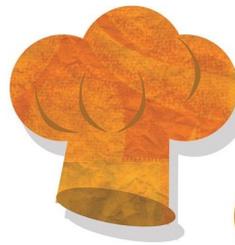


Greater Manchester

Traineeships Toolkit




Traineeships
A stepping stone
towards an
Apprenticeship.



Traineeships

A stepping stone towards an Apprenticeship.

Daniel-Dean Grady: Financial Trainee



Daniel-Dean Grady works at CK Wong Chartered Accountants in Burnage. He didn't want to leave education after finishing college but he wanted to work and earn a wage, so he took up a Traineeship in February 2015. He has learnt everything from accrual payments to PAYE and has now progressed onto an Accountancy Apprenticeship.

“...I feel like I'm part of a team...”

“I got my Traineeship by going on the Get My First Job website. I found one with Kaplan for a Financial Internship and I applied. The next morning, I had a call back and later that week I was in for an interview.

“My Traineeship has given me a job, training and experience. I feel like I'm part of a team; it's one of the nicest workplaces I could be in. They're not too strict because they know I obviously don't know what I'm doing completely so they make sure I've got enough time to do my work. I couldn't ask for a nicer learning environment.

“During the Traineeship, we improved our maths, English and employability. We were given feedback, told how to improve and told where our weaknesses and strengths were but never in a judgemental way.

“Kaplan have been brilliant. The contacts I have there, Debbie and

Claire, have been absolutely wonderful, telling me what I need to know when I email them.

“I wasn't paid during my Traineeship but it didn't matter because I was happy to work for the experience, the training and for the opportunity to progress my career in a way where I could still continue my education. They did pay for the expense of travel. I was never out of pocket and now I've progressed, I will be getting paid.

“In the future, I plan to continue my AAT to level four and then hopefully go on to study ACCA or another higher form of accounting qualification.

“I would recommend Traineeships to other people. It's given me work, education and training, all without having to go very far. It's all been handled very well and very professionally.”

The Greater Manchester Learning Provider Network

The Greater Manchester Learning Provider Network (GMLPN) is a 100 strong network of training providers. Its members work with 20,000 Greater Manchester employers on a regular basis and constitute 95% of all Apprenticeship delivery across Greater Manchester.

The mission of the GMLPN is to support the continued growth and expansion of the Greater Manchester economy by promoting the value to business of investing in skills and human capital. The GMLPN also strives to secure a more effective alignment of the economy with the skills system and to encourage employers to invest in their human capital - that is building up competences, knowledge and personality attributes embodied in the ability to perform work so as to produce economic value.



Traineeships

A stepping stone towards an Apprenticeship.

The Greater Manchester Learning Provider Network (GMLPN) has been commissioned by New Economy to contribute to the Apprenticeship Hub activity by creating a Toolkit to support Skills Providers to deliver more and better quality Traineeships and Referral Agencies to refer an increased number of eligible young people onto Traineeship programmes, across Greater Manchester.

A key dimension of the Greater Manchester strategy is to reduce youth unemployment. Unemployment has risen sharply since the start of the recession; consequently, the number of Job Seekers' Allowance (JSA) claimants has increased from 41,845 in January 2008 to 62,600 in July 2014. Young people have been severely affected, whereby, in July 2014 one-third of JSA claimants were aged 16-24, and the unemployment rate for that particular group has risen from 6.3% to 9.8%. In recent years we have witnessed steady reductions in both youth unemployment and the number of young people classified as Not in Education, Employment or Training (NEET). This is a welcome trend, but there is still much to do. Too many young people lack the basic skills that enable them to secure and sustain employment.

Traineeships have the potential to make an important contribution, enabling young people to gain valuable work experience, tackle their skills needs, and importantly, helping them to progress into Apprenticeships. The experience can help to motivate young people and provide them with the skills, qualifications, experience and behaviours that employers are looking for when recruiting for Apprenticeships and other jobs. As part of the broader Raising the Participation Age government campaign, Traineeships also have the potential to make an important contribution to increasing the number of young people who are in learning post age 16.

Despite the potential, awareness and take up of Traineeships by young people in Greater Manchester has been limited, with only half of the skills providers in Greater Manchester who are eligible to deliver Traineeships, doing so. Whilst there is clearly evidence of an increase in the number of starts in Greater Manchester in 2015, the overall levels are below what we would expect when compared with other areas. In addition, the rate of growth lags behind that experienced both nationally and in other areas of the North West. Conversely, the experience of those young people undertaking Traineeships is positive. Those providers engaged are making the model work, enabling young people to progress into Apprenticeships.

Research undertaken by the New Economy identified a number of barriers to the take up and expansion of Traineeships. There are issues of perception, understanding, eligibility and funding rules. This Toolkit has been designed and developed as a response to address these issues in conjunction with providers, referral agencies, employers and young people.

Traineeships Toolkit

The Traineeships Toolkit comprises a suite of support mechanisms in both electronic and paper format, to enable skills providers and other stakeholders to develop, promote and deliver Traineeships. The information, guides and materials have been produced using both national resources and local expertise, with the added benefit of the analysis and selection of those existing resources.

The aims of the Traineeship Toolkit are to:

- Integrate Traineeships development with other pre-employment initiatives and develop coherent progression pathways, maximising progression into Apprenticeships.
- Increase the number of training providers who are delivering Traineeships.
- Grow the capacity of providers to engage employers.
- Increase the number of employers offering Traineeship work placements.
- Increase the number of referrals from Jobcentre Plus, the National Careers Service and other organisations, including those in the voluntary sector.
- Increase awareness and understanding amongst young people, parents, schools and employers, of the positive benefits engagement in Traineeships can bring.

Network members have indicated to us that the sheer volume and breadth of information and material available to them in respect of Traineeships is overwhelming, and that it is located in a large number of disparate locations and websites. With this in mind, we have sought to consolidate as much of this information as possible, and to accommodate easy access to the information, by providing a single, unique user 'portal'.

This Toolkit is designed to be used either as a stand- alone resource, or potentially as part of a longer term organisational development model. The Toolkit will enhance the overall capacity and capability of the Greater Manchester skills system in supporting young people who are at a distance from the labour market, to move into work.

This hardcopy Toolkit has been developed in conjunction with the Traineeship Toolkit website. The information and resources found in web version of the Toolkit can be updated and maintained when there are changes to policy and provider information.

Firstly, the Toolkit will be an online version of the guide. The advantage of this web version is that it can be updated to take into account any changes to legislation and policy.

Secondly, providers will be able download resources for marketing purposes, for Initial Assessment and for work placement employer engagement. All of the downloadable resources can be edited for use by providers and enable them to include their own branding. These resources can be amended and further resources can be added.

For referral agencies, there is a list of providers who deliver Traineeships. The vast majority of which deliver the provision within the Greater Manchester area. This information can be filtered by location of the training centre(s), sectors, starting frequency and length of programme.

Referral agencies are listed to allow providers the opportunity to develop partnerships with organisations who work with young people who are both eligible and suitable for Traineeships.

Sources of Information and Research

In compiling this guide, we have undertaken considerable desk research on the Education Funding Agency (EFA) and Skills Funding Agency (SFA) websites, to source the latest Funding Rules and additional guidance notes. We have reviewed and sourced information from the Apprenticeship pages of the 'Gov UK' website.

Material published from the Association of Employers and Learning Providers (AELP) Traineeship Staff Support Programme was accessed and reviewed. GMLPN staff attended webinars and associated with that programme in order to understand the national picture and the existing resources available.

The broader web was researched thoroughly to identify examples of good practice, with a particular emphasis on excellent models of websites and materials directed at young people and parents.

