

Apprenticeship frameworks and the voluntary sector

Consultation response

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Foreword



Voluntary and community organisations, charities and social enterprises play a key role in developing and supporting communities, designing and delivering public services and they make a significant contribution to the UK economy.

Skills - Third Sector wanted to understand how to promote the take up of apprenticeships in the voluntary sector. This report summarises the evidence we have gathered from sector employers, training providers, funders as well as potential voluntary sector apprentices. It presents the case for new voluntary sector apprenticeship frameworks and reflects the partnership between Skills – Third Sector and our reference group of sector experts. Throughout the consultation, our ideas have been shaped by valuable discussions with the National Apprenticeships Service and the UK Commission for Employment and Skills.

Following on from the research and consultation, we will now lead on developing four new sector-specific apprenticeship frameworks. We will promote the benefits of apprenticeships to the sector alongside partners and champion the need for apprenticeships in our sector across government. We will continue to build on existing relationships and expertise as well as developing new links with people interested in apprenticeships for our sector.

Skills – Third Sector is publishing this report in the context of a new government which is committed to substantial growth in apprenticeships. Policy and practice in this area will benefit from a robust and accessible evidence base, which this consultation response provides.

A handwritten signature in cursive script that reads "Julie Wilkes".

Julie Wilkes

Chief Executive, Skills – Third Sector

August 2010

Executive summary

“The voluntary sector has needed a framework about the roles we do for a long time.”

“The sector is currently made up of a really narrow bunch of people – we seem to attract young middle-class graduates. Any new Apprenticeship should not only bring in new skills, but also draw in a more diverse workforce.”

“They [apprenticeship frameworks] should have clear follow on options for a career within the sector; and should help us train and develop people who will become our future leaders – something we are not very good at the moment.”

Panel respondents, London and Nottingham, April 2010

Apprenticeship frameworks and the voluntary sector

Skills - Third Sector is leading on developing apprenticeship frameworks for the voluntary sector. This is the summary of presents the research and consultation stages of this work, the evidence we have gathered from sector employers, training providers, funders and potential voluntary sector apprentices; as well as our response and next steps.

Following on from the research and consultation, we will now lead on developing four new sector-specific apprenticeship frameworks. We will promote and demonstrate the benefits of apprenticeships to the sector alongside partners and champion the need for apprenticeships in our sector across government.

Why is this important?

Voluntary sector organisations play an important role in society. They deliver essential

Language

The terms and language used to describe our sector is changing under the new administration.

When we carried out the consultation into apprenticeships it was under the previous administration when the term third sector was used for our sector. You will see the term in the charts and data we have included in this report.

In this report we use the term voluntary sector to reflect the current terminology of government. When we use the terms ‘voluntary sector’ and ‘voluntary sector organisations’, we mean social enterprises, charities and community and voluntary sector organisations.

They are the organisations we continue to support.

services, identify service needs, help design solutions and provide support, advice and advocacy to people and communities. With an income of £79.5 billion in 2007/2008¹, and with a growing workforce over the last few years², voluntary and community groups, charities and social enterprises make a significant contribution to the UK economy.

However, the landscape that voluntary sector organisations and their staff need to operate in is undergoing rapid and considerable changes following the formation of a coalition government, new legislation, new ideas about how to address the public spending deficit and about the role that the voluntary sector should play.

Economic recovery and long-term prosperity in the UK requires people to have the right skills appropriate to the changing economy. Skilled people are the building blocks of successful organisations and there is a clear link between productivity and skills investment - a one percent point increase in training is worth around £6 billion a year to the UK economy³. The voluntary sector, like any sector, needs a skilled workforce in order to thrive and to provide quality services, particularly in the face of rising demands about discussions what it can and should deliver.

To respond positively to new opportunities and challenges, the voluntary sector needs to attract and retain staff, and to equip them with the right skills. However, around three in ten voluntary sector employers (29%) said that they had staff who they considered didn't have the right skills to do their jobs well⁴. As has been demonstrated in other sectors, apprenticeships are key to this. Apprenticeships are on the job training that leads to nationally recognised qualifications. It is often possible to get funding to support this training, particularly for younger apprentices.

However, the voluntary sector lags behind other sectors in the take up of apprenticeships⁵ and so has been losing out on the benefits (including increased motivation, greater retention of staff, increased productivity and training which meets national occupational standards) for too long.

Baseline research

Skills - Third Sector is the strategic body for skills development in charities, social enterprises and voluntary organisations. From our existing research, labour market intelligence and discussions with a wide range of stakeholders, we identified several reasons for low take up of apprenticeships in our sector:

- lack of awareness/history of taking on apprentices;

¹ Skills-Third Sector, NCVO and TSRC, The UK Civil Society Almanac 2010: Workforce (2010) (pi).

² In 2007/2008, there were 1 million people employed in voluntary and community groups and social enterprises in the UK, of which 668,000 were working within the core voluntary sector (2.3% of all UK employees. Skills - Third Sector, NCVO and TSRC, The UK Civil Society Almanac 2010: Workforce (2010) (pi).

³ Department for Business, Innovation and Skills, Skills for Growth: The national skills strategy (2009).

⁴ UK Workforce Hub Voluntary Sector Skills Survey (2007).

⁵ National Employer Skills Survey (from the Sector Skills Development Agency) data from 2007 shows that only 4.7% of voluntary sector employers offered apprenticeships, with the number of actual apprentices also very low. UK Workforce Hub (unpublished figures).

- a reluctance to use profit-making apprenticeships training providers⁶;
- and gaps in provision of suitable apprenticeships for the sector.

We have been working with partner organisations including the [National Apprenticeship Service](#) and [Fair Train](#) to address the first two points. We are also pleased that the coalition government is investing heavily in apprenticeships⁷.

To address the gaps in apprenticeship provision, we consulted about whether new apprenticeships frameworks are needed and what these should include (until now there have been no frameworks which train apprentices in professions specific to the voluntary sector). This research was also important for employers, potential apprentices, training providers and government funding bodies to have confidence in any new frameworks.

Reference group

This work has been carried out in collaboration with the apprenticeships' reference group - a group of 16 experts that we convened at the beginning of this project to guide the research, consultation and development of voluntary sector apprenticeships. The group includes employers within the sector; national, regional and local representative bodies; voluntary sector training providers and Sector Skills Councils and Standard Setting Bodies whose footprint crosses our sector.

Listening and learning

We undertook a public consultation into apprenticeship frameworks for the voluntary sector between February and May 2010. We invited people to tell us what skills and knowledge an apprentice should learn and be able to do, through an online survey and four key stakeholder panels (including two with sector professionals, one with volunteers and another with young people aged 16 to 25). Over 170 organisations and 200 people were involved in the consultation, including large and small scale organisations.

Key findings from the consultation

Respondents said:

- A new framework was important in developing a new route into employment within the sector;
- Apprentices needed a range of compulsory skills and knowledge, including an understanding of the sector;
- Fundraising, lobbying and influencing, campaigning, project management should be optional elements within the framework;

⁶ 30% of voluntary sector employers report the lack of suitable external training providers. UK Workforce Hub Voluntary Sector Skills Survey (2007).

⁷ A recent example of this is the £150m of public spending which has been safeguarded from over £6bn of cuts by the Treasury to fund 50,000 new apprenticeship places. HM Treasury Press Notice, Government Announces £6.2bn of Savings in 2010-11 (24/5/10).

- Optional elements of the framework should account for between 50 and 75% of the apprentice's learning;
- Advanced Apprenticeship (equivalent to level 3) framework/s were the most appropriate level.

