projects+and+initiatives/volunteer-managers/Case+studies/Volunteer+management+%E2%80%93+a+career+choice+for+the+new+generation>

making this happen.

Volunteer managers work in any number of different areas, from youth volunteering, to corporate volunteering, to health promotions, to environmental activity. The role can be very rewarding.

There are lots of different job roles in volunteer management, including:

- Volunteer centre advisor
- Volunteer centre mentor
- Volunteer centre recruitment officer
- Volunteer trainer

### Case study: What I enjoy about volunteer management<sup>16</sup>

*“The aspects I most enjoy are those times when you see the benefits of involving volunteers. That could be when you see someone short of confidence and self-belief grow into themselves and start to believe in themselves and/or progress onto paid employment. One of the most rewarding things, however, is to simply see someone smile because they’ve been helped or gained satisfaction by helping someone else”.*

*Sean Cobley, Volunteer Services Development Manager at Attend and Chair of the Association of Volunteer Managers*

### What does the Apprenticeship in Volunteer Management involve?

This Apprenticeship is endorsed by the Association of Volunteer Managers.



<sup>16</sup> Extract taken from Volunteering England case studies, accessed 8<sup>th</sup> September 2011  
<http://www.volunteering.org.uk/WhatWeDo/Projects+and+initiatives/volunteer-managers/Case+studies/Want+an+inspirational+career>

## Advanced Apprenticeship in Volunteer Management

Level 3 Diploma in Volunteer Management

Personal Learning and Thinking Skills (PLTS)

Employee Rights and Responsibilities (ERR)

Functional Skills

Apprentices will develop skills and knowledge in the key areas needed to be a good volunteer manager including supervising and supporting volunteers, promoting volunteering opportunities and motivating volunteers.

Apprentices will learn to manage risks associated with volunteering and learn how to develop structures, systems and procedures to support volunteers.

### The qualification

The Apprenticeship contains a new qualification: the Level 3 Diploma in Volunteer Management which introduces apprentices to the management role.

Apprentices will learn how to encourage and develop volunteers, including evaluating their achievements and providing feedback. They will learn skills in promotion and communication, as a champion of volunteering. The qualification will also teach important skills such as risk management and avoidance and how to develop volunteer agreements. Apprentices will learn about techniques for effective partnership working between organisation, how this is governed, and how partner agreements are reached.

Apprentices can also learn skills such as negotiating, influencing, project management and budgeting. The qualification also teaches apprentices about the key concepts of working in the voluntary sector including how to work in partnership with other organisations, governance of voluntary sector organisations, ethics and sustainability.

### What can apprentices do once they've completed an Apprenticeship?

There are a variety of opportunities open to successful apprentices.

Upon completion an apprentice might choose to continue in their present employment where they will be equipped to progress onto other positions of higher responsibility (where there is the opportunity to do so).

There is also the option to continue studying, for a Higher Apprenticeship, Foundation Degree, or Degree.

Volunteer managers can take advantage of specialist further training and professional qualifications, such as the Excellence in Volunteer Management Programme. The Institute for Advanced Volunteer Management also offers one-day training courses.

Professional bodies, such as the Association of Volunteer Managers exist to support, represent and champion people who manage volunteers. Volunteering England promotes volunteering and supports those who manage volunteers.

## 7. Frequently Asked Questions

Below is a series of Frequently Asked Questions, the responses to which apply to all three of the voluntary sector Apprenticeship frameworks.

These FAQs are divided into sections for:

- 5.1 Apprentices and parents
- 5.2 Employers
- 5.3 Training providers

### 7.1 Apprentices and parents

#### 1. What is an Apprenticeship?

Please see section 1.1 for full details.

#### 2. What does an Apprenticeship include?

Please see section 1.1 for full details.

#### 3. How are Apprenticeships achieved?

Please see section 1.2 for full details.

#### 4. What career prospects will I get from an Apprenticeship?

An Apprenticeship will give you a great start in your career in these roles. First and foremost you will be paid to learn whilst helping your organisation achieve the social change it strives for.

You will develop valuable transferrable skills which will allow progression into other voluntary sector organisations and other sectors. These skills will give you the opportunity to work in the voluntary sector and with voluntary sector organisations permanently, meaning you can play a big part in achieving real changes in society.

You will gain the skills and knowledge required to carry out your role, as well as building first-hand experience of the organisation you are working for, and the voluntary sector. These skills, knowledge and experience will strengthen your CV and give you excellent opportunities to progress within your organisation and the sector.

If you are already employed by a voluntary sector organisation, completing an Apprenticeship will further enhance your CV by recognising your learning and development through nationally accredited qualifications. You will continue in your current job role and learn at the same time, and at the end of the programme you will be certified as a fully trained Campaigner, Fundraiser or Volunteer Manager. The Apprenticeship offers those already working in the sector the opportunity to professionalise their job roles through recognised learning.