From the GMLPN Annual Members' Survey, we obtained information on the extent of engagement of the network members in the Traineeship programme. This assisted us in identifying a number of the most pressing issues and concerns from our network members, and where they were seeking support. In addition, we have undertaken one-to-one discussions with network members based in Greater Manchester who are eligible to deliver Traineeships.

Consequently, to support the development of the Toolkit we have established a steering group involving a number of providers currently delivering Traineeships and representatives of the referral agencies, including Jobcentre Plus. The steering group has provided us with invaluable insight into the requirements and content of the Toolkit.

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Top Tips for Successful Traineeships

- **Providers should market their Traineeship offer effectively.**
- **Providers and referral agencies work together to create a clear referral process and to secure positive outcomes for young people.**
- **Check learner eligibility.**
- **Develop an effective Initial Assessment process.**
- **Plan the stepping stones to success for young people.**
- **Providers and employers work together to design Traineeship programmes and to maintain regular feedback between learner, employer and provider during the work placement.**
- **Promote the GM AGE grant to employers.**
- **Regular reviews between trainee, employer and provider.**
- **Traineeships represent an opportunity for providers to grow their funding.**

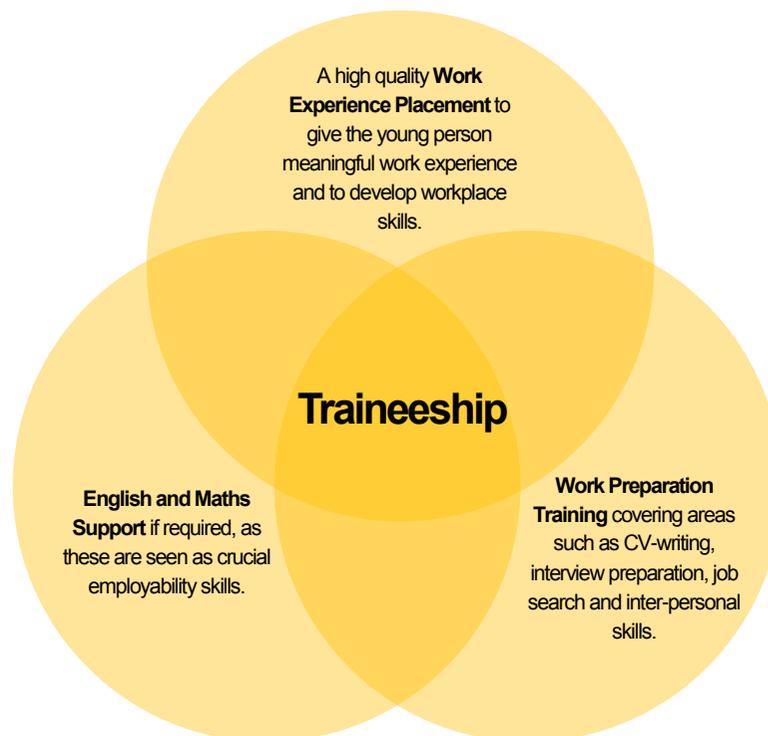
Definitions

What is a Traineeship?

Traineeships are aimed at young people aged 16-24 who are motivated to work but currently lack the skills, experience and behaviours sought by employers to secure an Apprenticeship or other sustainable employment.

Traineeships can last anywhere between six weeks and six months although they typically last four to five months.

Traineeships are made up of three core components:



English and Maths Support is intended to build on existing qualifications and progress learners towards a level two, unless they have already achieved a GCSE A*-C grade - [see chapter 5.3 for further information].

Work Preparation Training is aimed at providing young people with the skills to secure employment and the attributes to sustain employment – [see chapter 5.4 for further information].

Work Placements will give young people the exposure to a real work place so they can develop the skills, knowledge, confidence, attitudes and behaviours they need to succeed at work. In an ideal scenario the work placement employer would offer a progression opportunity.

Upon completion of the Traineeship, trainees would be expected to progress onto an Apprenticeship, secure other employment or move into full time education or training.

How does a Traineeship compare to other provision?

All students aged 16 to 19, whether doing academic or vocational studies or a mix of both, are expected to follow a study programme tailored to their prior attainment, future education and career aspirations. This can include A Levels, vocational qualifications, Traineeships and learning programmes below level 2 (previously called Foundation Learning).



Study Programme (Below Level 2)

Traineeship

Apprenticeship

Definition:

A programme of learning designed to maximise the potential of young people to progress, improving the value of vocational qualifications, raising the standards of English and maths and improving employability

A condensed study programme involving work experience restricted to young people without level 3 qualifications to help prepare them for an Apprenticeship or other sustainable employment.

A job with a contract of employment, which allows apprentices to earn a salary whilst gaining nationally recognised qualifications.

Learner Characteristics:

Disengaged young people; furthest from the workplace and hardest to reach.

In need of the most intensive support to develop skills and experience. Aged between 16 and 19.

Qualified below level 3.

Young people who are eager to work but a step away from an Apprenticeship.

Lacking the skills, experience or qualifications to enter into an Apprenticeship directly. Aged between 16 and 24.

Employed for fewer than 16 hours per week with little or no work experience.

Qualified below level 3.

Have a reasonable chance of being ready for an Apprenticeship or other employment within six months of

Ready and willing to work.

Has the appropriate skills and experience. Aged 16 or over.

Not in full time education.

Learners who are subject to a Learning Difficulty Assessment (LDA) or an Education, Health and Care Plan (EHCP) can also access a study programme up to the end of the academic year in which they turn 25.

(continued overleaf)

| Study Programme (Below Level 2) | Traineeship | Apprenticeship |
|--|---|---|
| <p>Content:</p> <p>A substantial vocational qualification of at least 50% of the programme or work experience for those who are not ready to study substantial vocational qualifications at level 2.</p> <p>Participation in a non-qualification activity, including work experience.</p> <p>English and maths towards GCSE A* - C, or other 'stepping stone' qualifications where a GCSE could not be attained within the time of the programme.</p> | <p>A high quality work experience placement.</p> <p>Work preparation training.</p> <p>English and maths towards GCSE A* - C for those aged 16-19, or other 'stepping stone' qualifications where a GCSE could not be attained within the time of the programme. Functional Skills for those aged 19 or over may be more appropriate.</p> | <p>A full time job.</p> <p>A nationally recognised vocational qualification.</p> <p>A technical certificate.</p> <p>English and maths towards GCSE A* - C for those aged 16-19, or other 'stepping stone' qualifications where a GCSE could not be attained within the time of the programme. Functional Skills for those aged 19 or over may be more appropriate.</p> <p>Other professional qualifications or requirements as specified by the particular job.</p> |
| <p>Duration:</p> <p>A minimum of two weeks to access funding, however it can be as long as it needs to be.</p> | <p>Between six weeks and six months.</p> | <p>Between one and five years.</p> |
| <p>Progression:</p> <p>Traineeship.</p> <p>Apprenticeship.</p> <p>Employment.</p> <p>Further education and learning.</p> | <p>Apprenticeship.</p> <p>Employment.</p> <p>Further education and learning.</p> | <p>Higher level Apprenticeships.</p> <p>Employment.</p> <p>Higher education.</p> |
| <p>Learner Payment:</p> <p>Study programmes are unpaid, however learners may be eligible to receive a bursary.</p> | <p>Traineeships are unpaid, however 16-19 EFA funded learners may be eligible to receive a bursary.</p> | <p>Apprentices receive a minimum of £2.73 per hour, but many employers pay more than this.</p> <p>The minimum wage will rise to £3.30 on 1 October 2015.</p> |
| <p>Provider Eligibility and Funding:</p> <p>Eligible providers for 16-19 study programmes, who hold a contract with the EFA, can deliver Study Programmes within their existing EFA contract.</p> | <p>Providers who are rated by Ofsted as 'outstanding' (grade 1) or 'good' (grade 2) and who are not under any kind of formal notice from either of the funding agencies.</p> <p>Providers who are inspected in 14/15 and whose Ofsted grade drops to 'requires improvement' (grade 3) can continue to deliver Traineeships if they were already doing so, as long as they improve on the first re-inspection.</p> | <p>Providers in receipt of 16-18 Apprenticeship Funding and Adult Skills Budget.</p> |
| <p>Sub-contracting</p> <p>Permissible.</p> <p>See EFA Funding Rules.</p> | <p>Permissible.</p> <p>For Traineeship starts after 1 April 2015 the Funding Rules which pertain to Adult Skills Budget now apply to Traineeships.</p> | <p>Permissible.</p> <p>SFA Funding Rules 2014/15.</p> |

Documents and Links

The following list of documents provides policy context, guidance and general information regarding the delivery of Traineeships. Each document title is listed below alongside the relevant government department, a description of what the document contains and a link to the relevant government website.