Skills – Third Sector response

Following the consultation results, we have set about developing frameworks which reflect the feedback from professionals in the sector; will be attractive to potential apprentices; are contextualised with labour market intelligence; address the skills gaps we know exist within the sector and meet statutory requirements for apprenticeship frameworks.

We are developing four frameworks in line with four key job roles within the sector. These are Fundraising, Campaigning, Volunteer management and Development. These will be Advanced Apprenticeships (equivalent to level 3).

There will be a set of compulsory units across all four frameworks which will include values/ethics; legislation; working with partners, consortia and across sectors; information and guidance; equality and diversity; sustainability and governance. Social enterprise specific units will be included within an optional bank of units.

Communication; team working, information technology and health and safety will be included as part of the statutory requirements of the apprenticeships. We will make administration and customer service optional within the frameworks.

We will include broad entry conditions to all four frameworks which account for a wide range of experience/training/qualifications and include a range of available progression routes for an apprentice within the sector.

Next steps

We are now talking with key stakeholders to develop frameworks which are practical, deliverable, desirable and meet the needs identified in the consultation, as well as government requirements for funding. We are also devising units and a qualification that support the frameworks.

We are working with awarding organisations, the [National Apprenticeship Service](#), the [Department for Business, Innovation and Skills](#); the [UK Commission for Employment and Skills](#); the [Department for Education](#); [Sector Skills Councils](#); the [Council for Administration](#) and training providers within the sector about these frameworks. We are also continuing to consult with the reference group.

These new frameworks will be available in spring/summer 2011. Further information, as it becomes available will be on the [Skills – Third Sector](#) website.

The importance of the voluntary sector and the role of apprenticeships

Voluntary sector organisations play an important role in society. They deliver essential services, identify service needs, help design solutions and provide support, advice and advocacy to people and communities. With an income of £79.5 billion in 2007/2008⁸ voluntary and community groups, charities and social enterprises make a significant contribution to the UK economy.

However, the landscape that voluntary sector organisations and their staff need to operate in is undergoing rapid and considerable changes following the formation of a coalition government, new legislation, new ideas about how to address the public spending deficit and about the role that the voluntary sector should play.

Economic recovery and long-term prosperity in the UK requires people to have the right skills appropriate to the changing economy. Skilled people are the building blocks of successful organisations and there is a clear link between productivity and skills investment – a one percent point increase in training is worth around £6 billion a year to the UK economy⁹. The voluntary sector, like any sector, needs a skilled workforce in order to thrive and to provide quality services, particularly in the face of rising demands about discussions what it can and should deliver.

The last few years have seen a significant increase in the sector's workforce due to the increased role in public service delivery. In 2007/2008, there were 1 million people employed in voluntary and community groups and social enterprises in the UK, of which 668,000 were working within the core voluntary sector (2.3% of all UK employees)¹⁰.

To respond positively to new opportunities and challenges, the voluntary sector needs to attract and retain staff, and to equip them with the right skills. However, around three in ten voluntary sector employers (29%) said that they had staff who they considered didn't have the right skills to do their jobs well¹¹. As has been demonstrated in other sectors, apprenticeships are key to this. Apprenticeships are on the job training that leads to nationally recognised qualifications. It is often possible to get funding to support this training, particularly for younger apprentices.

However, the voluntary sector lags behind other sectors in the take up of apprenticeships¹² and, thus, has been losing out on the benefits (including increased motivation, greater retention of staff, increased productivity and training which meets national occupational standards) for too long.

⁸ Skills-Third Sector, NCVO and TSRC, The UK Civil Society Almanac 2010: Workforce (2010) (pi).

⁹ Department for Business, Innovation and Skills, Skills for Growth: The national skills strategy (2009).

¹⁰ Skills - Third Sector, NCVO and TSRC, The UK Civil Society Almanac 2010: Workforce (2010) (pi).

¹¹ UK Workforce Hub Voluntary Sector Skills Survey (2007).

¹² National Employer Skills Survey (from the Sector Skills Development Agency) data from 2007 shows that only 4.7% of voluntary sector employers offered apprenticeships, with the number of actual apprentices also very low. UK Workforce Hub (unpublished figures).

Baseline research

Skills - Third Sector is the strategic body for skills development in charities, social enterprises and voluntary organisations. From our existing research and labour market intelligence, and from discussions with a wide range of stakeholders, we identified a number of reasons for there being a low take up of apprenticeships in our sector. These are:

- lack of awareness/history of taking on apprentices.
- a reluctance to use profit-making apprenticeships training providers¹³.
- and gaps in provision of suitable apprenticeships for the sector.

We have been working with partner organisations including the [National Apprenticeship Service](#) and [Fair Train](#) to address the first two considerations and are pleased that the coalition government is investing heavily in apprenticeships¹⁴.

To address the last point, we consulted in order to understand the specific gaps in apprenticeship framework provision, to consider whether new apprenticeships frameworks are needed and what these should include. This research was important for employers, potential apprentices, training providers and government funding bodies to have confidence in any new frameworks we proposed and for us to make sure that all of their needs were taken into account.

Although there are a lot of apprenticeship frameworks¹⁵ which organisations in the sector can use to train new or existing staff there have been no frameworks which train apprentices in the professions specific to the voluntary sector.

Reference group

The work described in this report has been carried out in collaboration with the apprenticeships' reference group. This is a group of 16 experts that we convened at the beginning of this project to guide the research, consultation and development of voluntary sector apprenticeships. The group includes:

- employers within the sector who have specific interest in, or knowledge about, apprenticeships;
- national, regional and local representative bodies;

¹³ 30% of voluntary sector employers report the lack of suitable external training providers. UK Workforce Hub Voluntary Sector Skills Survey (2007).

¹⁴ A recent example of this is the £150m of public spending which has been safeguarded from over £6bn of cuts by the Treasury to fund 50,000 new apprenticeship places. HM Treasury Press Notice, Government Announces £6.2bn of Savings in 2010-11 (24/5/10).

¹⁵ Including health and social care, business administration, community development, youth work, customer service, retail, environmental conservation, community recycling, forestry worker and accounting.

- voluntary sector training providers who already provide apprenticeships to the sector;
- Sector Skills Councils and Standard Setting Bodies whose footprint crosses our sector;

See [Appendix 1](#) for a full list of reference group members.

Listening and learning

Using our existing research and labour market intelligence, and from discussions with a wide range of stakeholders during, we set out a public consultation into apprenticeship frameworks for the voluntary sector between February and May 2010. Skills – Third Sector predominantly consulted in England as we have core funding for England only, although we welcomed contributions from across the four nations¹⁶.

We invited people to tell us what skills and knowledge an apprentice should learn and be able to do.

The consultation was compliant with guidelines in the [Compact](#) and was publicised widely through voluntary sector networks, leaflets at key events and through our website. We consulted on the notion of a single framework to ensure that we got broad results and did not unduly lead the consultation responses.

We set up an online survey (see [Appendix 2](#) for a breakdown of respondents by type, size, and organisational activity), and also made hard copies available.

We set up four key stakeholder panels:

- Two panels involved professionals from the voluntary sector who responded to the invitation to participate that was circulated through voluntary sector networks). We hosted the first panel in London and the second in Nottingham in conjunction with [Enable](#) (the Nottingham and Nottinghamshire Voluntary and Community Sector Learning and Skills Consortium). Both events attracted voluntary sector employers from a diverse range of organisations and both large and small scale organisations were represented.
- We commissioned [Bradford CVS](#) to facilitate a panel of volunteers in conjunction with [Youthtrain](#), because we had identified volunteers as a key group of potential apprentices.
- Finally, we commissioned [National Council for Voluntary Youth Services'](#) (NCVYS) , to facilitate a panel of young people aged 16 to 25 from their

¹⁶ Scottish Council for Voluntary Organisations (SCVO) and Wales Council for Voluntary Action (WCVA) were on the reference group and we had feedback from Northern Ireland Council for Voluntary Action (NICVA) through the online survey.

