

Selecting the Employee

This document forms part of the Apprenticeship Toolkit, and supports managers in selecting and recruiting employees for apprenticeships.

It aims to answer some key questions:

- What are the rules around who can utilise the levy to pay for their apprenticeship training?
- Which current employees may benefit from going on an apprenticeship?
- How should managers recruit new employees to do an apprenticeship to develop into a post?

Within this document the following terms are used:

- Apprenticeship – an approved apprenticeship programme (standard or framework)
- Employee – the LSE employee completing the apprenticeship
- Apprentices – a group of people completing an apprenticeship (LSE employees or not)
- Job or Post – the position the LSE employee holds while completing the apprenticeship
- Manager – the person managing the employee completing the apprenticeship and the person with the overall responsibility for the apprenticeship process
- Apprenticeship Training Provider (ATP) – an organisation on the Register of Apprenticeship Training Providers, who is approved and selected to deliver the apprenticeship (for clarity, this is the main ATP, as they are responsible for managing any subcontracted ATPs)

And when reviewing and applying the information in this section, you may wish to refer to:

- The rest of the Apprenticeship Toolkit (available [here](#))
- Appendix A – a process flow chart / infogram showing the apprenticeship process;
- Appendix B – a manager's checklist of things to consider throughout the apprenticeship process
- Appendix C – the list of the documents you may need to use when commencing an apprenticeship
- Appendix D – the summary of rules that apply when using the apprenticeship levy to fund study
- Appendix E – the process in more detail, including who does what and when
- The [LSE Recruitment Toolkit](#) – a thorough guide for managers recruiting PSS staff at LSE.

This toolkit is in development. If you have questions, comments or feedback, please contact HR.Learning@lse.ac.uk

Points to consider – selecting the employee

Changes in apprenticeship funding rules mean that more apprenticeships are available and more people are eligible to do them. Also, we are encouraged to view the person completing the apprenticeship not as an apprentice, but as an employee – and the wording throughout this document reflects this.

When using this document, remember that an apprenticeship may be used to develop someone into a role – so at the point of selection, you will need to identify what indicates what skills and this employee will have after a year of intense development and support. In most recruitment we're looking for someone who will 'hit the ground running' – but with an apprenticeship you're looking for someone who maybe can't do the role now, but has the potential to deliver it. You're therefore looking for attitude and aptitude, rather than skills and abilities.

Recruitment Toolkit

The [LSE Recruitment Toolkit](#) supports recruitment and selection at LSE. It outlines the process to be followed, provides guidance at all stages of the recruitment process, and supports a fair and equitable recruitment process. This document, therefore, outlines points that are only relevant when recruiting apprentices, and should be used alongside the Toolkit.

Recruiting a new employee

When hiring a new apprentice, you can choose to advertise / recruit directly, or you can select an ATP to recruit (to shortlisting stage) for you, or you can do both in tandem.

You should also consider that while apprenticeships are open to people of all ages, they are often taken up by school leavers who are new to the workplace. You may need to tailor the selection process to ensure they have the best chance of representing themselves not only for the apprenticeship opportunity, but as an ongoing employee.

If you choose to recruit directly, you need to be clear from the outset that the successful employee will be going on an apprenticeship. This means checking that they:

- Are eligible to use the apprenticeship levy funding
- Are interested in doing an apprenticeship
- Have the potential to do the role as you ultimately expect it to be.

Depending on whether you already have an apprenticeship programme and ATP confirmed, advertising wording could be:

*LSE actively supports staff development, and therefore **also** welcomes applications from people who would be interested in completing the **STANDARD** apprenticeship with **PROVIDER** while in this role. Apprenticeships are fully funded study programmes for LSE employees who have been EEA citizens for 3*

years and who are not doing any other funded study. Detailed funding rules are available on www.gov.uk/apprenticeships-guide.

NOTE:

- Include the highlighted word 'also' if you want to invite applications from people who may not be interested in an apprenticeship, as well as those who may be.
- Where possible, replace the word STANDARD with the identified apprenticeship programme, and the word PROVIDER with the selected ATP. If you would prefer to involve the successful employee in selecting an ATP, remove this reference.

If you (also) choose to recruit via your ATP, they should list the job on [Recruit an Apprentice](#) – part of the DAS, and the official service for posting and managing apprenticeship vacancies in England. This website automatically feeds through to [Find an apprenticeship](#) (the individual's link to the DAS) and [Find a job](#) (the government's website listing job vacancies, replacing Universal Jobmatch). It would be useful to discuss any additional advertising requirements with them.

Recruitment to entry level posts

If you are recruiting for an entry level post, you may have a lot of interest from those who are preparing to start their first role – but should also be prepared to have interest from those who, for example, may be returning to the workplace.

The selection process may therefore be as much about introducing them to what you do, as well as selecting the best candidate as they may have little interview experience – this may be their first interview – and they may not have the same confidence and ability to communicate their strengths and skills. They may have limited experience in the workplace, and therefore few examples to reference in interviews. You may wish to consider assessment centres and strength based interviews rather than traditional competency based interviews. Using existing apprentices in the process may also be helpful.

Questions for potential school leavers

- Tell us why you have applied for this apprenticeship.
- What do you think we are looking for in an apprentice?
- The training for the apprenticeship includes undertaking qualifications while working, and may be at times demanding. How would you organise yourself to balance your study and job, and ensure you complete your work on time?
- How would you rate your organisational skills on a level of 1-5 (1 being the lowest)? Can you give an example to illustrate this?
- Can you give an example of when you have had to work independently and use your initiative, either through work or study?
- Can you give an example of when you have had to deal with a difficult situation either in work, life, or school, and how you managed it?
- Can you tell us about something new that you have learned in the last 6 months and what you have gained from it?

- What do you understand by a customer focussed service, and how do you think it will apply to this job?
- What do you understand by working in a team, and what are 3 important attributes of a good team player?
- Where do you want to be in 3 – 5 years time? What do you want to have achieved?
- Can you tell me about any hobbies or interests you have that are relevant to this apprenticeship?
- Is there anything we haven't asked that you would like to tell us about yourself to support your application?

Selecting a current employees

If exploring an apprenticeship for a current employee, you should consider:

- Is there a significant gap between the skills and knowledge the employee currently holds, and the skills and knowledge they require to be fully competent and confident in the role?
 - Has this been discussed with them and are they engaged and enthusiastic?
 - Remember an apprenticeship is not a suitable solution to performance management issues.
- Does the apprenticeship address this gap, or would another development opportunity be more appropriate?
- Is the employee fully committed to completing an apprenticeship?
 - Have they identified the apprenticeship as a development opportunity for themselves?
 - Do they understand the commitment required from them – time during apprenticeship and for the duration of the apprenticeship?
 - Are they prepared to cover the cost of any qualifications they need to obtain at the end of the apprenticeship – or if the School covers these costs, will they commit to a bond period?
- How will you accommodate the requirements of the apprenticeship, e.g. 20% of working time in off-the-job learning?
- Are there other individuals within your team who would benefit from completing an apprenticeship and would wish to do so?
 - Should you offer a competitive application process to select who will go on the apprenticeship? Please contact the Organisational Learning team if you need to discuss this in more depth.
- You also need to ensure your employment arrangements comply with the general apprenticeship funding rules – detailed above and in Appendix D – Apprentice Funding Rules.

We should note that while apprenticeships are opportunities for developing into a post, they are not a suitable performance management intervention. If you do want to discuss an apprenticeship for a current employee in their current post, please contact the Organisational Learning team by emailing HR.Learning@lse.ac.uk.