We have included documents relevant to the current (2014-15) academic year and for the next (2015-16) academic year

All of the documents listed below can also be found on the Toolkit website at www.traineeshiptoolkit.co.uk/resources/definitions where any new and updated documents will be added.

Traineeships Framework for Delivery 2014-15

Department for Education, Department for Business, Innovation & Skills

The framework for delivery valid from 1 August 2014 until 1 August 2015. Provides employers, education and training providers and young people with information about Traineeships.

www.gov.uk/government/uploads/system/uploads/attachment_data/file/311739/140515_Traineeships_Framework_for_Delivery_1415.pdf

Traineeships Framework for Delivery 2015-16

Department for Education, Department for Business, Innovation & Skills

The framework for delivery from 1 August 2015, use this document to start planning for the 2015 to 2016 academic year. Provides employers, education and training providers and young people with information about Traineeships.

www.gov.uk/government/uploads/system/uploads/attachment_data/file/410737/Framework_for_delivery_2015-2016.pdf

Funding guidance for young people 2014-15

Education Funding Agency

This document covers all EFA learning for the 2014-15 academic year; relevant to EFA funded 16-18 Traineeships which are funded as part of the post-16 funding methodology.

www.gov.uk/government/uploads/system/uploads/attachment_data/file/383953/Funding_regulations_2014-15_-_Version_1a.pdf

Funding guidance for young people 2015-16

Education Funding Agency

This document covers all EFA learning for the 2015-16 academic year; relevant to EFA funded 16-18 Traineeships which are funded as part of the post-16 funding methodology.

www.gov.uk/government/uploads/system/uploads/attachment_data/file/421201/EFA_Funding_guidance_15_16.pdf

Delivering Traineeships through EFA Funding

Education Funding Agency

A webpage summarising information on Traineeships for the academic year 2015 to 2016.

www.gov.uk/delivering-Traineeships-through-efa-funding

Funding guidance for young people: sub-contracting controls

Education Funding Agency

A webpage containing summaries and links relating to EFA sub-contracting.

www.gov.uk/government/publications/funding-guidance-for-young-people-sub-contracting-controls

SFA Funding Rules 2014-15 – version 2

Skills Funding Agency

This document sets out the rules for funding and associated evidence needed for the funding year 2014 to 2015. The version 2 confirms that same rules apply to sub-contracting Traineeships as for other training provision. Valid from 1 April 2015

www.gov.uk/government/uploads/system/uploads/attachment_data/file/401649/funding_rules_2014_to_2015_version_2.pdf

Traineeships Programme Summary Webpage

Skills Funding Agency

Collection of links to supporting information, referral sheets, eligibility information.

www.gov.uk/government/collections/Traineeships-programme

Traineeships – First Year Process Evaluation

Department for Business, Innovation & Skills

A survey of learners, providers and employers with a stake in the Traineeship Programme between August 2013 and July 2014.

www.gov.uk/government/uploads/system/uploads/attachment_data/file/412424/bis-15-189-Traineeships-first-year-process-evaluation.pdf

Traineeships Funding In England – Funding Reform Technical Consultation – Government Response

Department for Education, Department for Business, Innovation & Skills

A response to stakeholder views on options to reform how government funds the Traineeships programme in England.

www.gov.uk/government/uploads/system/uploads/attachment_data/file/375832/bis-14-1099-Traineeships-funding-in-england-consultation-government-response.pdf

Eligibility

Provider Eligibility

The first step for any provider considering whether to deliver Traineeships is to establish whether they are eligible to do so. Providers who have an existing Education Funding Agency (EFA) or Skills Funding Agency (SFA) contract are able to deliver Traineeships if they have an Ofsted Grade One or Two.

A summary of provider eligibility found below is comprised from SFA and EFA funding guidance documents. A full list of documents and their links can be found on the website www.traineeshiptoolkit.co.uk/resources/eligibility.

| | | | |
|--|--|---|--|
| <p>Provider Eligibility</p> | <p>They have an Ofsted inspection of Outstanding (Grade 1) or Good (Grade 2)</p> | <p>They were previously eligible to deliver Traineeships and have started to deliver Traineeships, but have since dropped to an Ofsted grade that requires improvement (Grade 3) during delivery.</p> <p>Providers can continue to deliver, however they cannot increase their 2015/2016 volume above that of 2014/2015 volumes.</p> <p>Furthermore, if providers do not improve to Grade 1 or Grade 2 after the first re-inspection they will not be able to continue to deliver Traineeships.</p> | |
| <p>Subcontracting Eligibility</p> | <p>From 1 June 2013 lead providers with a funding agreement to deliver Traineeships can subcontract Traineeship provision to subcontractors declared on their subcontractor declaration form. However, under the Traineeship programme, eligible lead providers must not subcontract to a provider with an Ofsted grade of Inadequate or a provider under notice from either SFA or EFA for any reason.</p> | <p>If a lead provider wants to enter into a new subcontracting agreement for Traineeships, the subcontracting provider must have an existing Ofsted grade of Outstanding (Grade 1) or Good (Grade 2).</p> <p>If the lead provider subcontracting arrangements change during the year they must update the subcontractor</p> | <p>As of 1 April 2015 the original requirement that Traineeship subcontractors have to be graded Ofsted 1 or 2 has been removed on the basis that the lead provider has to be (and remain) at these grades.</p> <p>The sub-contractor can be Ofsted 3 or no grade but not Ofsted 4 or under notice.</p> |

Provider Funding

Eligible training providers can deliver Traineeships through either their Education Funding Agency (EFA) contract or their Skills Funding Agency (SFA) contract.

Traineeships and Apprenticeships represent an opportunity for providers to increase their funding allocation.

Provider Eligibility Criteria

Those providers who currently deliver provision for 16 to 19 year olds and hold a contract with the EFA are able to deliver Traineeships within the Study Programme arrangements on the basis of funding per student.

If a provider has a funding agreement with EFA and a 16 to 18 year old Apprenticeship funding agreement with the SFA they will receive funding for Traineeships through their funding agreement with EFA.

Apprenticeship providers who currently deliver provision for 16 to 19 year olds but who do not hold an EFA contract are given a ring-fenced allocation on their Adult Skills Budget (ASB) contract with the SFA.

Education and training providers who currently deliver provision through the ASB run by the Skills Funding Agency are able to deliver Traineeships for 19 to 24 year olds using the existing freedoms and flexibilities within this budget.

English and Maths Funding

As a study programme, a traineeship's core aim drives retention in funding terms. Completing the work experience core aim means the student is retained. Completion can be either by fulfilling the planned hours or by leaving the core aim early to achieve a successful outcome. Four scenarios are possible which define retention, funding, outcomes:

- the trainee completes the planned hours on the core aim and progresses to a successful outcome – which is retained in funding terms and positive in quality terms or the trainee completes the planned hours on the core aim but does not progress to a successful outcome – which is retained in funding terms, but negative in quality terms or
- the trainee leaves the core aim early and progresses to a successful outcome – which is retained in funding terms and positive in quality terms or
- the trainee leaves early and does not achieve a successful outcome - which is negative in retention terms and negative in quality terms.