[Enthusiastic National Voice of Youth](#) forum (ENVOY) so we could ascertain the views of potential young apprentices.

The consultation ended on 3 May 2010. During the process, over 170 organisations and 200 people were involved and there is a list of some of the organisations who responded attached in [Appendix 3](#). We did not collect the names of the people who attended the young people and volunteer panels to protect their privacy.

Key findings from the consultation

The consultation provided some very lively and thought-provoking messages and we were very pleased by the level of support for developing new frameworks for the sector. A number of key points were brought out:

Purpose of developing a new framework

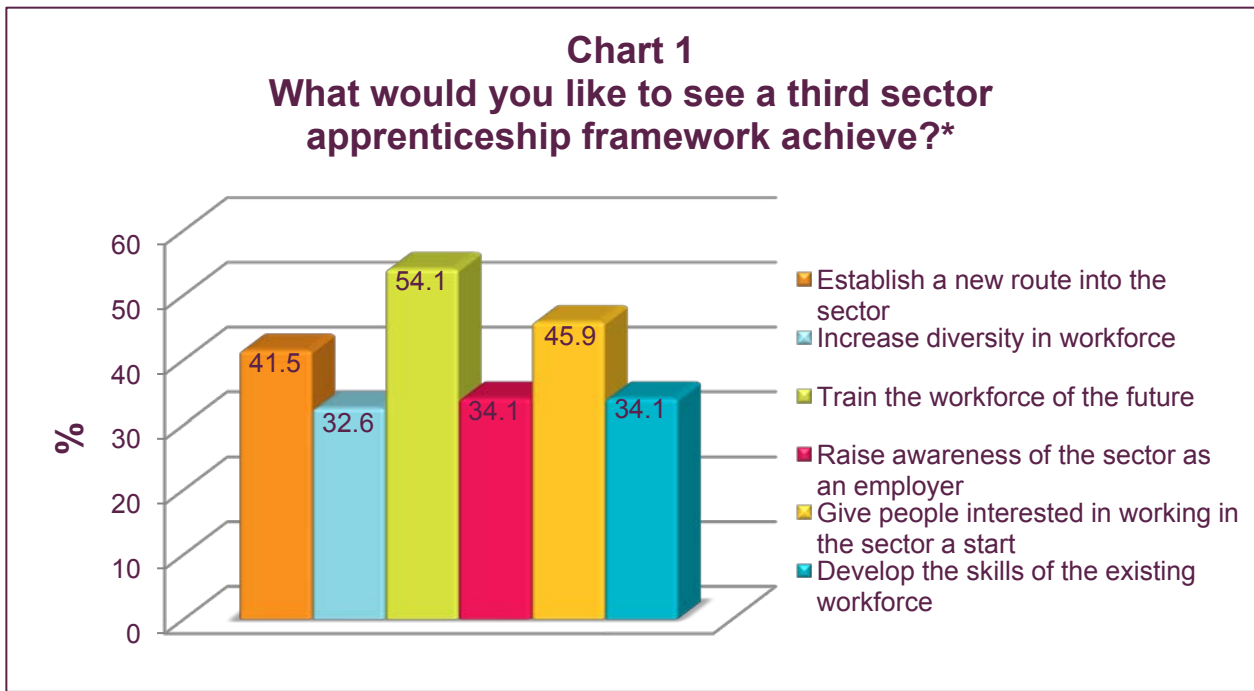
The overwhelming majority of respondents said that a new framework was important in developing a new route into employment within the sector (see [chart 1](#)). Professionals in the sector were also interested in training the workforce of the future; while volunteers were focussed on employability. Comments from the panels talked about the increasing ‘professionalisation’ of the sector and how a bespoke apprenticeship framework would contribute to this. This led to discussions about the importance of balancing what respondents identified as the ‘passion’ sector employees have, with this growing emphasis on professionalisation.

“The voluntary sector has needed a framework about the roles we do for a long time.”

“It would make a massive difference in training young people who want to work with us.”

“Volunteers in my organisation would jump at this opportunity.”

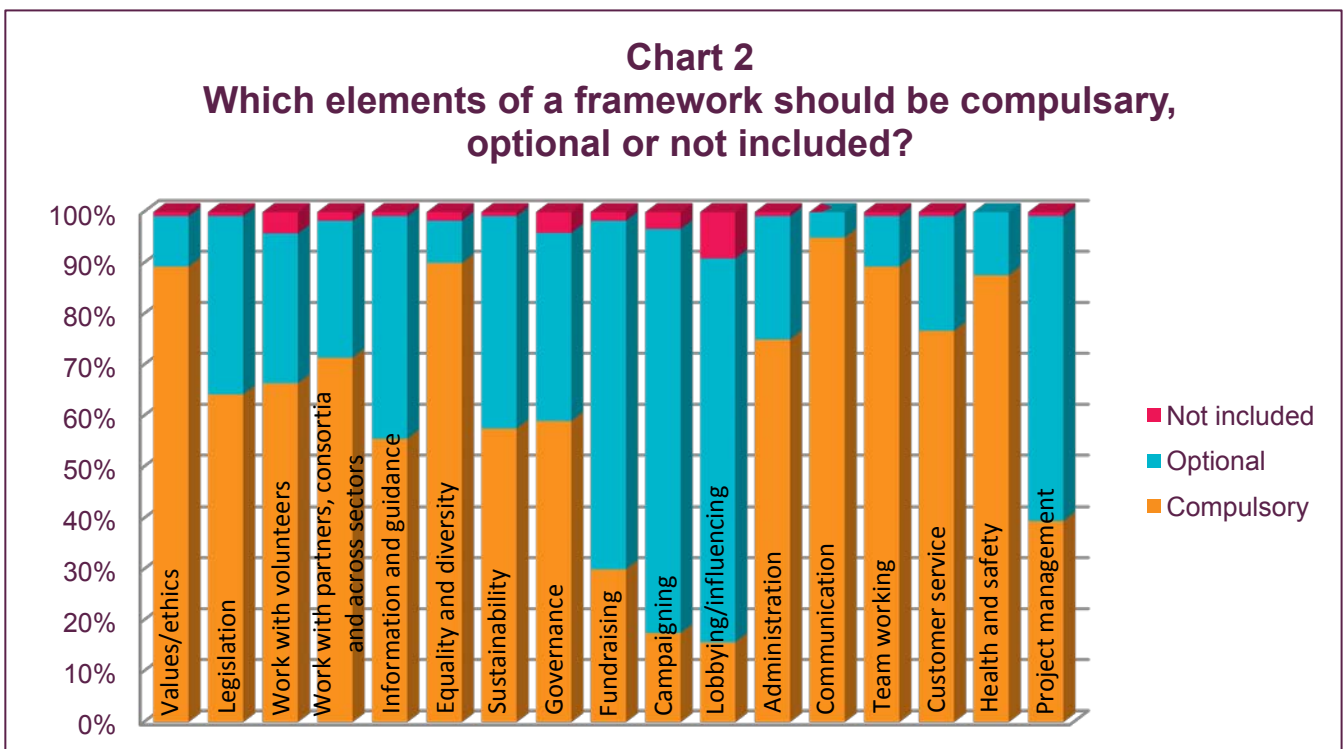
Panel respondents, London and Nottingham, April 2010



*Respondents were asked to choose their top three options, as more than one may have been important.

