





About Pearson TQ

Pearson TQ, your trusted partner, is one of the UK's leading training providers - last year we qualified over 4,300 learners. Combined with our expertise in the development of Apprenticeship Standards, this makes us the first choice for training providers and employers who are looking to engage with Apprenticeships and quality accreditations.

Pearson TQ collaborates with you to offer a highly contextualised solution, incorporating your organisation's policies, procedures, and strategy. Therefore, learners can be assured the training they receive is relevant to their job and they will obtain the skills they need to progress in their career.

We are part of Pearson plc, the world's largest learning company. Pearson specialises in the creation and provision of high quality, digital content and learning experiences, as well as assessments and qualifications that help people build their skills and grow with the world around them. Pearson TO can draw on this unrivalled set of resources and specialist knowledge to make our training services more engaging.

We are passionate about helping to equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work.

Pearson is committed to putting improved learner outcomes at the heart of everything we do. We continually analyse and improve the effectiveness of our products and services by designing learning experiences based on evidence of what works, and with the outcomes that matter in mind.

Quality of Training Delivery

- Pearson TQ is listed on the Register of Apprenticeship Training Providers (RoATP) as a main provider.
- · Ofsted Graded 'Good' in November 2022.
- Quality Management ISO:9001.
- Investors in People Gold Award.
- Cyber Essential Plus certified.
- Defence Employer Recognition Scheme (Silver).
- Pearson is listed in Stonewall's top 20 employers for 2022.
- Pearson received a top score of 100% on the Disability Equality Index®.
- Pearson TO is an approved CMI centre:



We were shortlisted for the CMI Partner Awards 'Outstanding Training Provider of the Year 2022'

One of our apprentices won Highly Commended 'Outstanding Apprentice of the Year 2022' CMI Award.

Our Key Partners



























Management Apprenticeship Standards

Management Apprenticeships are one of the most effective ways to develop the capabilities and boost the performance of managers and leaders. Management Apprenticeships help to develop essential leadership skills in existing employees as well as attract new talent, addressing the increasing challenge of the management skills gap. CMI research shows that organisations who invest in management and leadership development programmes see on average a 23% increase in organisational performance, and a 32% increase in people performance.

Pearson TQ offers the following Management Apprenticeship Standards:

- Level 3 Team Leader/ Supervisor Apprenticeship
- Level 5 Operations/ Departmental Manager Apprenticeship

It's a good networking opportunity, there is a sense of connecting with other people in the Trust which I enjoy. Decision making and understanding the type of manager I am, has changed my management style as it gives you the skills to do that. It's about confidence, it has helped me see what I am good at, to see my strengths.

NHS Apprentice, 2022

Apprentice Benefits

- Personal development opportunity that is structured, bespoke and relevant
- Professional qualification for life and future career enhancement
- Opportunity to build relationships and connections with peer and stakeholder colleagues and gain a broader view of the organisation
- Support digital skill building and enhance maths and English, where relevant
- · Develop coaching skills
- Build self-awareness develop the skills to become a reflective practitioner - gain a better understanding of strengths as a leader and how to utilise them and support a team to play to their strengths
- Increase confidence as a leader improved team performance
- Challenging and rewarding experience which enables apprentices to put management theory into practice
- · Increased job satisfaction.

Funding

Employers who pay the Apprenticeship Levy can use their funds to pay for Apprenticeship training, while a range of funding options is available to non-levy organisations. There are also several incentives available for the recruitment of 16-18 year old apprentices and small organisations, as well as incentives for successful completion of the Apprenticeship.

Benefits to Your Organisation

Working in partnership with Pearson TQ to develop and deliver your Management Apprenticeship programme benefits your organisation by:

- Creating highly skilled and qualified leaders and managers who can implement the strategy of your organisation
- Developing aspiring managers, team leaders/ supervisors and operations managers who will be able to:
 - Use enhanced skills to manage themselves
 - Improve skills in communicating and influencing
 - Inform skills to develop people and capabilities
 - Learn both the theory and practice of management
 - Use creative thinking skills and strategies.
- Developing more effective managers who are resilient to the changing environment

- Motivating the management team who will feel valued by your organisation and will therefore be enthusiastic in their work and loyal to the business
- Attracting new talent from a range of backgrounds and experiences. This will inject innovation into your organisation
- Staff retention organisations who have Management apprentices studying with Pearson TQ are reporting a 98% retention of those managers providing a talent pipeline for senior leaders.

