



Apprenticeships Case Study

South London & Maudsley
NHS Foundation Trust

In November 2021, Pearson TQ partnered 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 worked 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, classroom-based 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 Diploma 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".



Emma Cochrane



June Judd



Succeed Mangava

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 it 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." ►



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”. ■

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