Skills and knowledge needed by apprentices

A range of compulsory skills and knowledge needed by apprentices was identified. Respondents said that apprentices would need to understand the sector, its size, scope, values/ethics, governance, legislation, partnership skills, working with volunteers, sustainability, equality and diversity, administration, communication, team working, customer service and health and safety. These were all identified as needing to be compulsory elements within the framework (see [chart 2](#)).



In contrast, people said that fundraising, lobbying and influencing, campaigning, project management should all be optional elements within the framework.

Optional pathways

The inclusion of optional ‘pathways’ (so that an apprentice can develop specific skills and knowledge within a defined area) was universally supported.

We received a very wide range of ideas for optional pathways, which reflects the diversity of the sector itself. Specifically, the needs of social enterprise were discussed by one of the panels and in the online survey, however, there was disagreement amongst respondents as to whether or not the skills needed by social enterprises were different to those needed by the rest of the sector.

As for the size of any optional pathway within a single framework, the majority of respondents stated that any ‘option’ should account for between 50 and 75% of the apprentice’s learning – i.e. that an apprentice should spend most of their time on the optional route they had chosen rather than on any compulsory skills and knowledge.

Information technology

Unanimous support emerged for the compulsory inclusion of Information Technology (IT) within the framework. 76% of respondents to the online survey thought it should be compulsory. The volunteer and young people’s panels thought it was important so that apprentices are not disadvantaged.

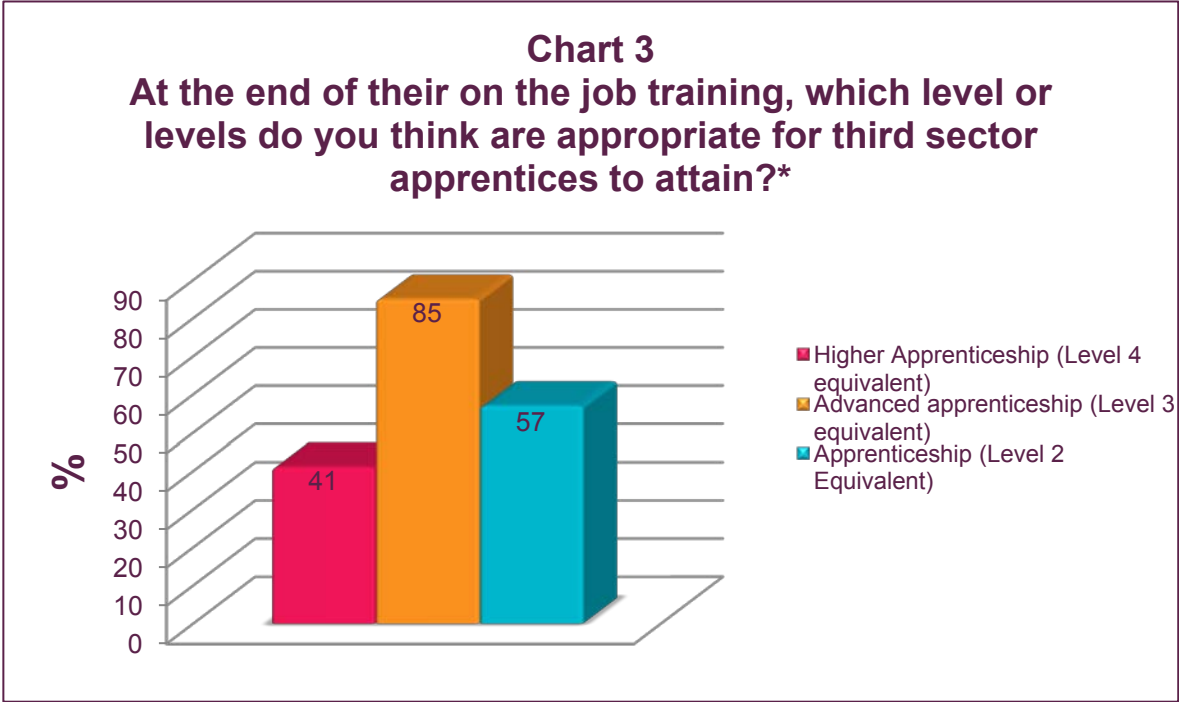
“IT is essential in modern society”

Young person’s panel respondent, London, April 2010

Levels

The level/s at which an apprenticeship framework should be developed¹⁷ was discussed throughout the consultation. The online survey showed that the majority of respondents (85%) thought that an Advanced Apprenticeship (equivalent to level 3) framework/s should be developed (see [chart 3](#)). The young people and volunteer panels were divided - the young people wanted a Higher Apprenticeship to be developed, whereas volunteers thought level 2 Apprenticeships should be considered initially (this disparity can be explained when compared to each panel’s recorded personal educational attainment levels).

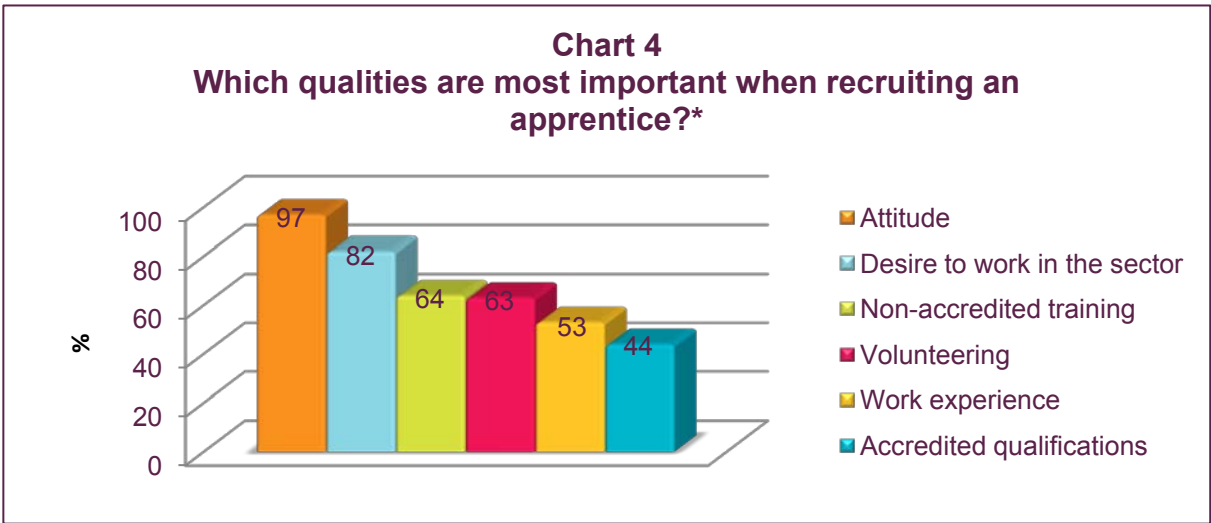
¹⁷ See [Appendix 4](#) for further details of qualification levels.



*Respondents could choose more than one option, as more than one level may have been important.

Entry conditions

Attitude and desire to work in the sector were highlighted unanimously as the most important entry conditions for apprentices (see [chart 4](#)). The ‘passion’ of potential apprentices for the work of the sector was mentioned repeatedly; although some people were concerned about how this could be measured objectively. Academic achievement was seen as most important entry condition by the young people’s panel, with non-accredited training as the least relevant. Conversely, sector professionals recognised non-accredited training as being important and academic qualifications as the least relevant entry condition.