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Apprentices are well equipped to gain promotion.

Ofsted Report May 2021



Key Stages in the Delivery of Management Apprenticeships

Knowledge, Skills and Behaviours (KSBs)

- Theoretical knowledge is taught and developed
- Skills, behaviours and attitudes built into the Standard are reinforced, assessed and monitored in work
- Work-based projects and assignments will be undertaken
- Work-based evidence collected and assessed to form a portfolio
- A blend of resources and employer/ provider-designed support materials can be used to deliver bespoke Apprenticeship programmes that meet the requirements of the Standard
- Appropriate qualifications delivered and assessed to meet the theoretical knowledge.

Gateway

 Tri-party decision (line manager, skills coach and apprentice) confirming all KSBs have been met and apprentice is ready for End Point Assessment.

End Point Assessment

- Must be passed before the apprentice is recognised as achieving their Apprenticeship
- Several externally assessed pieces of work or assessment opportunities must be passed to a set Standard
- The EPA can only be carried out by an End Point Assessment Organisation (EPAO)
- Each EPAO will develop their own assessment materials and guidance, in line with the Apprenticeship Standard Assessment Plan
- Apprentices' performance in the EPA will determine the overall Apprenticeship Standard grade of: Pass: 50+, Distinction: 70+, Fail: less than 50
- Certification is provided to the employer by the EPAO.





100%

Pearson TQ success

Level 5 Operations/Departmental Manager Apprenticeship

Who is the Programme for?

Suitable for managers in Operations/ Department Manager roles, leading or managing a team or projects and is responsible for achieving operational or departmental goals and objectives as part of their organisation's strategy.

Example Occupations

Operations Manager, Regional Manager, Divisional Manager, Department Manager, Specialist Manager.



Tutors plan and teach course content thoughtfully.

Ofsted Report May 2021

Key Responsibilities

Creating and delivering operational plans, managing projects, leading and managing teams, managing change, financial and resource management, talent management, coaching and mentoring.

Programme Level

5

End Point Assessment Organisation (EPAO)

Pearson TQ will work with any EPAO chosen by the employer.

Programme Length

25-30 months (including EPA).

Independent Learning

Approx. 3-4 hours per week.

Off the Job Learning

Approximately 560 hours.

Entry Requirements

Determined by each employer but may typically be five GCSEs at Grade C or higher, including English and Mathematics. All apprentices must achieve Level 2 English and Mathematics prior to taking EPA.

Knowledge, Skills and Behaviours

Interpersonal Excellence, Organisational Performance, Personal Effectiveness

Supporting Qualification

Pearson TQ can offer an accredited qualification route to underpin the knowledge components of the Apprenticeship Standard, e.g. CMI, BTEC, ILM etc.

Progression

Level 6 Chartered Managers Degree Apprenticeship.

Level 7 Senior Leaders Master's Degree Apprenticeship.

Programme Delivery

Modules and Topics

Self Awareness and Personal Development

- Reflective practice
- Learning styles and the Learning Cycle (Kolb)
- Continuous personal and professional development – CPD log
- Introduction to the 7 habits of personal effectiveness (Covey)
- SWOT Analysis
- Harvard referencing
- Wellbeing and Mental Health First Aid Awareness.

Managing Change

- Reasons for change
- Change management theories and models
- Planning for change
- · Risks and barriers to change.

Leadership & Management

- Management and leadership theories and styles
- Organisational structures
- Delegation
- Organisational diversity, cultures and values and ethics
- · Building trust across teams.

Managing Stakeholder Relationships

- Different types of stakeholders
- Building stakeholder relationships
- Stakeholder engagement
- · Stakeholder communication.

Developing, Managing and Leading Individuals and Teams

- Management theories and their application
- Leading teams and individuals to success
- Coaching
- Motivational techniques and theories
- Talent building and recruitment.

Operational Management

- Creating operational plans and delivering KPIs
- · Operational Business Planning
- Business Development tools
- Strategic planning
- Framework and models such as Fishbone.

Project Management

- Planning and managing projects
- Risk management
- Introduction to the work based projects
- Framework and models such as Critical Path Analysis.