Definitions for successful outcomes

- Successful outcomes will be within 6 months of leaving/completing a traineeship, the trainee:
- to have had 8 consecutive weeks of employment/self-employment of 16 hours a week or more (if 16 or 17 years old with RPA compliant amount of training) or
- to have started on an apprenticeship by passing the qualifying period to count in funding terms or
- to have started on a further learning course at level 2 or level 3 by passing the qualifying period to count in funding terms - the further learning should include a substantial qualification recognised in the DfE performance tables

If a learner does not complete the English and maths elements of the traineeship within 6 months then these will continue to be funded until they are completed. There are no additional ILR requirements for English and maths aims that continue beyond the maximum length of a traineeship. English and maths qualifications may be completed in subsequent Apprenticeship programmes, in work with training or as a stand alone after the trainee has left the Traineeship.

Learner Eligibility

Both providers and referral agencies are required to understand whether young people are eligible to undertake a Traineeship.

Where young people apply directly to a provider then the Initial Assessment process must ascertain eligibility. If the young person is ineligible then providers are expected to refer the young person onto appropriate provision either within their organisation or externally.

When providers receive a referral from one of the referral agencies it would be expected that the referral agent has checked eligibility. However, the provider's robust Initial Assessment process will determine whether the young person is eligible. If the young person is ineligible providers should refer the young person onto other appropriate provision which they offer or back to the referral agency.

Traineeships for 16-18 year olds; or 16-25 year olds with an Education, Health and Care Plan (EHC plan)

Meet the Education Funding Agency's (EFA's) residency requirements*

Be aged between 16-18 on the 31st August in the funding year in question, but have not had their 19th birthday at the start of the Traineeship**

Traineeships for 19-24 year olds

Meet the SFA's residency requirements***

Be aged 19-24 on the 31st August in the funding year in question, but have not had their 25th birthday at the start of the Traineeship

Have not yet achieved a full Level 3 qualification or above

Work less than 16 hours per week, earning no more than 16 times the National Minimum Wage or less than £330 per month

Have little or no work experience

After the Initial Assessment, the Trainee should be assessed to be ready for an Apprenticeship, other employment, or full time study programme within 6 months of their Traineeship

* See paragraphs 20 to 37 of EFA's Funding guidance for young people 2013/14: Funding regulations

**A 16- to 18-year-old learner is any learner who is aged 16, 17 or 18 on 31st August in the relevant funding year. A learner cannot start until 1 August after they leave Year 11

*** SFA Funding Rules 2014-15 – version 2

Recruitment and Referral Mechanisms

This section is intended to support Traineeship providers to recruit young people into their provision and provide information for referral agencies to place their clients into appropriate provision.

Why is Marketing Traineeships important?

A regular supply of young people onto Traineeship programmes benefits all stakeholders. More young people have the opportunity to progress into an Apprenticeship or employment. Employers have the opportunity to offer more work placement opportunities and more Apprenticeship roles. Training providers are able to engage with more young people and more employers which in turn could lead to more opportunities to deliver Apprenticeship provision. Referral Agents are able to progress their clients into relevant provision which should lead to paid employment.

In July 2014, New Economy estimated that there was a potential cohort of 8,250 young people living in Greater Manchester (GM). This represents a significant opportunity for young people, employers and Traineeship providers across GM.

Marketing Traineeships

Recruitment is a result of proactive outward and inward facing marketing activity from within the provider. Larger providers may have access to a central marketing team responsible for the marketing of other programmes, which could be utilised for the promotion and recruitment of Traineeships. However, smaller providers may not have these resources available. Below is some guidance on how a provider with limited resources may go about recruiting trainees.

Establishing the Target Cohort

When marketing your Traineeships, it is important to first and foremost understand the characteristics of the target market. The characteristics of the young people would include:

- Aged 16-24.
- Little or no work experience.
- Unemployed or employed for fewer than 16 hours per week.
- Lacking the skills/knowledge/confidence to secure an Apprenticeship.
- Desire to work.
- Has been applying for Apprenticeships and has so far been unsuccessful.
- Sector specific interests, dependent on the provider.

Finding the Target Cohort

Once you have determined the characteristics of the target market, it is important to consider where young people who benefit can be accessed. Some general examples have been included below, however different audiences, including sector, location and the individual provider's own characteristics should be considered.

| Characteristic | Possible Source |
|--|--|
| Aged 16-24 | Consider social media. Young people are more likely to use social media platforms such as Twitter and Instagram, rather than LinkedIn and Facebook. Visibility on social media has become a necessity for engaging with the majority of target markets. |
| Lacking the skills/knowledge/confidence to secure an Apprenticeship. | E.g. School-leavers who have not achieved the GCSE grades appropriate to move into substantial further education or an Apprenticeship form a key segment of the Traineeship target market. Contacting and building relationships with local schools may help to |
| Has been applying for Apprenticeships and has so far been unsuccessful but has desire to work. | Providers who also offer Apprenticeships could use the data gathered from unsuccessful applications to inform suitable recruitment opportunities for Traineeships. Likewise, providers who offer lower level study programmes could use Traineeships as a route for progression. |
| Lack of confidence. | Young people who lack confidence are not as likely to contact providers face-to-face or over the phone and are more likely to use digital methods of communication that do not require face-to-face contact. Website content and visibility and a less intimidating point of contact are important for targeting this group. |

Appealing to the Target Cohort

It is important to understand what will encourage and deter young people from applying. Once the motivators and challenges have been determined, providers can begin to think about how to take advantage of and overcome these respectively within their marketing material and information. Some examples can be found below:

| Motivator: | To take advantage of: |
|--|--|
| Desire to progress into employment. | A case study of a successful Traineeship progression could encourage the young person's motivation and ambition. |
| Wants extra support and guidance in job searching. | Emphasise the specific work preparation points. Limiting the work preparation element of the Traineeship to a simple title, such as 'Work Preparation Skills' or 'Employability Skills' could be responded to negatively. However including the key, essential components of this element could help to encourage the young person that they will receive the specific skills that they feel they may need, for example, CV building and enhancement; interview preparation; writing cover letters; etc. |
| Wants real work experience with a real employer. | A case study from a trainee who has successfully progressed and also from the employer would help to prove to the young person that the work experience they will be undertaking will be meaningful. |
| New experience; exciting. | Possibly reflected in branding and graphics as well as language of IAG and marketing material. |
| Challenge: | To overcome: |
| Working for free. | Emphasise that it is for a limited time and will significantly improve chances of gaining paid employment. Again, a case study of successful progression could help to overcome this concern. |
| Less realistic perception of own abilities; Traineeships are beneath them. | Explain natural progression through programmes; ensure young person fully understands the routes that are available to them to give them a more realistic perspective. Ensuring that IAG material clearly explains this before the recruitment process means that learners will apply with a more accurate understanding. |

Informing the Target Cohort

The IAG before, during and after the recruitment process is absolutely vital to an effective marketing strategy.

IAG material should be easily accessible for the potential trainees before application and should clearly outline the process of application; the format that the Traineeship will take; and the progression routes available upon completion. Confirming that the young person is equipped with a firm knowledge and understanding of the processes before beginning the Traineeship will encourage learners to have a healthier, realistic and more optimistic outlook on their prospects and will aid in learner retention. This will also help to ensure that the Traineeship will run smoothly for all parties.

Major Recruitment Opportunities

Direct applications as a result of outward facing marketing.