*Respondents could choose more than one option, as more than one quality may have been important.

Progression routes

People recognised that progression routes for apprentices would be diverse, due to the breadth and diversity of the sector. In addition, one of the employer panels highlighted the importance of a framework in supporting greater succession planning and developing future leaders. Consideration was also given to the level of transferability that should be built into the framework – some respondents thought that skills and learning needed to be applicable across different sectors; whereas other respondents thought that sector-specific learning was more important as progression routes would mainly come from within the sector.

“They [apprenticeship frameworks] should have clear follow on options for a career within the sector; and should help us train and develop people who will become our future leaders – something we are not very good at the moment.”

Panel respondent, London, April 2010

Diversity

We received interesting responses about diversity within the sector and how a framework can increase this. In particular, respondents at both employer panels highlighted the narrow demographic of employees within the sector and how organisations are not always represented proportionally to the communities in which they work. Many saw the introduction of an apprenticeship framework at a level 3 or below as being a positive way to attract more diverse groups which are not coming forward to work in the sector.

“The sector is currently made up of a really narrow bunch of people – we seem to attract young middle-class graduates. Any new Apprenticeship should not only bring in new skills, but also draw in a more diverse workforce.”

Panel respondent, Nottingham, April 2010

A number of respondents saw the development of an apprenticeship framework as being a route for them to further understand and connect with young people they currently intend to reach as part of their mission.

The consultation underpinned the need for a framework that removed barriers to inclusion, so that a wide range of apprentices are attracted and supported. However, as the consultation did not offer any conclusive answers, Skills – Third Sector will undertake more investigation into this.

Name of the framework

The name of the framework was the most contentious issue in the consultation, although all agreed that it must be accessible to potential apprentices and sector professionals alike. The ‘Third Sector Apprenticeship’ came out as the preferred option, but was not universally

supported. There were many suggestions from different parts of the sector (i.e. many voluntary and community sector specific names were put forward but were not universally supported across the sector).

“We need a name which people understand and attracts people. We don’t need anything jargony.”

Volunteer panel respondent, Bradford, April 2010

Some ideas involved explaining the purpose of the sector, including the ‘Social Purpose Apprenticeship’, the ‘Not-for-Profit Apprenticeship’ and the ‘Civil Society Apprenticeship’. The volunteer panel suggested names which indicated what they saw as encapsulating the ‘passion’ of the sector, including ‘Inspire’, ‘Making a Difference’, ‘Future Ready’, ‘Opening Doors’ and ‘Stepping Stones’.

Skills – Third Sector response

Following the consultation results above, we have set about developing frameworks which:

- are responsive to the feedback from professionals in the sector;
- will be attractive to potential apprentices;
- are contextualised with labour market intelligence and research about the sector;
- address the skills gaps we know exist within the sector;
- meet statutory requirements for apprenticeship frameworks.

We believe we are proposing the most sensible balance to meet these differing drivers:

Four new frameworks

We have decided to develop four frameworks in line with four key job roles within the sector. All based on National Occupational Standards, the frameworks being proposed are:

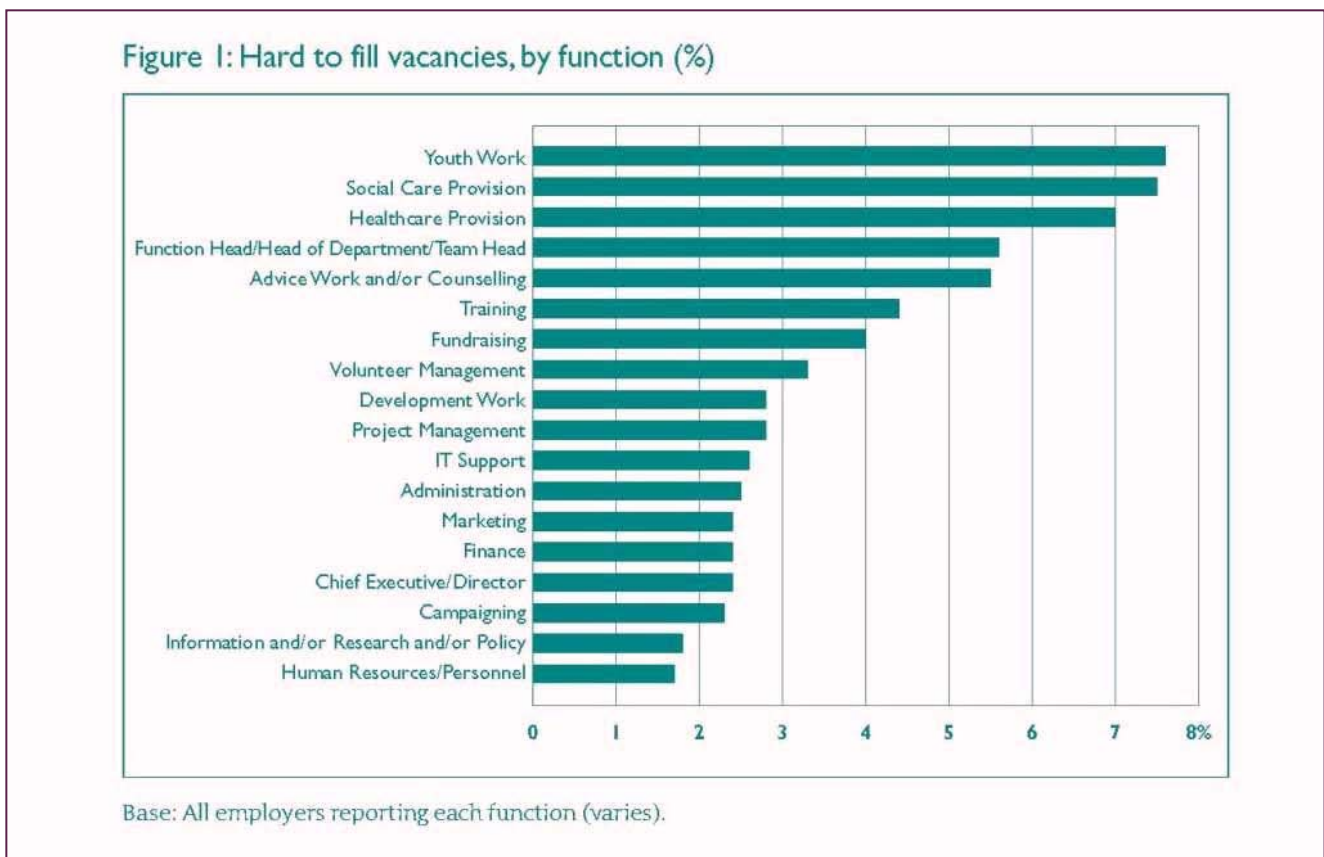
- Fundraising
- Campaigning
- Volunteer management
- Development

The reason we are developing four frameworks, rather than a single ‘catch all’ framework, is four-fold:

1. The consultation results told us that choice is important (see [chart 2](#)) and that an apprentice should spend the majority of their time (between 50-75%) on their chosen ‘option’.

2. Results showed that an apprentice being able to choose a campaigning, fundraising or lobbying/influence option is important, as detailed again in [chart 2](#). Therefore, we are developing frameworks apprentices can specialise in either campaigning or fundraising (NB: lobbying/influence option will be addressed in point 3 below).
3. Research tells us that there are some hard to fill vacancies across sector – as identified in [chart 5](#). The apprenticeship frameworks proposed match the occupational areas where there are hard to fill vacancies, where they are not covered by [existing apprenticeship frameworks](#), with the exception of chief executive/director, project management¹⁸ and information/research/policy¹⁹. This was heavily supported by the reference group due to the predominance of fundraising, campaigning and volunteer management posts across the sector.
4. We have been clearly directed by government that apprenticeship frameworks need to be based on a specific job role, which means that a single ‘catch all’ framework would not meet statutory requirements. Therefore, four frameworks also meets with government requirements.