#### 5. Are employers in the voluntary sector looking to take on apprentices?

Yes. Skills – Third Sector, the skills development body for the voluntary sector, spoke to 170 voluntary associations in 2010 about the need for Apprenticeships in the voluntary sector.

The sector's response was that there is demand for Apprenticeships in three professional job roles; in Campaigning, Fundraising and Volunteer Management.

## **6. What are the entry requirements?**

The main entry requirement for the Apprenticeships is that you have an interest in the work of charities, social enterprises or voluntary and community organisations.

This, along with an ability to complete Functional/Key Skills in English, Maths and ICT are the only entry requirements (there may be opportunities for Accredited Prior Learning (APL) to take account of previously achieved qualifications in these three areas, however this will depend on the requirements set by the Awarding Organisation offering the Apprenticeship).

## **7. What commitment is needed?**

To work in the voluntary sector you will need to have an interest in the values of the sector, including the people it aims to help and the social change it aims to achieve. As an apprentice it is required that you attend training sessions regularly, achieve all targets set for you and conduct yourself in a professional manner at all times.

You should be enthusiastic, self-motivated and dedicated in what you are doing. You should show willingness to want to learn and progress. You should also make sure that you are always punctual for work, meetings and when attending sessions with your training provider.

## **8. How long will the Apprenticeship take?**

Each of the three voluntary sector Apprenticeships will take on average about 18 months to complete. However, the Apprenticeships may take more, or less, time to complete, depending on your ability and any prior learning or experience you may have.

## **9. How do I apply?**

The National Apprenticeship Service (NAS) advertises Apprenticeship vacancies in England. NAS has an online system for searching and applying for vacancies and managing your application. The NAS website can be found at [www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)

You may also want to visit your local Job Centre Plus office or the Job Centre Plus website, as employers advertise vacancies here ([www.jobcentreplus.gov.uk](http://www.jobcentreplus.gov.uk)).

You can also enquire with training providers and local colleges in your area about Apprenticeship vacancies.

## **10. What kinds of employers take on Apprentices?**

Employers of all sizes that want to ensure they have people with the right skills.

Voluntary sector employers will be looking to employ the Campaigners, Fundraisers and Volunteer Managers of the future who can help them achieve the specific aims of their organisation. The knowledge and skills gained by Apprentices means that they become valuable members of staff. Taking on apprentices also makes employers more attractive to other potential employees by demonstrating that they are willing to invest in the development of their staff.

## 11. What will the work be like?

The work you are involved in as an apprentice will vary depending on the framework you are taking, your employer and their workload and priorities at the time. You will be working in a professional role alongside other campaigners, fundraisers or volunteer managers.

- Campaigning apprentices might be involved in designing campaigning messages for the local media, undertaking research on issues relevant to a current campaign or simply taking part in discussions to agree the organisation's next campaign.
- Fundraising apprentices might be involved in planning fundraising events in the local community, or learning how to approach large corporations in order to secure future funding.
- The work of volunteer management apprentices may cover managing volunteer agreements or helping to supervise a team of volunteers at events or inside the workplace.

The work you will experience is as varied and diverse as the voluntary sector itself. You will be employed for a minimum of 30 hours a week, although some employers will employ apprentices on a full-time basis, usually 37-40 hours a week.

## 12. What will the training be like?

You will undertake on and off the job training during your Apprenticeship. The on-the-job training is the largest part of the Apprenticeship. It is undertaken with the employer where you will learn how to become competent in your chosen job role. This will be done in lots of different ways – through day to day activities and coaching and mentoring by a line manager or supervisor. The employer will provide an induction, and will appoint a member of staff to mentor you throughout your Apprenticeship. The key difference with the voluntary sector Apprenticeships is that whilst learning to become competent in your chosen job role, you will be helping make a real difference to the sector and society as a whole at the same time.

The off-the-job training will probably take place at a training provider or college. The employer will release you from the workplace for this to take place. At the training provider you will learn the technical skills and knowledge needed in order to carry out your job effectively.

## 13. What support will I receive?

When you start your Apprenticeship you will be given an induction into your role by your employer and an experienced member of staff will be appointed as your mentor. Your mentor will be there to answer any questions you have and, along with your employer, will provide ongoing support throughout your training to help you achieve your Apprenticeship.

Your employer will also allow you time out of work to attend your training sessions and time to study as and when required. Your employer will pay your wages and national insurance contributions<sup>17</sup> and allow you the benefits other members of staff receive such as holiday pay.

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<sup>17</sup> National insurance is a contribution paid to the government towards state benefits, including the State Pension. The size of the contribution an individual pays is depended on how much they earn. and whether they are employed, or self-employed. National Insurance is paid by those aged 16 and over.

Your training provider will also provide you with ongoing support throughout your training as you progress with the off-the-job training and qualifications. This will include updating your employer on your progress, helping with paperwork, administration and assignments, as well as answering any questions you may have.