Vacancies can be advertised on the National Apprenticeship Service (NAS) Apprenticeship Vacancies (AV) site. The SFA have produced a guide for providers where vacancies can be uploaded with a named work placement employer. This can be downloaded from

www.traineeshiptoolkit.co.uk/resources/recruitment-and-referrals.

Traineeship opportunities without a work placement employer cannot be advertised.

This is an opportunity for young people to take an active role in selecting a Traineeship based on an employer of their choice. Employers also benefit from knowing that a trainee is motivated to gain work experience with their organisation. This also allows a single platform in which providers can provide all relevant IAG before application, to ensure that the learner fully understands what a Traineeship is and what the processes involve.

Internal referrals from unsuccessful Apprenticeship applications as well as progression from lower level study programmes.

Providers who deliver Apprenticeships will have access to a pool of unsuccessful Apprenticeship applicants. Of that pool of talent some may be both eligible and suitable for a Traineeship which can be promoted to the young person as an opportunity to acquire the skills and experience to become a successful Apprenticeship applicant.

Providers who deliver lower level study programmes could use Traineeships as a natural progression route for learners who are almost Apprenticeship ready.

External referrals from agencies working with young people.

There are a number of organisations working with young people across Greater Manchester. For the purposes of this Toolkit these organisations will be referred to collectively as Referral Agencies.

Referral Agencies include Jobcentre Plus (JCP), work programme providers, IAG services and other organisations that support young people. These organisations work with a cohort of young people, many of whom will be eligible and suitable for Traineeships.

By far the largest pool of potential trainees are JCP clients. JCP clients may be accessing either Job Seekers Allowance (JSA) or Universal Credit (UC) and these are subject to additional eligibility requirements over and above those stipulated by the Education Funding Agency (EFA) and Skills Funding Agency (SFA).



Case Study: Training Provider

My name is Adele Jones. I'm a training instructor at Age UK. I'm a tutor within the Traineeship Programme, so my main role is to deliver classroom based training for our Trainee learners who partake in a work placement and I primarily deliver Functional Skills and work preparation training.

“...By introducing Traineeships, we have seen a growth in our Apprenticeship numbers...”

A Traineeship is a programme of learning designed for 16-24 year olds who are currently not working and are very keen and eager to get into work. It is kind of suited for those learners who are very much more hands on and practical and are keen to get in and get a job or an Apprenticeship.

A Traineeship programme is made up ideally of a work placement element within a local business, or organisation within the vocational area they are interested in going into. They then also have to partake in some work preparation training, to ensure that they are ready and prepared for work and also that when they gain employment they sustain that employment.

Initially when a trainee first comes to us, they have probably got very little work experience, often have not done particularly well at school or have got quite low confidence levels. So by partaking in a Traineeship, where they have gone out into a work placement and also taken part in some work preparation training, they have gone onto sustain employment and a lot of them are now on our Apprenticeship programme.

The way that we run a Traineeship programme here at Age UK is that the learners spend the majority of that time in placement, four days per week, and we also like to keep them engaged in the centre for one day per week to ensure that they are learning throughout.

We have got a good team with both an Employer Engagement Advisor and Learner Engagement

Advisor, who source companies that are interested or do not really know much but are willing to give a young person an opportunity. We then use our Learner Recruiter to match the learners to the appropriate work placements. Once the learners are settled in the work placement, they then complete a weekly work placement diary which logs their learning that they have done that week. As a tutor, we set objectives and on a weekly basis we contact the employer to gain some feedback which can obviously go on their training review.

We offer lots of different training courses here at Age UK and the fact that we have now introduced Traineeships quite easily slots in within the other training that we deliver. We have a study programme which is for 16-18 year olds, who are not quite ready for work yet but after doing some training can then progress onto our Traineeship programme, so it is kind of a feeding mechanism for our trainees. Also as we deliver Apprenticeships, any of our trainees who do successfully gain employment can then progress onto our Apprenticeship programme. So by introducing Traineeships we have seen a growth in our Apprenticeship numbers and also now our study programmes have a progression route onto a Traineeship.

For any learning provider looking to start delivering a Traineeship programme, I think that it would be a great idea and would really benefit your business, especially if you run other training programmes that it might slot in relatively well with.



Case Study: Employer

My name is CK Wong. I have been a practising Chartered Accountant since 1977. I've taken on a new trainee in my own practice.

“...I want to give a young person some practical, working experience...”

I've taken on a new trainee from Kaplan. He hasn't worked for anybody whatsoever and he doesn't know anything about accounting. He is studying accountancy with Kaplan. He's willing to learn and I started off teaching him how to do the basic book-keeping entry. He learns quickly. In this short space of time, Daniel can actually understand quite a lot.

To recruit a trainee, I contacted the learning providers around Manchester and ask them to send me CVs of trainees. I would review the CVs and pick two or three to interview. At the interview, I would let them know what their role in this company is all about; how they can help me; and how I can help them.

Dan has been with my company for just over three weeks. Since I've taken him on, Kaplan have been here twice. They do monitor his progress a lot and I report

to them what Daniel is doing so that we can monitor what level he is up to.

I do ask my senior staff to review the work of the trainee and this teaches them to review accountancy work as well as any other work.

Taking on a trainee is a commitment for the company as well as the trainee. As accountants we sell our time so we usually lose money initially, spending time teaching the trainee, but we soon recover the money lost and after that they can contribute a lot to the company.

A trainee should help me because I want to give a young person some practical working experience and also help them with their studies. A trainee can help any company gain the satisfaction of training somebody.



Case Study: Trainee

Daniel-Dean Grady works at CK Wong Chartered Accountants in Burnage. He didn't want to leave education after finishing college but he wanted to work and earn a wage, so he took up a Traineeship in February 2015. He has learnt everything from accrual payments to PAYE and has now progressed onto an Accountancy Apprenticeship.

“...I feel like I'm part of a team...”

“I got my Traineeship by going on the Get My First Job website. I found one with Kaplan for a Financial Internship and I applied. The next morning, I had a call back and later that week I was in for an interview.

“My Traineeship has given me a job, training and experience. I feel like I'm part of a team; it's one of the nicest workplaces I could be in. They're not too strict because they know I obviously don't know what I'm doing completely so they make sure I've got enough time to do my work. I couldn't ask for a nicer learning environment.

“During the Traineeship, we improved our maths, English and employability. We were given feedback, told how to improve and told where our weaknesses and strengths were but never in a judgemental way.

“Kaplan have been brilliant. The contacts I have there,

Debbie and Claire, have been absolutely wonderful, telling me what I need to know when I email them.

“I wasn't paid during my Traineeship but it didn't matter because I was happy to work for the experience, the training and for the opportunity to progress my career in a way where I could still continue my education. They did pay for the expense of travel. I was never out of pocket and now I've progressed, I will be getting paid.

“In the future, I plan to continue my AAT to level four and then hopefully go on to study ACCA or another higher form of accounting qualification.

“I would recommend Traineeships to other people. It's given me work, education and training, all without having to go very far. It's all been handled very well and very professionally.”



Case Study: Referral Agency

My name is Rebecca Absolom. I am a Skills Tutor for the Seetec Routes Programme for young people who are not in education, training or employment. Our job is to re-engage learners and progress them, whether that is onto a Traineeship, Apprenticeship or Study Programme.

“...Traineeships can really engage young people into what their worth is again...”

A Traineeship is almost that step before an Apprenticeship. It is something that can be flexible. It is a support network and a training programme for young people who have not quite got the skills or the experience to go forwards into an Apprenticeship, but also for young people who have not quite got the confidence.

I would refer a young person to a Traineeship after completing a full Initial Assessment with them. I would look at: ‘Have they been applying for Apprenticeships? Have they been struggling to get an Apprenticeship?’ Even if that is down to low levels of maths and English, lack of experience, lack of skills, I would introduce them into an Apprenticeship through the Traineeship and selling it as that first step and that chance for them to get experience.