Chart 5²⁰



¹⁸ Principles of project management will be covered within the development framework and optional project management units will be available across the other three frameworks.

¹⁹ Information/research/policy was not considered a distinct enough job role for an apprenticeship to meet UK Commission for Employment and Skills requirements, it will instead be touched upon in the compulsory voluntary sector insight units.

²⁰ (c) UK Workforce Hub, Voluntary Sector Skills Survey (2007, p20).

Fundraising framework

We have decided to develop a fundraising framework as we recognise fundraising jobs are increasing as a result of the economic downturn²¹ and are likely to remain high as the sector adapts to public spending deficit reductions.

Campaigning framework

We have decided to develop a campaigning framework as not only do we recognise the long tradition of campaigning activity within voluntary sector organisations, it has also taken on more of an urgency with the growth of the Big Society agenda, as there are close links between the skills and knowledge needed for successful campaigning and the drive to train the community organisers.

Volunteer management framework

We have decided to develop a specific framework for volunteer management - recognising the importance placed on this in the consultation (66% of online survey respondents thought it should be a compulsory element of a framework) and that volunteer managers are listed as a hard to fill vacancy (see [chart 5](#)). To further support the message respondents gave us about volunteer management being an important skill for all apprentices, we will make volunteer management units available as options within the other three frameworks (i.e. an apprentice taking the fundraising framework will be able to take optional unit/s in volunteer management).

Development framework

We have decided to explore further the possibility of a development framework, which includes business development and the principles of project management. The reason for this is because we recognise the fundamental role development work plays in the sector which is often dependent on project-based funding.

In addition to this, other research tells us that in micro and small organisations (which account for 54% of employers in the sector²²), staff perform more generic functions and have to be able to multi-task, which requires a variety of skills, including development and project management²³. With this in mind, we see the development apprenticeship as providing staff in small and micro organisations with a set of core skills they can apply across the various functions they perform within their organisation.

²¹ [Reed Job Index](#) (July 2010).

²² 54% of voluntary sector workplaces have under 25 employees. Skills- Third Sector, NCVO and TSRC, The UK Civil Society Almanac 2010: Workforce (2010) (p7).

²³ UK Workforce Hub, Voluntary Sector Skills Survey (2007, p66).

The reason we are including units around the principles of project management that is was identified as a desirable 'option' in the consultation, and such skills were highlighted as difficult for employers to recruit (see [chart 5](#)).

Social enterprise

We have decided that in this initial stage of development we will now develop a discrete framework for social enterprise, but will include social enterprise specific units within the optional bank of units instead. The reason for this is that the consultation results were inconclusive about whether or not the skills needed by social enterprises were different to those needed by the rest of the sector. In addition, we are aware of the potential cross over with the [UK Sector Skills Body for Enterprise](#) (SFEDI), who developing an enterprise apprenticeship themselves.

Compulsory elements

In addition to the optional requirements as discussed above, the consultation also told us about two areas of skills and knowledge that need to be compulsory across all four frameworks:

1. We will include a set of compulsory units based around feedbacks received that was shown to be important (see [chart 2](#)). Currently in development, these and they are expected to include values/ethics; legislation; working with partners, consortia and across sectors; information and guidance; equality and diversity; sustainability and governance. They are also likely to include some information/research/policy elements.
2. We have taken what you told us about other more core skills into consideration, namely communication, team working and health and safety. Communication and team working will both be covered by Personal, Learning and Thinking Skills which is a mandatory element of any apprenticeship framework as detailed by the [Specification of Apprenticeship Standards England](#) (SASE). Health and safety is likely to be included as a compulsory element of an apprentice's training within the Employee Rights and Responsibilities element of their apprenticeship (again, a mandatory element of the SASE). However, in order to balance the compulsory and optional weighting desired within the consultation (see [chart 2](#)) we have decided to make administration and customer service optional within the frameworks.

Level

We have decided to develop all four frameworks as Advanced Apprenticeships (level 3) as this was unanimously the most popular level identified in the consultation (see [chart 3](#)).

This decision is supported by research about who currently works in the sector, which showed that 71% of the sector already have a level 3 or above qualification²⁴. By developing these frameworks at level 3, potential apprentices will be joining their apprenticeship at or around level 2, which diversifies entry routes to the sector (which was identified as important in the consultation - see [chart 3](#)). And it means that, once qualified, apprentices will be operating at a comparable level to the majority of the sector.

We are encouraged to see that this approach is also supported by early indications from the coalition government that they see level 3 as becoming the 'gold standard' for apprenticeships²⁵.

Information Technology

We have included IT as a compulsory element of all four frameworks.

Entry conditions

We will include broad entry conditions to all four frameworks which account for a wide range of experience/training/qualifications, as well as recognising a positive attitude and desire to work in the sector (see [chart 4](#)).

Progression routes

We will include a broad range of available progression routes for an apprentice in line with each discreet framework. We will build in transferability within the sector, although we will not include detail of possible progression routes into the private and public sectors as these are too broad to be captured within the frameworks.

Name of the framework

As we have decided to develop four frameworks, the name of a single framework is no longer to be determined. Instead, we will use the information gathered from the consultation to name the qualification we are developing (which will form part of all four apprenticeship frameworks).

²⁴ 71% of employees within the sector already have a level 3 or above qualification (38% have a degree or equivalent, 14% have higher education and 19% have A levels or equivalent. Skills - Third Sector, NCVO and TSRC, The UK Civil Society Almanac 2010: Workforce (2010) (p5).

²⁵ Department for Business, Innovation and Skills, Skills for Sustainable Growth: Consultation on the future direction of skills policy (July 2010, p13-14).

Next steps

This consultation was the first phase of an ongoing consultative approach that we are taking to develop voluntary sector specific apprenticeship frameworks. The next phase of the work will involve:

- Talking with key stakeholders to develop frameworks which are 1) practical and deliverable, 2) desirable, 3) meet the needs identified in the consultation and 4) meet government requirements for funding.
- Devising units and a qualification that support the frameworks, which will provide apprentices with the skills and knowledge the consultation told us they need.
- Talking with a number of awarding organisations, the [National Apprenticeship Service](#), the [Department for Business, Innovation and Skills](#); the [UK Commission for Employment and Skills](#); the [Department for Education](#); [Sector Skills Councils](#); the [Council for Administration](#) and training providers within the sector about these frameworks.
- We will continue to consult with the reference group throughout this project.

We are working towards these frameworks being available in spring/summer 2011 and will release information about the final shape of these frameworks then. Further information, as it becomes available will be on the [Skills – Third Sector](#) website, or email us at apprenticeships@skills-thirdsector.org.uk to register for our apprenticeship updates.

In the meantime, we'd be very grateful if you could take a [short poll](#) to give us some important feedback about apprenticeships in our sector.

We are also looking for case studies. If you employ an apprentice in your organisation and would like that aspect of your work to be showcased on our website, in a future publication and through our networks, please email apprenticeships@skills-thirdsector.org.uk.

Thank you

Finally, Skills – Third Sector would like to thank all respondents who gave up their time for this consultation. Your thoughts, suggestions and comments have become the backbone of the development of these new apprenticeship frameworks. We also wish to thank the reference group who have tirelessly driven this project and whose support continues to guide this work.