Managing Finance

- Financial and management accounting
- Compliance requirements
- How to set and manage budgets
- Financial forecasting.

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Leaders ensure that employers ... work together well to select suitable apprentices with the potential to develop their skills, knowledge and behaviours as future strategic leaders.

Ofsted Report May 2021

End Point Assessment

The EPA components for the Level 5 Operations/ Departmental Manager Apprenticeship Standard are:

- Professional discussion, underpinned by portfolio of evidence
- Project proposal, presentation and questioning.

Level 5 Operations/Departmental Manager Apprenticeship



Delivery and Assessment Methods

We deliver these Management Apprenticeship programmes using a variety of support, delivery and assessment methods including:

- Dedicated skills coach to guide the apprentice through their learning journey
- Regular one-to-one skills coach check-ins and progress reviews (every 10-12 weeks)
- Remote online interactive workshops
- · Webinars and one-to-one mentoring
- Group Action Learning Sets

- Peer network to share ideas
- E-portfolio (OneFile) and e-learning
- Digital learner handbook
- Encourage job shadowing
- Signposting to relevant in-house training
- · Work-based project
- Presentation and professional discussion.

66 I feel fully supported by a professional and flexible Pearson TQ team who are a joy to work with.

Kathryn Carney, SO2 Professional Development, Army Personnel Services Group

Our Partnership with the

NHS Leadership Academy

Pearson TQ is an official partner of the NHS Leadership Academy.

We work collaboratively with the NHS Leadership Academy to embed the Edward Jenner and Mary Seacole NHS Leadership Academy programmes' content into the design of our NHS leadership and management apprenticeship programmes.

These programmes are aimed at a wide range of leaders and managers from a variety of diverse backgrounds to support them with delivering high quality and better patient outcomes.

Aligned to a wide array of role profiles within the NHS, there is a clear progression pathway for aspiring and established leaders.

All of our experienced Skills Coaches have received comprehensive training on the specific requirements of the Edward Jenner and Mary Seacole NHS Leadership Academy programmes, so they have a in-depth understanding of the leadership culture within the NHS and are able to offer highly contextualised programmes, ensuring an engaging and high quality learner experience.





Case Study

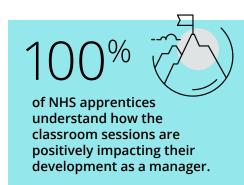
South London & Maudsley NHS Foundation Trust

In November 2021, Pearson TQ began a partnership with the South London and Maudsley (SLaM) NHS Foundation Trust to deliver their Level 3 and Level 5 Management Apprenticeship programmes. The first and second cohort of apprentices are well underway with the programme, so we caught up with four of them to find out about their experiences so far.

Pearson TQ works collaboratively with SLaM NHS Foundation Trust to deliver a seamless route for progression, from aspiring leaders through to middle managers, offering them the benefits of professional accreditation and the skills, knowledge and behaviours attributed to apprenticeships.

By using SLaM NHS Foundation Trust's objectives as a foundation, and reinforcing its existing policies, processes, systems and ways of working and relevant mentoring/ coaching schemes, Pearson TQ has developed a modular curriculum that maps neatly to the Level 3 Team Leader/Supervisor and Level 5 Operations/Departmental Manager Apprenticeship Standards. As well as incorporating CMI accredited qualifications and apprentice requirements, careful consideration has also been taken to minimise the time learners are required to be away from their job role.

Every learner has benefited from Pearson TQ's blended learning solution, which provides a bespoke tailored learning experience individualised for each learner - including 1-1 sessions, classroombased group training, webinars and digital learning. Holistic assessment and observations have also been conducted throughout the programme to ensure progression. Each apprentice has been assigned a dedicated Pearson TQ Skills Coach, who acts as their facilitator and mentor throughout the programme. Successful apprentices will complete a Level 3 Team Leader/Supervisor or Level 5 Operations/Departmental Manager Apprenticeship Standard and receive a CMI Level 3 or Level 5 qualification in Leadership and Management.





Firstly, we asked our four learners what made them decide to take the programme.

June Judd who is a Ward Manager and manages a team of 40 within the mother and baby unit said "I liked the fact that there is a theory side to the apprenticeship, so you learn the whys and the hows. I also recognised that I wanted to do well and there were some bits of my job that came naturally to me and some bits that I struggled with.