Young people come to me initially and think that they are going to walk into an Apprenticeship, when unfortunately that is not the case. The initial chat of, ‘actually, there’s a step before that,’ can sometimes be a shock to the young person. Once you explain it a bit further, that really a Traineeship is a good thing

because it is a chance for them to get the skills, to show their face to an employer and get known to an employer, and also to get that work experience and hands-on skills – that they are not going to be sat in a classroom five days a week – usually sways the young person to think, ‘actually, this is something I would give a try’.

Sometimes, when that young person has been doing nothing, they can feel disengaged from the world of work, so when you introduce them into firstly, the routine, and secondly, having that reason to get up of a morning, it can really engage them into what their worth is again.

We would refer a young person to a Traineeship in different ways and I think it would vary depending on your organisation. We have a Business Development Team, who would source vacancies, however if I was working for a smaller company that did not have that facility, I would use websites such as the National Apprenticeship website. I would look at what vacancies are out there at the moment, being realistic with the young person, and go from there.

JCP Eligibility Requirements

- For learners on Jobseeker’s Allowance or Universal Credit, the Department for Work and Pensions (DWP) policy is that work placements can be up to 240 hours (or extended if an offer of an apprenticeship place is accepted).
- All elements of the programme (including work placement) are subject to a maximum of 35 hours activity each week for the duration of the programme. This condition for the learner meets the requirements of state benefit rules whilst participating in the Traineeship Programme,
- The Work Experience placement should consist of meaningful work activities and reflect actual employment. For example, JCP would not expect trainees to attend a work placement for one day per week over a four month period.
- A more compact Traineeship is the preferred option of JCP Work Coaches, usually lasting between eight and twelve weeks. JCP can be flexible on this and is willing to discuss this with providers.

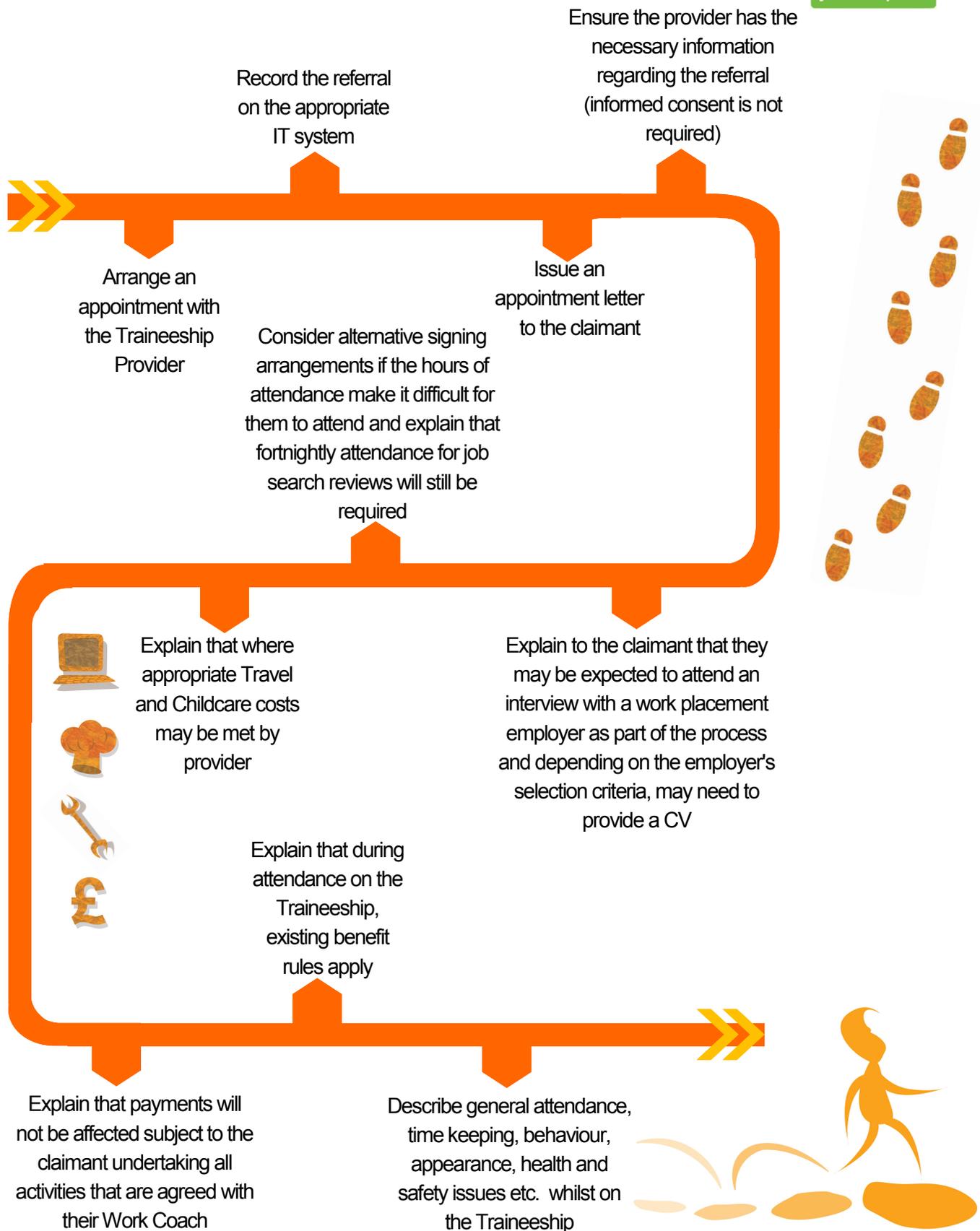
The benefit rules changed following an announcement on 27 March 2015.

The Department for Work and Pensions (DWP) have removed the 16-hour training limit for Jobseeker’s Allowance (JSA) claimants. This is to increase the flexibility for Traineeship providers and businesses to tailor Traineeships for benefit claimants. This will enable all young people to benefit from full-time participation while maintaining entitlement to their benefits.

Jobcentre Plus Referral Process

The Jobcentre advisor will...

jobcentreplus



In order for providers to receive referrals from JCP they would need to complete the JCP's Traineeship provision Tool template. A copy can be found in Annex 4.1 and can be downloaded from www.traineeshiptoolkit.co.uk/resources/recruitment-and-referrals.

Case Study

Age UK Training

Age UK Training in Ashton Under Lyne have a successful relationship with their local JCP office. They have developed a programme that satisfies the requirements of JCP and they commence programmes on a weekly basis. Therefore, young people who have been referred onto their Traineeship can start on the Monday following their referral.

Age UK Training benefit from a constant flow of eligible young people onto their Traineeship programme. This in turn creates opportunities for them to engage more with existing employers and to engage with new employers.

Local employers benefit from having a larger pool of Apprenticeship-ready and work-ready young people available for recruitment.

JCP benefit from having a successful referral mechanism that moves young people into provision and then progresses them into an Apprenticeship or employment.

Young people move into provision quickly and have the opportunity to start a new career and to leave the benefits system.

Other GM Referral Agencies

A number of other organisations operate across Greater Manchester and work with a cohort of young people who will be eligible and suitable for Traineeships.

- Seetec, G4S and Avanta deliver Work Programme provision. A number of young people who complete the Work Programme will be eligible and suitable for a Traineeship.
- Greater Manchester Talent Match is a Big Lottery-funded programme bringing together the private, public and voluntary sectors to support young people aged 18-24 who have not been in employment, education or training for 12 months or more and who need extra support to help them along their pathway to work. They have 50 Talent Coaches supporting young people across GM.
- The talent match website also incorporates Greater Manchester Opportunities Hub where support, guidance, advice and provision can be uploaded. There is potential for the Opportunities Hub to promote Traineeship provision. The website can be accessed via the following link: gmtalentmatch.org.uk/opportunities.
- Nu Traxx supports approximately 2,500 18–24 year olds that have been claiming job seekers allowance for six months and is delivered by Pertemps People Development Group (PPDG). Not all of their cohort will be eligible for Traineeships as they also work with graduates. However, a number of young people will be eligible and suitable and are looking to expand their network of Traineeship providers.
- The National Careers Service provide information, advice and guidance to help people make decisions on learning, training and work opportunities. Given that they are a national organisation, they are likely to offer support to a large number of potential trainees.