Together, your employer and training provider will ensure you have all the support you need to successfully complete your Apprenticeship.

#### **14. What salary will I get during my Apprenticeship?**

Your wage will be determined by your employer however you must be paid at least the new Apprenticeship National Minimum Wage (NMW) of £2.50 per hour. The new apprentice NMW applies to all 16 to 18 year olds and to those aged 19 and over in the first year of their Apprenticeship.

If you reach age 19 and have completed the first year of your Apprenticeship your employer must pay you at least the full NMW rate for those aged 18 to 20.

If you are already 19 and have completed the first year of your Apprenticeship you must be paid at least the NMW rate for your age.

For more information on the National Minimum Wage (NMW), please see the NMW Q&As on the NAS website - <http://apprenticeships.org.uk/Be-An-Apprentice/Other-Questions.aspx#Group451>

#### **15. What salary will I get after my Apprenticeship?**

Your salary after completing your Apprenticeship will depend on your employer. However, many employers increase the wages of their apprentices as their skills develop. By the time the Apprenticeship is complete you may be offered a full-time wage comparable with that of other competent employees in your position.

Over the course of their careers, those with an Apprenticeship earn, on average, £100,000 more than those who haven't completed one!<sup>18</sup>

#### **16. What are the benefits of taking an Apprenticeship rather than going to University?**

These Advanced Apprenticeships give you the opportunity to gain a qualification that is valued by employers whilst earning a wage and having an impact on the social issues which matter to you at the same time. You will gain practical, job-specific skills and work alongside experienced campaigners, fundraisers and volunteer managers. The knowledge, skills and experience you develop during your Apprenticeship will enhance your prospects for career progression with your employer or within the voluntary sector.

Undertaking a University degree in a discipline related to the voluntary sector will also help you on your way to an excellent career in the sector, however the costs you face will be significantly higher, and you will not gain the first-hand workplace experience developed during an Apprenticeship framework.

#### **17. Does my employer guarantee me a job at the end of my Apprenticeship?**

No, but a survey by the National Apprenticeship Service (NAS) found that 89% of

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<sup>18</sup> [A Cost-Benefit Analysis of Apprenticeships and Other Vocational Qualifications, University of Sheffield, 2007]

apprentices secured a job immediately after their Apprenticeship ended, very often with the employer they trained with.

## 7.2 Employers

### 1. What is an Apprenticeship?

Please see section 1.1 for full details.

### 2. What does an Apprenticeship include?

Please see section 1.1 for full details.

### 3. How are Apprenticeships achieved?

Please see section 1.2 for full details.

### 4. Why should I offer an Apprenticeship?

Apprentices represent fresh talent which can be harnessed to help achieve the social change your organisation strives for. Apprenticeships make good business sense too – they can help reduce your skills shortages and minimise staff turnover. Not only that, apprentices are cost effective as they learn whilst working on-the-job<sup>19</sup> and, in many cases, the Government contributes to the cost of learning.

Apprenticeships are an excellent way to grow your organisation. They can provide you with a new skilled member of staff or help you improve the skills of existing employees. Either way, investing in Apprenticeships will ensure a committed and valuable workforce. You can tailor the time your apprentice spends with you to teach them the skills and knowledge your organisation needs to achieve its social goals, giving you an extra pair of hands and a flexible resource that will help your organisation grow.

### 5. What are the initial steps to employing an apprentice?

There are several ways to get started if you want to employ an apprentice:

- If you are considering taking on an apprentice, please contact Ellen Ryan, Business Development Manager at Fair Train at [ellen@ellenryan.com](mailto:ellen@ellenryan.com) or call Ellen on 07775582184. Fair Train exists to support the third sector in building capacity to develop apprenticeships across the sector. Further details about Fair Train can be found at [www.fairtrain.org](http://www.fairtrain.org). Fair Train will match you with a Fair Train training provider in your region. The training provider will then visit you to discuss what skills would help you to make difference to the people and communities you provide services to, and the option for training an apprentice. Ellen will be able to support you as you take your first steps in terms of your apprenticeship journey.
- The National Apprenticeship Service (NAS) can help you get started by appointing an Apprenticeships representative to discuss your specific training requirements.

A NAS representative will call you to discuss your needs and help you identify a suitable training provider. You will then need to confirm the number of current employees you have and the number of apprentices you wish to take on. NAS will then start the recruitment process and advertise vacancies on the NAS vacancies service, where suitable applicants can apply. You will then choose your ideal candidate and the apprentice will start work.

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<sup>19</sup> For more information about this see question 7, below.

The NAS website can be found at [www.apprenticeships.org.uk](http://www.apprenticeships.org.uk), or NAS can be contacted on 08000 150 600 for more details.