Appendix 1 – Apprenticeship Reference Group

- Children’s Workforce Development Council
- Council for Administration
- Fair Train
- Groundwork UK
- London Learning Consortium
- National Council for Voluntary Organisations
- National Council for Voluntary Youth Services
- Rathbone
- Scottish Council for Voluntary Organisations
- Skills for Care
- Skills for Health
- St John Ambulance
- Voluntary Sector Training Alliance (ViSTA)
- Voluntary Action Sheffield
- Voluntary Sector North West
- Wales Council for Voluntary Action

Appendix 2 - Respondents to online survey

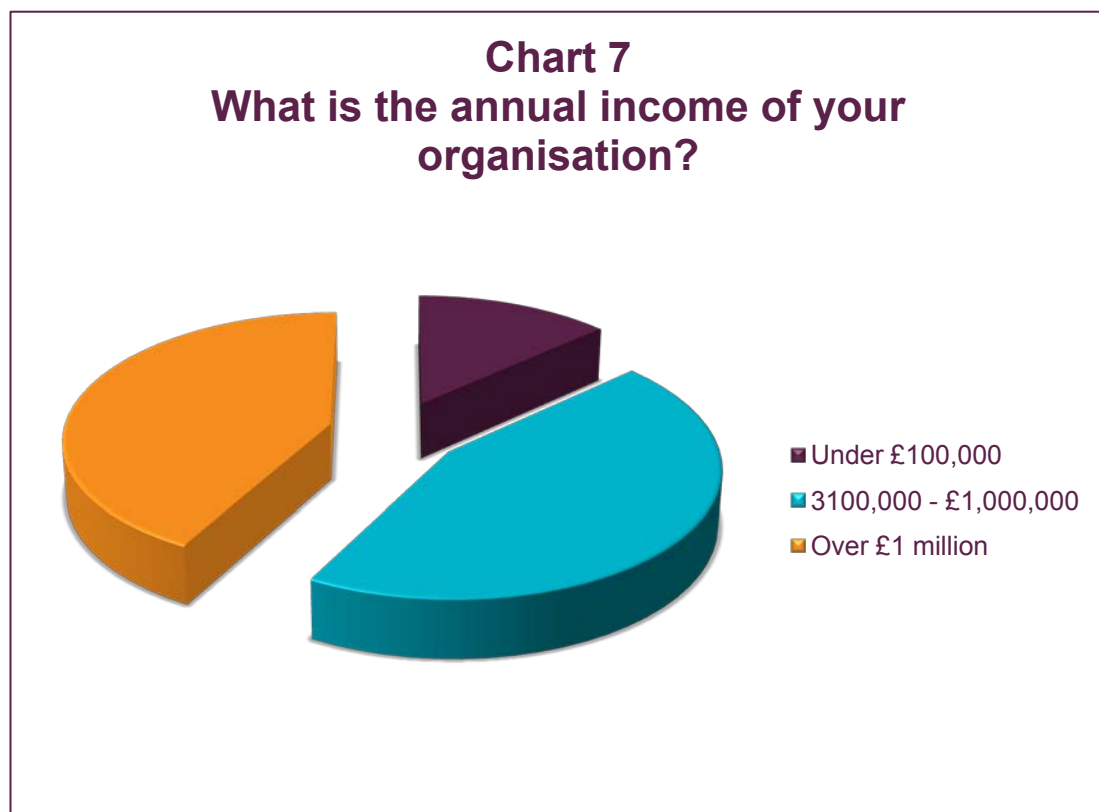
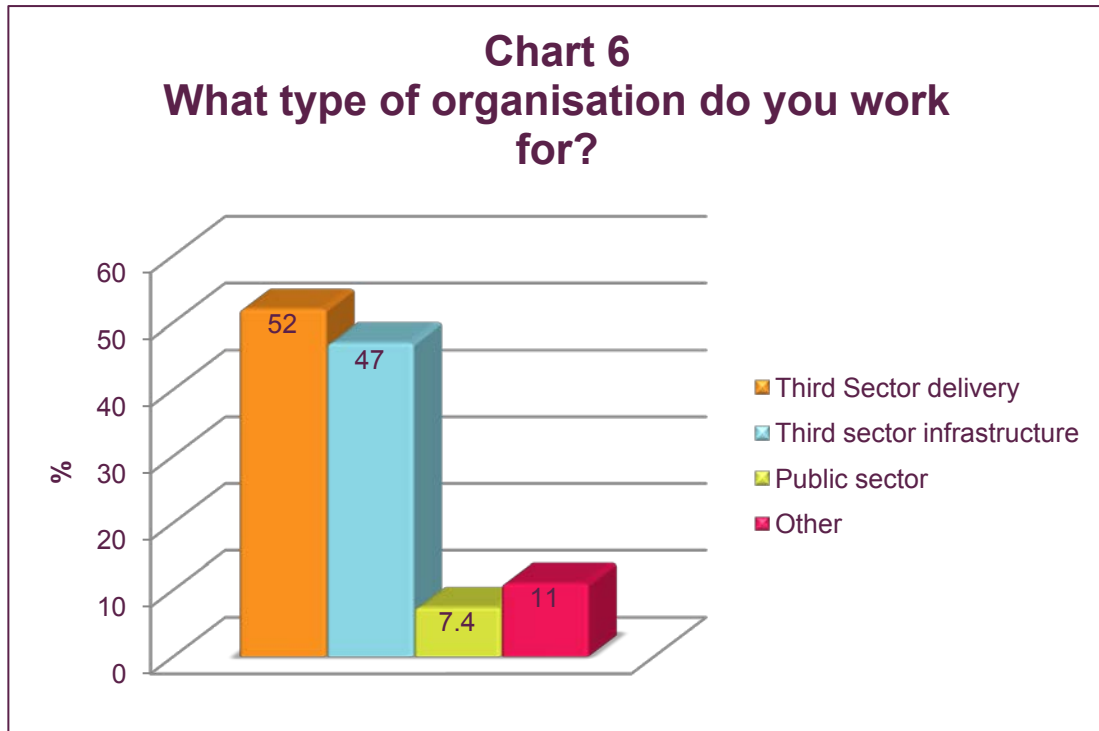
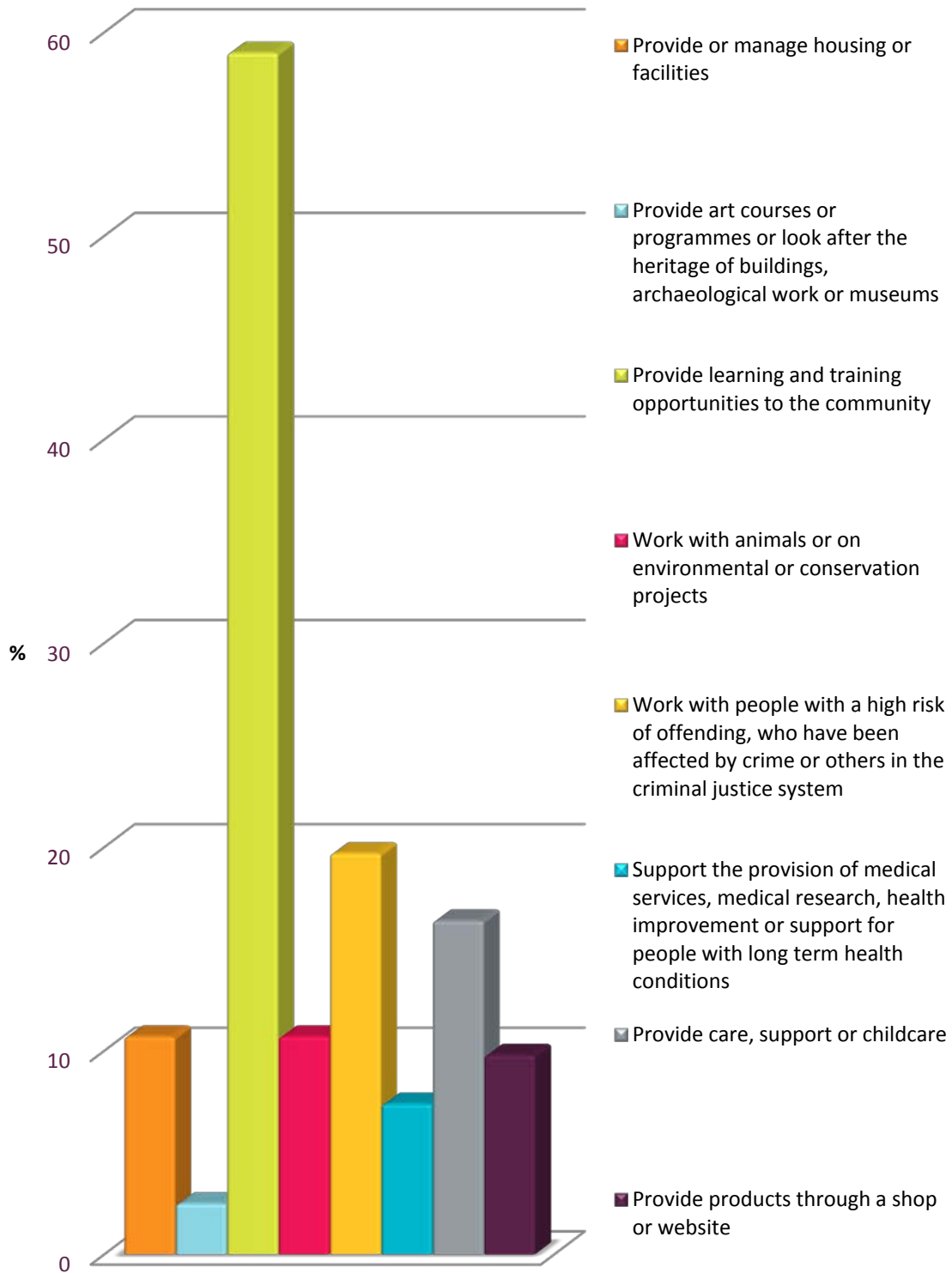