Georgia Clewley works as a Senior Pharmacy Technician and felt that an apprenticeship "really helps if you want to progress and go further in your career".

Working as a Community Practitioner for Learning Disabilities, **Succeed Mangava** was very clear on her decision to take the programme, "I want to do research management and I need to learn team leadership, project management and leadership so I chose to do this apprenticeship with this in mind and what I wanted to do in the future".

As a Child Wellbeing Practitioner, **Emma Cochrane** was "looking for an additional challenge to help with my personal development and to move into more of a managerial position in the future. I thought the apprenticeship was a really nice way to tie that in with my current experience and think about what new opportunities there might be that would help me to gain additional experiences and reflect on things from a different perspective".



Next, we asked them how they have managed to juggle the apprenticeship programme and their heavy workload.

Time management has been a challenge for both **Georgia** and **June**, "you just have to find the time and get as much done as possible with your study days" says **Georgia**. For **June**, "Time is hard for me – it's hard when you're at home and the ward is busy and you have to be available but need to get the assignment completed. Being told to take the 20% off the job time to do the work is so helpful – I set my time aside so if feels easier to incorporate into my diary".

Succeed can sometimes feel challenged by "not understanding what I need to do, and I get stuck in not knowing how to go about it, but I have my skills coach and other people to ask, and I get through it".

"I think with the first assignments that we did, it felt a bit like I'd gone back to school. So that shook things up a bit", says **Emma**. "In terms of managing time when the assignments come around, having that time set aside has been really useful to say, right this is the time to be doing that work. It's been challenging because things pop up. I can have my apprenticeship day set aside and then something comes up that actually is more urgent. But with the support of my team and my manager, it's really been okay."





June Judd





How have they found the course so far, and what benefits has it brought when carrying out their current role?

For **Emma**, "It's been really helpful to get more of an understanding of the theory of management and to gain an appreciation of what I'm already doing. It's also been useful to think about new or different approaches that I can use with trainees. For example, the coaching models. A lot of the early modules that we've done around emotional intelligence and the importance of trust in leadership have helped me to gain a new appreciation of what the underlying skills are that are helpful to have as a manager and to think about other things that I can draw out to help myself in future management positions. I've definitely been using a lot more management and coaching techniques when I've been working with my trainees and thinking about how we can help them with their development".

Succeed really enjoys sharing information and experiences with the team she is learning with. "We have a group of people working across different teams and everyone has their own experience. When I am struggling, I ask anyone in the team, and they are there to help support me. I also have a supportive manager who is brilliant."

Succeed feels that doing the course has given her "more confidence in myself and what I am doing. Now I have started applying the knowledge and skills I have learnt in my work, and I take the lead in some of the things that I was not doing before".

"I find the classroom sessions really helpful with doing the research activity packs which then helps doing the assignments", says **Georgia**. "I've learnt things that I wasn't aware of before – the theory side of things for example, and so I know how to put that into practice and my confidence has grown. I am currently working towards a management role and have learned a lot which will help me once I've finished the apprenticeship."

For **June** - "It's a good networking opportunity, there is a sense of connecting with other people in the Trust which I enjoy. Decision making and understanding the type of manager I am, has changed my management style as it gives you the skills to do that. It's about confidence, it has helped me see what I am good at, to see my strengths".



Finally, we asked our four apprentices whether they would encourage their colleagues to choose an apprenticeship.

June clearly sees the advantages to her role of choosing an apprenticeship - "I definitely would encourage people. The modules that we study are relevant to managing the ward. It gives me time to think and apply the learning to actual people and things that I am doing. Knowing you have that understanding and how it relates to your job gives you the tools and the confidence to go and do it. That's what I find really helpful".

Georgia has also seen the benefits of her programme, "I feel that it's been very helpful, and I've learnt a lot such as different leadership styles that I wouldn't have known before, so it helps me deal with all sorts of stuff in my job".

Emma says, "I think it's been a really helpful experience so far. It's been great to meet people actually from other areas of the Trust and see how their experiences link or are different to mine and just reflect on overriding themes together. I can think about what's working well and what we can hopefully improve on in the future through increasing our understanding of leading and managing within a broader context and learning how it's done outside of the NHS as well. It's been really helpful".

Succeed sums up her experience with one final thought - "I would encourage every professional that learning doesn't stop because you have a job, you can still learn something new every day".