- Alternatively, if you already have an employee who you think would be interested/suitable in taking an Apprenticeship; you could approach them to see if they would be willing to start training.
- You could also advertise for an apprentice. There are several different ways that you could advertise. For example, you could use the Job Centre Plus website ([www.jobcentreplus.gov.uk](http://www.jobcentreplus.gov.uk)), job agencies, specialist Apprenticeship websites or local newspapers
- The National Apprenticeship Service (NAS) Apprenticeship vacancies website includes a search page for employers looking to find a training provider in their area. This service also lets you search for training providers offering the training and Apprenticeship frameworks you require. The form can be found online at: <https://apprenticeshipvacancymatchingservice.lsc.gov.uk/navms/forms/Vacancy/SearchProvider.aspx>

## 6. What are the costs of employing an apprentice?

The cost of an Apprenticeship depends on the level of training and assessment required.

The minimum wage for apprentices is currently £2.50 an hour, for a minimum of 30 hours a week (prior to October 2011). From October 2011 the wage increases to £2.60 an hour. For more information on the National Minimum Wage (NMW), please see the NMW Q&As on the NAS website - <http://apprenticeships.org.uk/Be-An-Apprentice/Other-Questions.aspx#Group451>

There is also the cost of the supervision, support and mentoring that you will need to put in place to support the apprentice. These associated costs are not insignificant - however, the National Apprenticeship Service (NAS) will match your commitment to hiring apprentices by covering in full or in part, the training costs<sup>20</sup>, as well as helping match apprentices to your vacancies with the free online Apprenticeships vacancies service.

For further information on the costs of hiring an apprentice, please contact NAS on 08000 150 600.

## 7. What is the benefit of employing an apprentice compared with the cost?

Taking on an apprentice will provide you with the talent and resource needed to achieve your organisations' current and future social goals. Apprentices learn the skills and knowledge your organisation needs, whilst gathering valuable workplace experience throughout their training programme. This makes them flexible to your organisation' needs and the needs of your partners and collaborators, gives them an understanding of the sector and your organisational culture and establishes them as an important member of your team.

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<sup>20</sup> Depending on the age of the apprentice and the qualifications they have already achieved, you could be expected to pay up to 50% of the training costs. Further information on the costs involved in Apprenticeship training is available here: <http://www.apprenticeships.org.uk/Employers/The-Benefits/IER-Research.aspx>

Added to these benefits is the fact that the National Apprenticeship Service (NAS) will help with the costs of finding an apprentice as well as training them, covering up to 100% of the training costs. NAS provides a Vacancy Matching Service to all employers looking to take on an apprentice. The service is a free recruitment tool which can be used to find suitable applicants for the Apprenticeship placement you wish to offer.

Benefits for employers:

- 83% of employers rely on their Apprenticeships programme to provide the skilled workers that they need for the future;
- In terms of the return on investment linked to Apprenticeships, 41% of employers say that their apprentices make a valuable contribution to the organisation during their training period, while a further third (33%) report that apprentices add value within their first few weeks (or even from Day One);
- 57% report a high proportion of their apprentices going on to management positions within the organisation;
- Over three-quarters of respondents expect Apprenticeships to play a bigger part in their recruitment policy in the future.<sup>21</sup>

## 8. What do I need to consider when recruiting an apprentice?

Firstly you must decide whether taking on an apprentice is the right choice for your organisation. Apprenticeships are work-based training programmes. Most of the training will take place on-the-job at your premises. You must make sure you can employ an apprentice on a contract of employment for at least 30 hours per week in order to help them develop their skills and knowledge and complete their Apprenticeship. This can be pro-rata over a 4 week period, but they have to be employed to be able to undertake the Apprenticeship. You must also pay your apprentice and allow them access to the normal benefits that other employees have, for example holiday pay and maternity leave.

The Apprenticeship also includes off-the-job training which will take place at a college or training provider. You must therefore ensure you are able to let the apprentice attend off-the-job training, perhaps for one day a week, out of the workplace.

There are a number of aspects to consider when recruiting apprentices. The National Apprenticeship Service (NAS) can help you with these either by visiting their website ([www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)) or calling 08000 150 600 for more details. Alternatively, visit the Fair Train website and become a Fair Train member with access to all the free events and activities provided by Fair Train and/or call Ellen Ryan Business Development Manager on 0777 55 821834 or email on [ellen@ellenryan.com](mailto:ellen@ellenryan.com).

In summary, your responsibilities as an employer are:

- ✓ To appoint a member of staff to be a mentor to your apprentice
- ✓ To provide ongoing support throughout your apprentice's training and employment
- ✓ To allow your apprentice time out of work to attend the training provider<sup>22</sup>

<sup>21</sup> Populus Apprenticeships Research, on behalf of the Learning and Skills Council, January 2008-February 2008

<sup>22</sup> This could either be one day a week or by block release, for example.

- ✓ To allow your apprentice time out of work for study leave when appropriate
- ✓ To pay your apprentice's wages and national insurance contributions
- ✓ To provide your apprentice with all the normal benefits that all your other employees get e.g. holiday pay, maternity leave, organisation benefits etc.