These are just a few examples of local referral agencies who providers can work with to recruit young people onto their Traineeship. Contacts of a number of referral agencies including those describe above can be found in Annex 4.2. The list is not exhaustive and providers are encouraged to explore all opportunities to develop relationships with referral agencies.

Greater Manchester Information Advice and Guidance (IAG) Services operate in every Greater Manchester borough. They work both in schools and with NEET young people. Therefore, they have access to a large cohort of potential trainees. A list of main contacts for each of the ten GM IAG services can be found in Annex 4.3.

Feedback

Referral agencies have a professional interest in acquiring feedback from providers on their clients' progress during the Traineeship and progression after the Traineeships. Referral agents have their own targets and progression tracking that they are required to adhere to. Positive, accurate and timely feedback is likely to generate further referrals. It is vital that young people are tracked so that the effectiveness of Traineeships can be measured.

Information for Referral Agencies

A number of colleges and training providers in Greater Manchester deliver Traineeships across a range of sectors, of differing programme lengths, and enrolling at various intervals. This is summarised in Annex 4.24 to help referral agencies give information on appropriate Traineeship provision to the young people they work with. This list is not exhaustive.

The information can be used to enable the most appropriate Traineeship provision to be found for the young person based on geographical location of the training centre, the sectors that are focused on, the length of programme and the regularity of start dates. The young person and their referral agent can then select the most relevant provision.

The relationship between providers and referral agencies is crucial to ensuring that all young people who are clients of those referral agencies are offered the most appropriate Traineeships. We would recommend that providers and referral agencies utilise the information in this chapter to develop those relationships, understand each other's requirements and find Traineeship solutions for young people.



Delivering Traineeships

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Planning Delivery

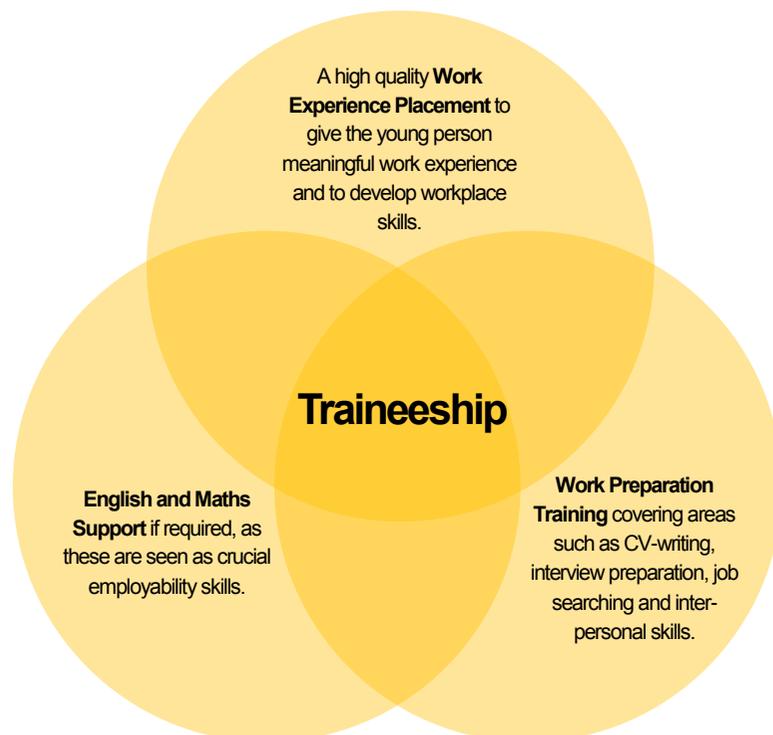
The Greater Manchester Learning Provider Network (GMLPN) have developed this section based on research of Skills Funding Agency (SFA) and Education Funding Agency (EFA) policy; review of existing resources, primarily the Association of Employers and Learning Providers Traineeship Support Staff Programme (AELP TSSP) project; and by canvassing the views and opinions of GMLPN members who currently deliver Traineeships in Greater Manchester. This research has informed the principles of delivery, timetabling and staffing described in the following section.

Policy Context

Traineeships are made up of three core elements: a work experience placement; work preparation training; and English and maths.

Providers and employers have the freedom to bring these elements together in the best way to engage and support individual trainees. Providers are expected to work with young people from the outset to assess their individual needs and tailor a programme that meets those needs against the core elements including consideration of timing, duration and options for a flexible element. Some young people may need to focus primarily on English, maths and work preparation at the beginning of their Traineeship before moving into the work experience placement. Others may benefit from starting their work experience with a supportive employer early in the Traineeship, with work preparation and English and maths built in alongside.

In addition to the three core elements, providers and employers have the flexibility to add elements to Traineeships depending on the needs of young people and the labour market. The flexible content of Traineeships could include high quality and relevant vocational qualifications, skills required by the local labour market or particular sectors/employers, business, commercial and enterprise skills or ICT skills. These are examples only and are not designed to be prescriptive or exhaustive. Providers and employers should look to design Traineeship programmes that are appropriate for the local labour market needs.



(Framework for Delivery 2015-2016)

www.gov.uk/government/uploads/system/uploads/attachment_data/file/410737/Framework_for_delivery_2015-2016.pdf

Delivery Models

The table below describes three theoretical Traineeship delivery models. These are intended to help providers identify a model of delivery that meets the needs of employers and learners. Our research has indicated that providers tend to operate a sector-specific Group Intake model with some elements of employer design incorporated.

Some providers are exploring the opportunities to deliver Employer-Led programmes with large employers who are able to take on a group of learners with the intention to progress them onto Apprenticeships. Providers could also consider consulting with employer groups made up of smaller employers to develop Traineeship programmes that meet the needs of smaller employers across their sector.

| Model | Advantages | Challenges |
|--|--|---|
| Employer-Led Employer wants to establish a Traineeship model for their business; usually sector specific | <ul style="list-style-type: none"> • Employers can design programme with intention of moving trainees into employment including Apprenticeships • Higher likelihood of trainees moving into employment • Sector specific | <ul style="list-style-type: none"> • Trainees on programme may decide the employer/sector are not suitable |
| Learner-Led Specific programme for an individual learner who has been an unsuccessful Apprenticeship applicant | <ul style="list-style-type: none"> • Designed with intention of moving learner into an Apprenticeship, hence post-Traineeship destination pre-determined. • The provider could design a Traineeship specifically designed for that individual learner to gain more experience and confidence | <ul style="list-style-type: none"> • Difficult to timetable and costly to resource • Individual would take part in group classroom session that would form part of Group Intake or Employer-Led |
| Group Intake Planned programme with fixed start and end dates; mix of classroom learning and work placements; sector specific or generic | <ul style="list-style-type: none"> • Easier to timetable due to fixed dates • Younger learners can benefit from sharing classroom space with older learners | <ul style="list-style-type: none"> • Mix of learners with different learning styles and some learners may need more time than the fixed dates allow • Different employer experiences |

Timetabling

The nature of the Traineeship Programme enables providers to develop a flexible timetable to suit the needs of individual learners and employers.

Our research has indicated that providers plan to deliver a fixed timetable but incorporate flexibility based on their assessment of the requirements of learners and the work placement employer's time commitments. One Greater Manchester college has developed four fixed models of differing lengths. Learners' requirements are assessed and they are placed in the programme that suits that individual's learning aims.

