

## TITLE

***Engaging an employer throughout a Degree Apprenticeship lifecycle in multiple ways***

## SUB-TITLE

*Nestlé's Chartered Manager Degree Apprenticeship from Sheffield Business School*

## AIM

*What did you set out to do and why? (100 words)*

*From the outset, SBS's engagement with Nestlé sought to provide them with a bespoke degree programme. This involved carefully balancing Nestlé's unique business needs alongside SHU's academic Work-Based Learning framework to design and deliver their Degree Apprenticeship. With the apprentices being both full-time paid Nestlé employees (rotating across four areas of the business over a three-year period) and part time students, SBS worked hard to foreground and include Nestlé as their employer from the outset in a range of inclusive ways.*

*These included taking a partnership approach to course design and recruitment, creating space for employer-led learning days, encouraging employer participation and priorities through experiential module delivery, foregrounding the apprentice-employer-university relationship in performance and pastoral support arrangements, and celebrating apprentice success through special events.*

## BENEFITS

*About 3 or 4 bullet points (50 words)*

- *Employer engaged in broad then detailed course design from outset*
- *University engagement in employer recruitment process*
- *Employer involved in course delivery through 'employer days'*
- *Embedded and enduring employer-university partnership relationship*
- *Partnership approach to achieve end-point assessment requirements*

## THE APPROACH

*What's involved and what happened (up to 350 words)*

*This section further explores the five key employer engagement areas outlined in the aim section above.*

***1. Taking a partnership approach to course design and recruitment.*** *From the outset, SBS course leaders work closely with specific Nestlé Learning Academy*

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roles, to ensure apprentice recruitment and selection met both the needs of the business and identified candidates best placed for academic success. This involves both assessment centre participation prior to course commencement and induction activities prior to course commencement, to position the three-way apprentice-employer-university relationship as fundamental to the Degree Apprenticeship's success.

**2. Creating space for employer-led learning days.** Throughout the three stages of the course, each part-time study-block at the university contains space for Nestlé to undertake their own learning activities. Over levels 4, 5 and 6 this equates to 17 days. At level 4, Nestlé use these 'employer days' to undertake key business training and development with geographically diverse apprentices together, including Insights personality profiling awareness. At level 5, the students are supported to take ownership of the design and delivery of their employer day content. At level 6, these days take a more nuanced study day focus for the apprentices to focus on specific business themes and needs.

**3. Encouraging employer participation and priorities through experiential module delivery.** During level 5 the five-day leadership module takes an experiential focus at an outdoor centre. Apprentices are joined by other selected Nestlé graduates to promote further intra-business networking and relationship building. The module is designed to embed Nestlé's leadership competencies and Learning Academy figures are practically involved both delivery and pastoral support capacities throughout the week. An important corporate social responsibility focus for Nestlé is business in the community, so for one day of the module apprentices offer voluntary assistance in a local school with year 6 children.

**4. Foregrounding the apprentice-employer-university relationship in performance and pastoral support arrangements.** From the outset, the importance of the three-way apprentice-employer-university relationship is established, mindful of both employer performance expectations and student wellbeing and confidentiality. The mutually signed performance commitment sits at the heart of this dynamic, also part of the HDA compliance requirements. Nestlé's pastoral Academy manager plays a key role, to ensure that the twin pressures of student learning and business responsibilities are considered alongside an apprentice's work-life balance.

**5. Celebrating apprentice success through special events.** Celebrating the success of the initiative recognises the hard work of everyone – apprentices, the employer and SBS staff – and generates good news publicity opportunities. At SHU's annual City Hall graduation celebrations apprentices and their families enjoy afternoon tea following the ceremony. Additionally, Nestlé arrange their own celebration events, attended by Nestlé's CEO and other senior stakeholders.

## THE OUTCOME

We can interview you or you can complete this yourself. Please contact Cathy Malone or submit your case study to: [c.malone@shu.ac.uk](mailto:c.malone@shu.ac.uk)

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*What was the result of this intervention or activity? Do you have any evidence you can include? (150 words)*

*The employer and business-centred approach has achieved an enduring partnership between SHU and Nestlé which both celebrates ongoing success regularly, creates powerful PR opportunities, and creates a platform for ongoing HDA delivery on behalf of the employer. During the initial selection process, Nestlé reported being 'blown away' by SBS's application.*

*Charlotte Mummery, Head of Academy Talent Acquisition at Nestlé UK & Ireland:*

*"We have found that the combination of practical, commercial experience at Nestlé and academic excellence at Sheffield Hallam is giving young people the skills that they need to become successful. It's a great way for us to grow and develop our future business leaders."*

*Dame Fiona Kendrick, Chairman and CEO of Nestlé UK & Ireland:*

*"Nestlé are delighted to be part of this programme, the first of its kind in the food industry. This is the next step on Nestlé's journey to creating flexible entry points and varied career development opportunities for young people in the UK."*

## FUTURE DEVELOPMENTS

*Will you be developing this? Why? How? Or scaling up the approach? (100 words)*

*The programme is currently running with its 3<sup>rd</sup> cohort under the Degree Apprenticeship arrangement, with a 4<sup>th</sup> under recruitment for September 2017 start. The SBS-Nestlé partnership approach seeks to promote ongoing provision, mindful of increasing economic and resourcing challenges.*

*A current and important focus is developing the course provision, particularly the level 6 employer-led learning days, to establish the groundwork for a successful portfolio approach to the Degree Apprenticeship end-point assessment (EPA) requirement. This will ensure the SHU achieve the final phase payment from the Skills Funding Agency, which is withheld until this final attainment milestone has been achieved.*

*Finally, a second Degree Apprenticeship pathway is currently being developed for Nestlé managers in factory and other operational environments (rather than commercial head office functions) aligned with their technical Apprenticeship requirements.*

## RECOMMENDATIONS TO OTHER STAFF

*(100 words)*

**[Jo confirmed not required – lots of rich info in other sections, already a lengthy case]**

## FURTHER & RELATED INFORMATION

*Useful links or references to help people who are thinking about following your lead.*

*An academic case study paper co-written by SBS and Nestlé authors is available on Emerald:*

Jo Daley, Jill Coyle, Chloe Dwyer, (2016) "Sheffield Hallam University and Nestlé: Developing future leaders with the Chartered Manager Degree Apprenticeship – a partnership approach", Higher Education, Skills and Work-Based Learning, Vol. 6 Iss: 4, pp.370 - 377

## PROFILE

Programme leader: Jo Daley **[add headshot photo form SHU central database]**

Faculty: Sheffield Business School

Size of cohort: Small

Key themes: Employer engagement, management, skills development, higher and degree apprenticeships, employer partnerships