### **9. What level of responsibility would I be expected to give the apprentice?**

The level of responsibility you give to your apprentice is your decision; however you must ensure they have the workplace experience needed to develop the skills and knowledge included in their training programme. You must also ensure they are working within the relevant health and safety regulations for their job role.

### **10. What level of support will I need to give to the apprentice?**

At the start of their Apprenticeship you will need to give your apprentice an induction into the role and appoint a member of staff to be their mentor. You will then need to provide ongoing support as an employer throughout their training and employment, both with work and learning related matters.

You will need to provide the apprentice with time out of work to attend the training provider, as well as normal benefits that all your employees receive such as holiday leave. You will also need to provide financial support in the form of a wage for your apprentice. The level of support provided by employers is a key factor in the overall success of apprentices.

### **11. How much paperwork / reporting will I need to do?**

Some paperwork is required, however, most employers will contract with a training provider to deliver parts of the Apprenticeship and this keeps paperwork to a minimum. The Skills Funding Agency (SFA) has produced an effective practice guide for reducing administration in Apprenticeships which can be viewed [here](#).

### **12. Do I have to employ the apprentice once the Apprenticeship is finished?**

You are not obliged to employ the apprentice once the Apprenticeship has finished, however research shows organisations benefit from taking on apprentices long-term.

A study by Sheffield University measured the long term financial benefit to investing in Apprenticeships. Advanced level apprentices (including Campaigning, Fundraising and Volunteer Management) will generate an additional lifetime benefit to themselves and their employer of £105,000 compared to someone who does not gain an Apprenticeship<sup>23</sup>.

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<sup>23</sup> <http://www.apprenticeships.org.uk/Employers/Other-Questions.aspx#Question17>

## 7.3 Training providers

### 1. What is an Apprenticeship?

Please see section 1.1 for full details.

### 2. What does an Apprenticeship include?

Please see section 1.1 for full details.

### 3. How are Apprenticeships achieved?

Please see section 1.2 for full details.

### 4. What do I need to deliver?

You will need to deliver the off-the-job training component of the Apprenticeship framework. This will include:

- the knowledge, skills and technical and theoretical understanding required to be successful in their chosen subject area.
- the skills required to be competent in their job role.

The practical experience gained through working with the employer will provide the evidence required to complete the qualification.

You will also deliver Functional or Key Skills in English, Maths and ICT. Functional/Key Skills develop apprentices' knowledge and skills in these subject areas and equip them with the ability to use them in real life situations.

The off-the-job training you deliver will sit alongside the on-the-job work experience with the employer, and will usually be delivered on day release or on block release over a number of consecutive days.

In summary, your responsibilities as a training provider are:

- |  |
|--|
| <ul style="list-style-type: none"><li>✓ To deliver the apprentice's off-the-job training</li><li>✓ To provide learning support to the apprentice throughout the duration of their Apprenticeship</li><li>✓ To look after the administration of the Apprenticeship</li><li>✓ To communicate the apprentice's progress regularly to the employer</li></ul> |
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### 5. How profitable will offering the Apprenticeship be?

In some cases funding will be provided by the Government at a set rate (up to 100%) to cover the costs of the mandatory training component of the frameworks.

The profitability of providing Apprenticeships is dependent on your own operating costs.

## **6. Are there opportunities to work in collaboration with local organisations such as other colleges or private training providers to provide the training?**

Yes, you can deliver Apprenticeships in a consortium, as long as the consortia arrangements meet the needs of the employer and the learning and skills development needs of the apprentice/employee.

Many Apprenticeship frameworks are being delivered in consortia of organisations, for example by colleges, independent training providers and a group of employers. This approach is particularly useful where frameworks include a specific set of skills which match the specialisms provided by more than one training provider and employer. It is also useful for apprentices located in areas of the country where regular travel to a single training provider may not be logistically or economically possible.

Fair Train is a Group Training Association (GTA) for the voluntary sector. A Group Training Association is a not for profit organisation that encourages employers from the sector to offer Apprenticeships by helping them to access and manage training for apprentices. There are Group Training Associations for a number of different sectors. Further information on Fair Train is available here: [www.fairtrain.org/about\\_fair\\_train](http://www.fairtrain.org/about_fair_train) or call 0777 55 82184.

The National Apprenticeship Service can provide advice on delivering Apprenticeship in consortia, on 08000 150 600.

## **7. How will Functional Skills be delivered?**

You will need to deliver Functional Skills both on-the-job and off-the-job during the Apprenticeship programme.

Off-the-job Functional Skills delivery will take place away from the workplace and on your premises (i.e. training centre or college). The learning will need to be relevant to the apprentice and their job role, using contexts which provide relevant examples of when the Functional Skills can be practised and applied in the workplace.