Chart 8
What does your organisation do?



Appendix 3 - Some of the organisations that took part in the consultation²⁶

- Anchor
- ASSIST Sheffield
- Association of Learning Providers
- Barnardo's
- BASSAC (*British Association of Settlement and Social Action Centres*)
- Beatbullying
- Blacon Community Trust
- Bolton CVS
- Bromley by Bow Centre
- Cancer Research UK
- Capacity Unlimited
- CASES (*Centre of Alternative Sentencing and Employment Services*)
- Catch22
- CaVSA (*Community and Voluntary Sector Association*)
- CfBT Education Trust
- Children's Links
- Council of Ethnic Minority Voluntary Sector Organisations
- County Durham Furniture Help Scheme
- CVS Cheshire East
- Dial Doncaster
- Disability Action Yorkshire
- East Durham Trust
- Enable
- Equality South West
- Essex Boys and Girls Clubs
- FAIR (*Family Action In our Region*)
- Foundation Training Company
- Foundation UK
- Graduates Yorkshire
- Groundwork Derby and Derbyshire
- Groundwork Greater Nottingham
- Groundwork Leeds
- Groundwork London
- Groundwork Oldham and Rochdale
- Groundwork West Midlands
- Growing with Grace
- Home Group
- Hyndburn Community Network
- Internocracy
- i-Social Entrepreneurs
- Keystone Development Trust
- Learning Plus
- Learning Together Cheshire and Warrington
- Lifelong Learning UK
- Lincolnshire Chamber of Commerce
- London Early Years Foundation
- London Play
- Mencap
- Meru
- Mildmay
- National Children's Bureau
- National Union of Students
- Northern Ireland Council for Voluntary Action
- North Devon College
- Northumberland Community Development Network
- Nottingham Chamber of Commerce
- Nottinghamshire Deaf Society
- Nottinghamshire Training Network
- Oldham Community Accountancy Service
- Open College East Midlands
- Partnership for Young London
- Performance Consulting: UK
- PNE Group
- Redbridge CVS
- SNVB (*Supporting voluntary activity in South Northamptonshire*)
- Somerset Gay Health
- St John Ambulance
- St Mungo's
- Student Hubs
- Third Star
- Unison
- Urban Forum
- V
- VOCOLLS - CVS Community Partnership
- Voluntary Action Barnsley
- Voluntary Action Broxtowe
- Voluntary Action Leicestershire
- Voluntary Action Sheffield
- Voluntary Action Islington
- Voluntary Sector Training
- VONNE (*Voluntary Organisations Network North East*)
- Warwickshire Association of Youth Clubs
- West Mercia Housing Group
- Women of Wolverhampton
- Young Lives
- Young People's Enterprise Centre of Expertise

²⁶ This is not a comprehensive list as completion of personal details was voluntary.

Appendix 4 – Qualification levels²⁷

Level	Examples of old-style NQF qualifications:	Level	Examples of new-style QCF qualifications:
2	<ul style="list-style-type: none"> • GCSEs grades A*-C • BTEC First Diplomas and Certificates • OCR Nationals • Key Skills level 2 • NVQs at level 2 • Skills for Life 	2	<ul style="list-style-type: none"> • BTEC Awards, Certificates, and Diplomas at level 2 • Functional Skills at level 2 • OCR Nationals • NVQs at level 2
3	<ul style="list-style-type: none"> • A levels • GCE in applied subjects • International Baccalaureate • Key Skills level 3 • NVQs at level 3 • BTEC Diplomas, Certificates and Awards • BTEC Nationals • OCR Nationals 	3	<ul style="list-style-type: none"> • BTEC Awards, Certificates, and Diplomas at level 3 • BTEC Nationals • OCR Nationals • NVQs at level 3
4	<ul style="list-style-type: none"> • NVQs at level 4 • BTEC Professional Diplomas, Certificates and Awards 	4/5	<ul style="list-style-type: none"> • BTEC Professional Diplomas Certificates and Awards • HNCs • NVQs at level 4

²⁷ Source: [Directgov](#)

Appendix 5 – Overview of proposed apprenticeship frameworks

Advanced Apprenticeship framework	Compulsory units		Choice from optional units
Fundraising	<ul style="list-style-type: none"> • Voluntary sector insight • English • Maths • IT 	Fundraising	<ul style="list-style-type: none"> • Campaigning • Volunteer management Development • Social enterprise • Administration • Customer service • Principles of project management
Campaigning	<ul style="list-style-type: none"> • Employee rights and responsibilities • Personal, learning and thinking skills 	Campaigning	<ul style="list-style-type: none"> • Fundraising • Volunteer management Development • Social enterprise • Administration • Customer service • Principles of project management
Volunteer management		Managing volunteers	<ul style="list-style-type: none"> • Fundraising • Campaigning • Development • Social enterprise • Administration • Customer service • Principles of project management
Development		<ul style="list-style-type: none"> • Development work • Business development • Principles of project management 	<ul style="list-style-type: none"> • Fundraising • Campaigning • Volunteer management • Social enterprise • Administration • Customer service