On-the-job Functional Skills delivery will be planned with workplace supervisors and mentors to allow apprentices to practice their Functional Skills in real-life work situations. Apprentices may also practise Functional Skills whilst in the workplace but away from their normal work activity. This may include devising projects with workplace supervisors and mentors to test Functional Skills in work contexts which apprentices may encounter in future.

Functional Skills specialists can be used to help learners develop their Functional Skills by meeting workplace supervisors and mentors and planning delivery to ensure the Functional Skills are contextualised and relevant to their job role.

Assessment of Functional Skills will be externally set and marked. Unlike Key Skills, Functional Skills assessment is not portfolio based therefore the focus is less on assessing skills and more on enabling learners to develop skills.

## **8. Can we still offer Key Skills?**

Yes, Key Skills can be delivered in Apprenticeships until the end of September 2012. Functional Skills are due to replace Key Skills in Apprenticeship frameworks, as stated in the Specification for Apprenticeship Standards for England (SASE). However, following consultation with key partners, Ministers have agreed the need for additional development time for delivery models which will include Functional Skills.

## **9. How will the Personal Learning and Thinking Skills (PLTS) be delivered – or will they be embedded?**

Personal Learning and Thinking Skills (PLTS) will be embedded within the Apprenticeship frameworks.

It is important, however, to introduce PLTS to apprentices during induction so they learn to recognise for themselves when and how the PLTS are being achieved.

## **10. How are Employee Rights and Responsibilities (ERR) delivered and evidenced?**

Employee Rights and Responsibilities (ERR) must be delivered through completion of an ERR workbook.

The workbook is available from the Skills – Third Sector website ([www.skills-thirdsector.org.uk](http://www.skills-thirdsector.org.uk)). The workbook has been designed (by CfA) to enable Apprentices to work their way through a series of questions and activities which will bring the ERR component to life. It is designed to make the learning more meaningful and long lasting, and enhance the employability skills of the apprentice.

Training providers will be required to sign a declaration when claiming the Apprenticeship certificate that the ERR workbook has been satisfactorily completed by the apprentice, and that the ERR requirements have been met. This declaration is included at the back of the ERR workbook and must be signed and returned to the Certifying Authority when claiming the Advanced level Apprenticeship certificate.

## **11. How are the Apprenticeships certificated?**

The Alliance of Sector Skills Councils is the certifying authority for English Apprenticeship frameworks.

Apprentices are required to apply to the Alliance for the Apprenticeship certificate, however the application can be facilitated by the training provider.

Applications are made by completing an Apprenticeship Certificate Request Form. The form must include details of the apprentice, framework, employer, training provider and verification of the apprentice's achievements. Each of the following achievements must be signed off on the form:

- the knowledge and competence elements (through the combined qualification in Fundraising Practice, Campaigning or Volunteer Management)
- Key/Functional Skills
- Employee Rights and Responsibilities (ERR)
- Personal Learning and Thinking Skills (PLTS)
- on and off-the job- learning hours.

The Form can be downloaded from the Skills – Third Sector website ([www.skills-thirdsector.org.uk](http://www.skills-thirdsector.org.uk)).

## 8. PLTS mapping for the Level 3 Diploma in Campaigning

	PLTS / Mandatory units for the Level 3 Diploma in Campaigning	Identify and prioritise issues	Conduct research	Understand campaign strategies	Develop a campaign workplan	Develop communications for a campaign	Monitor and evaluate a campaign	Introduction to campaigning	Understand the nature and governance	Understand values and ethics	Understand sustainability	Understand effective partnership working
Independent Enquirers	identify questions to answer and problems to resolve	✓	✓	✓		✓		✓	✓	✓	✓	✓
	plan and carry out research, appreciating the consequences of decisions	✓	✓					✓	✓	✓	✓	✓
	explore issues, events or problems from different perspectives	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
	analyse and evaluate information, judging its relevance and value	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
	consider the influence of circumstances, beliefs and feelings on decisions and events	✓	✓	✓			✓	✓	✓	✓	✓	✓
	support conclusions, using reasoned arguments and evidence		✓	✓					✓	✓	✓	✓
Creative Thinkers	generate ideas and explore possibilities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ask questions to extend their thinking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	connect their own and others' ideas and experiences in inventive ways					✓					✓	
	question their own and others' assumptions		✓	✓		✓		✓	✓	✓	✓	✓
	try out alternatives or new solutions and follow ideas through			✓		✓					✓	✓
	adapt ideas as circumstances change		✓	✓		✓	✓				✓	✓
Reflective Thinkers	assess themselves and others, identifying opportunities and achievements										✓	✓
	set goals with success criteria for their development and work	✓	✓	✓								
	review progress, acting on the outcomes	✓										
	invite feedback and deal positively with praise, setbacks and criticism		✓				✓					
	evaluate experiences and learning to inform future progress	✓		✓			✓	✓				

	PLTS / Mandatory units for the Level 3 Diploma in Campaigning Continued...	Identify and prioritise issues	Conduct research	Understand campaign strategies	Develop a campaign workplan	Develop communications for a campaign	Monitor and evaluate a campaign	Introduction to campaigning	Understand the nature and governance	Understand values and ethics	Understand sustainability	Understand effective partnership working
	communicate their learning in relevant ways for different audiences.		✓				✓	✓				✓
Team Workers	collaborate with others to work towards common goals	✓		✓	✓							✓
	reach agreements, managing discussions to achieve results	✓			✓							✓
	adapt behaviour to suit different roles and situations, including leadership roles				✓	✓					✓	✓
	show fairness and consideration to others				✓							✓
	take responsibility, showing confidence in themselves and their contribution				✓							
	provide constructive support and feedback to others						✓					
Self Managers	seek out challenges or new responsibilities and show flexibility when priorities change	✓	✓		✓							
	work towards goals, showing initiative, commitment and perseverance		✓		✓							✓
	organise time and resources, prioritise actions, anticipate, take and manage risks		✓		✓	✓	✓					✓
	deal with competing pressures, including personal and work-related demands				✓							
	respond positively to change, seeking advice and support when needed	✓			✓						✓	
	manage their emotions, and build and maintain relationships				✓							
Effective Participants	discuss issues of concern, seeking resolution where needed				✓							
	present a persuasive case for action		✓	✓		✓	✓	✓			✓	✓
	propose practical ways forward, breaking these down into manageable steps			✓	✓						✓	✓
	identify improvements that would benefit others as well as themselves				✓						✓	
	try to influence others, negotiating and balancing diverse views to reach workable solutions	✓		✓								✓

	PLTS / Mandatory units for the Level 3 Diploma in Campaigning Continued...	Identify and prioritise issues	Conduct research	Understand campaign strategies	Develop a campaign workplan	Develop communications for a campaign	Monitor and evaluate a campaign	Introduction to campaigning	Understand the nature and governance	Understand values and ethics	Understand sustainability	Understand effective partnership working
	act as an advocate for views and beliefs that may differ from their own		✓			✓						

## 9. PLTS mapping for the Level 3 Diploma in Fundraising Practice

	PLTS / Mandatory units for the Level 3 Diploma in Fundraising Practice	Develop a plan for fundraising activities	Implement a plan for fundraising activities	Maintain and enhance relationships	Budgeting for the business	Introduction to fundraising	Understand the nature and governance	Understand values and ethics	Understand sustainability	Understand effective partnership working
Independent Enquirers	identify questions to answer and problems to resolve	✓	✓	✓	✓	✓	✓	✓	✓	✓
	plan and carry out research, appreciating the consequences of decisions	✓	✓	✓	✓	✓	✓	✓	✓	✓
	explore issues, events or problems from different perspectives		✓	✓	✓	✓	✓	✓	✓	✓
	analyse and evaluate information, judging its relevance and value	✓	✓	✓	✓	✓	✓	✓	✓	✓
	consider the influence of circumstances, beliefs and feelings on decisions and events			✓	✓	✓	✓	✓	✓	✓
	support conclusions, using reasoned arguments and evidence			✓	✓		✓	✓	✓	✓
Creative Thinkers	generate ideas and explore possibilities	✓	✓	✓		✓	✓	✓	✓	✓
	ask questions to extend their thinking	✓	✓	✓		✓	✓	✓	✓	✓
	connect their own and others' ideas and experiences in inventive ways			✓					✓	
	question their own and others' assumptions		✓	✓			✓	✓	✓	✓
	try out alternatives or new solutions and follow ideas through		✓						✓	✓
	adapt ideas as circumstances change	✓	✓	✓					✓	✓
Reflective Thinkers	assess themselves and others, identifying opportunities and achievements			✓					✓	✓
	set goals with success criteria for their development and work	✓		✓						
	review progress, acting on the outcomes		✓							
	invite feedback and deal positively with praise, setbacks and criticism		✓							
	evaluate experiences and learning to inform future progress		✓				✓			
	communicate their learning in relevant ways for different audiences.	✓	✓			✓				✓
Team Workers	collaborate with others to work towards common goals	✓	✓	✓						✓
	reach agreements, managing discussions to achieve results	✓								✓
	adapt behaviour to suit different roles and situations, including leadership roles	✓							✓	✓
	show fairness and consideration to others			✓						✓

	PLTS / Mandatory units for the Level 3 Diploma in Fundraising Practice Continued...	Develop a plan for fundraising activities	Implement a plan for fundraising activities	Maintain and enhance relationships	Budgeting for the business	Introduction to fundraising	Understand the nature and governance	Understand values and ethics	Understand sustainability	Understand effective partnership working
	take responsibility, showing confidence in themselves and their contribution	✓	✓		✓					
	provide constructive support and feedback to others									
Self Managers	seek out challenges or new responsibilities and show flexibility when priorities change									
	work towards goals, showing initiative, commitment and perseverance	✓	✓	✓		✓				✓
	organise time and resources, prioritise actions and anticipate, take and manage risks	✓		✓	✓	✓				✓
	deal with competing pressures, including personal and work-related demands									
	respond positively to change, seeking advice and support when needed		✓						✓	
	manage their emotions, and build and maintain relationships			✓						
Effective Participants	discuss issues of concern, seeking resolution where needed	✓								
	present a persuasive case for action	✓		✓					✓	✓
	propose practical ways forward, breaking these down into manageable steps	✓		✓	✓				✓	✓
	identify improvements that would benefit others as well as themselves								✓	
	try to influence others, negotiating and balancing diverse views to reach workable solutions	✓		✓						✓
	act as an advocate for views and beliefs that may differ from their own	✓		✓						

## 10. PLTS mapping for the Level 3 Diploma in Volunteer Management

	PLTS / Mandatory units for the Level 3 Diploma in Volunteer Management	Supervise and support volunteers	Promote volunteering	Set objectives and provide support	Encourage and motivate volunteers	Manage risk in relation to volunteer	Introduction to managing volunteers	Understand effective partnership working	Managing volunteer agreements
Independent Enquirers	identify questions to answer and problems to resolve		✓		✓	✓	✓	✓	✓
	plan and carry out research, appreciating the consequences of decisions		✓				✓	✓	✓
	explore issues, events or problems from different perspectives				✓	✓	✓	✓	✓
	analyse and evaluate information, judging its relevance and value		✓			✓	✓	✓	✓
	consider the influence of circumstances, beliefs and feelings on decisions and events		✓		✓		✓	✓	✓
support conclusions, using reasoned arguments and evidence		✓			✓		✓	✓	
Creative Thinkers	generate ideas and explore possibilities		✓	✓		✓	✓	✓	✓
	ask questions to extend their thinking	✓	✓	✓	✓	✓	✓	✓	✓
	connect their own and others' ideas and experiences in inventive ways			✓	✓				
	question their own and others' assumptions		✓	✓	✓	✓		✓	
	try out alternatives or new solutions and follow ideas through			✓				✓	
adapt ideas as circumstances change	✓		✓				✓		
Reflective Thinkers	assess themselves and others, identifying opportunities and achievements	✓	✓	✓	✓	✓	✓	✓	
	set goals with success criteria for their development and work	✓		✓	✓				
	review progress, acting on the outcomes	✓		✓	✓				
	invite feedback and deal positively with praise, setbacks and criticism	✓		✓					
	evaluate experiences and learning to inform future progress	✓		✓		✓	✓		✓
communicate their learning in relevant ways for different audiences.	✓	✓	✓		✓		✓	✓	
Team Workers	collaborate with others to work towards common goals	✓		✓	✓			✓	
	reach agreements, managing discussions to achieve results	✓		✓				✓	
	adapt behaviour to suit different roles and situations, including leadership roles	✓						✓	
	show fairness and consideration to others	✓	✓	✓	✓		✓	✓	

	<b>PLTS / Mandatory units for the Level 3 Diploma in Volunteer Management Continued...</b>	<b>Supervise and support volunteers</b>	<b>Promote volunteering</b>	<b>Set objectives and provide support</b>	<b>Encourage and motivate volunteers</b>	<b>Manage risk in relation to volunteer</b>	<b>Introduction to managing volunteers</b>	<b>Understand effective partnership working</b>	<b>Managing volunteer agreements</b>
	take responsibility, showing confidence in themselves and their contribution	✓	✓	✓	✓	✓			✓
	provide constructive support and feedback to others	✓	✓	✓	✓				
<b>Self Managers</b>	seek out challenges or new responsibilities and show flexibility when priorities change								
	work towards goals, showing initiative, commitment and perseverance	✓		✓	✓		✓	✓	
	organise time and resources, prioritise actions and anticipate, take and manage risks			✓		✓	✓	✓	
	deal with competing pressures, including personal and work-related demands								
	respond positively to change, seeking advice and support when needed					✓			
	manage their emotions, and build and maintain relationships	✓		✓	✓				
<b>Effective Participants</b>	discuss issues of concern, seeking resolution where needed	✓			✓				
	present a persuasive case for action		✓					✓	
	propose practical ways forward, breaking these down into manageable steps		✓	✓	✓	✓	✓	✓	
	identify improvements that would benefit others as well as themselves	✓		✓	✓				
	try to influence others, negotiating and balancing diverse views to reach workable solutions		✓					✓	
	act as an advocate for views and beliefs that may differ from their own								

## 11. Contact Details



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### **Employers**

Telephone: 08000 150 600

### **Apprentices**

#### ***Connexions (for ages 13-19)***

Visit the Young People section on the Directgov website or call 080 800 13219.

#### ***Next Step (for ages 19+)***

Visit [nextstep.direct.gov.uk](http://nextstep.direct.gov.uk) or call 0800 100 900.



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