The employers' needs should be considered when developing timetables, for example where they are only able to support their trainee on the work placement at specific times. Some sectors may also require work experience to take place during unsociable hours.

Flexible Timetable: Providers create bespoke timetables depending upon the needs of the individual trainee

Advantages

The trainee receives the training and work placement provision that meets their individual needs

Disadvantages

Difficult for providers to resource as trainee may require one to one provision

Fixed Timetable: Providers have a pre-planned fixed timetable which the whole trainee cohort will experience

Advantages

Providers can plan staff resources and can deliver both work preparation skills and English and maths to multiple learners

Disadvantages

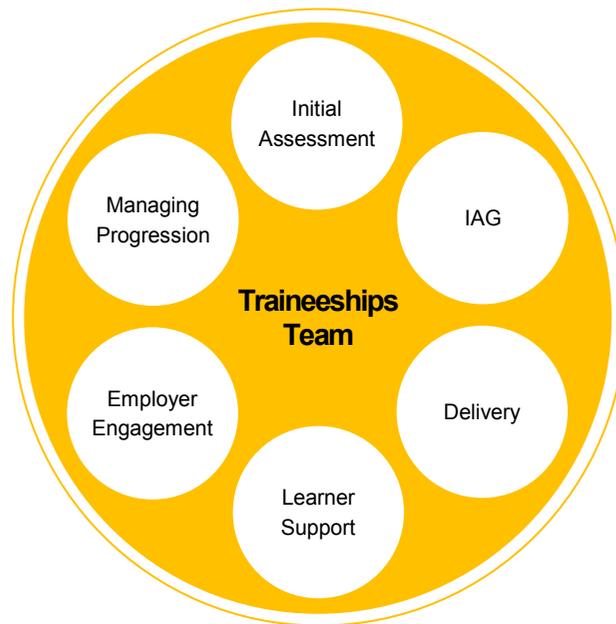
Some trainees may not receive the provision that meets their needs and circumstances which could result in them not completing the Traineeship programme

Staff and Resources

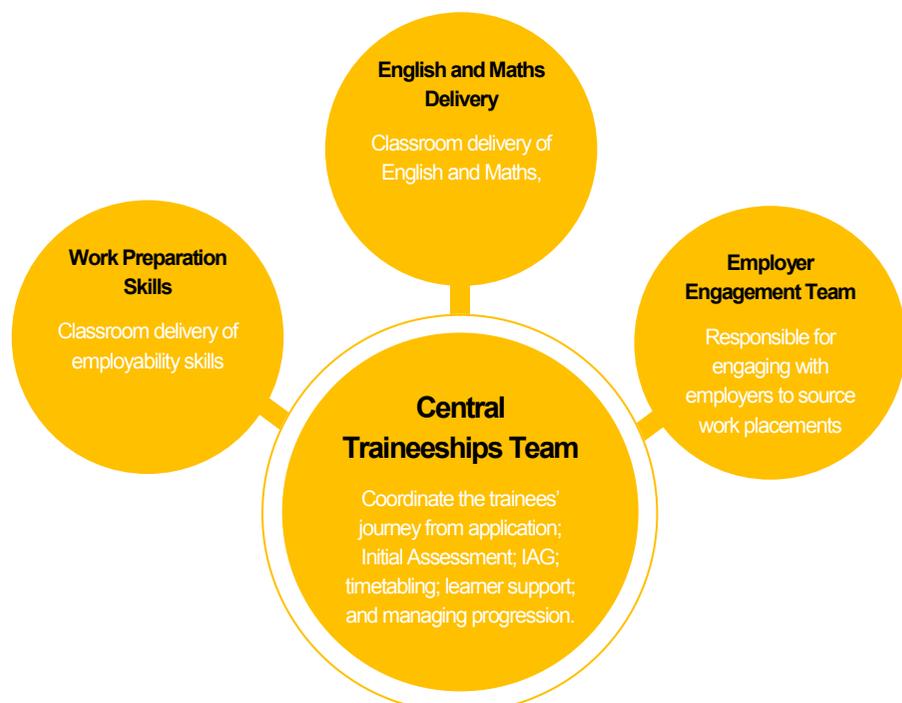
It is important that all staff involved in IAG, delivery, learner support and employer engagement understand the Traineeships concept and how this differs from other provision. Providers will also need to ensure that they have the resources to implement the three core components of Traineeships.

Traineeships should be coordinated centrally by a core team responsible for managing the overall programme. Smaller providers could share resources with other internal departments with respect to sourcing work placements, delivering English, maths and work preparation skills. Larger providers may have the resources to coordinate and deliver the programme and engage employers within a dedicated Traineeships department.

The first example shows that a small core Central Traineeships Team will coordinate the programme, manage the Initial Assessment process and support learners throughout their Traineeship. The English and maths, work preparation and employer engagement components are delivered by other departments within the organisation. The advantage of this approach is that existing resources and expertise can be utilised, however the Traineeship programme may not be a high priority for those other departments.



The second example shows a Traineeship programme where all components and processes are coordinated and delivered by a dedicated Traineeship team. The benefits of this system are that timetables and resources can be managed independently of other provision and staff are focussed on Traineeships.



Greater Manchester Delivery Models Examples

Age UK Training

Age UK Training deliver six sector-based Traineeships: Health & Social Care, Childcare, Retail, Customer Service, Business Administration and Logistics. They have designed a six-month programme for each sector, although Trainees typically progress after four to five months.

The vast majority of candidates are referred from Jobcentre Plus (JCP). Therefore, trainees roll on and roll off on a weekly basis. English, maths and work skills are delivered one day a week in the Ashton Under Lyne centre. Trainees are on work placement for four days a week.

The overall programme is managed by one member of staff who also delivers the English, maths and work skills to all trainees. Initial Assessments are managed by an additional member of staff who works with the employer engagement team to coordinate work placements.

Mantra Learning

Mantra Learning deliver Traineeship Programmes focused on the automotive and logistics sectors. They currently utilise a group intake delivery model and a 'roll on roll off' start and end date. They have developed a 12 week programme where Trainees spend the first five weeks in Mantra Learning's Middleton centre undertaking vocational related activities and gaining vocational qualifications, i.e. Level 1 warehouse and storage, PPT, Tyre fitting Level 2, work preparation skills and Functional Skills if required.

The trainees spend the final seven weeks in a work placement for five days per week for a maximum of 30 hours. If the Trainee requires further Functional Skills training then the work placement is reduced to four days per week and the Trainee will continue to attend the Middleton centre one day a week for further classroom-based Functional Skills provision. They use a mix of timetabling styles so that whilst there is a fixed 12 week programme learners attend Functional Skills classes based upon the outcome of their Initial Assessment. Trainees from both sector groups will share some classroom time but the provision is still based upon the individual's needs.

The AELP have developed a Readiness Checklist to support providers to develop and improve their implementation of Traineeships. An example is available in Annex 5.1, which can be downloaded from www.traineeshiptoolkit.co.uk/resources/planning-delivery.

The resources, tables and case studies in this chapter are intended to encourage providers to plan their Traineeship delivery. Providers should select the most suitable learning model to meet the needs of both learners and employers but should also be flexible enough to react to specific employer or sector requirements. Providers should also consider the staff resources they have available and how the programme will be co-ordinated and managed.

Initial Assessment

Initial Assessment is crucial for checking eligibility and understanding individual learners' requirements and motivations. The process can be divided into separate elements and should incorporate diagnostic assessments to identify existing skills and areas for development and informal discussions to understand aspirations, behaviours and learner confidence. Providers could make use of a variety of resources to engage with the learners and create a stimulating Initial Assessment process.

Why is Initial Assessment Important?

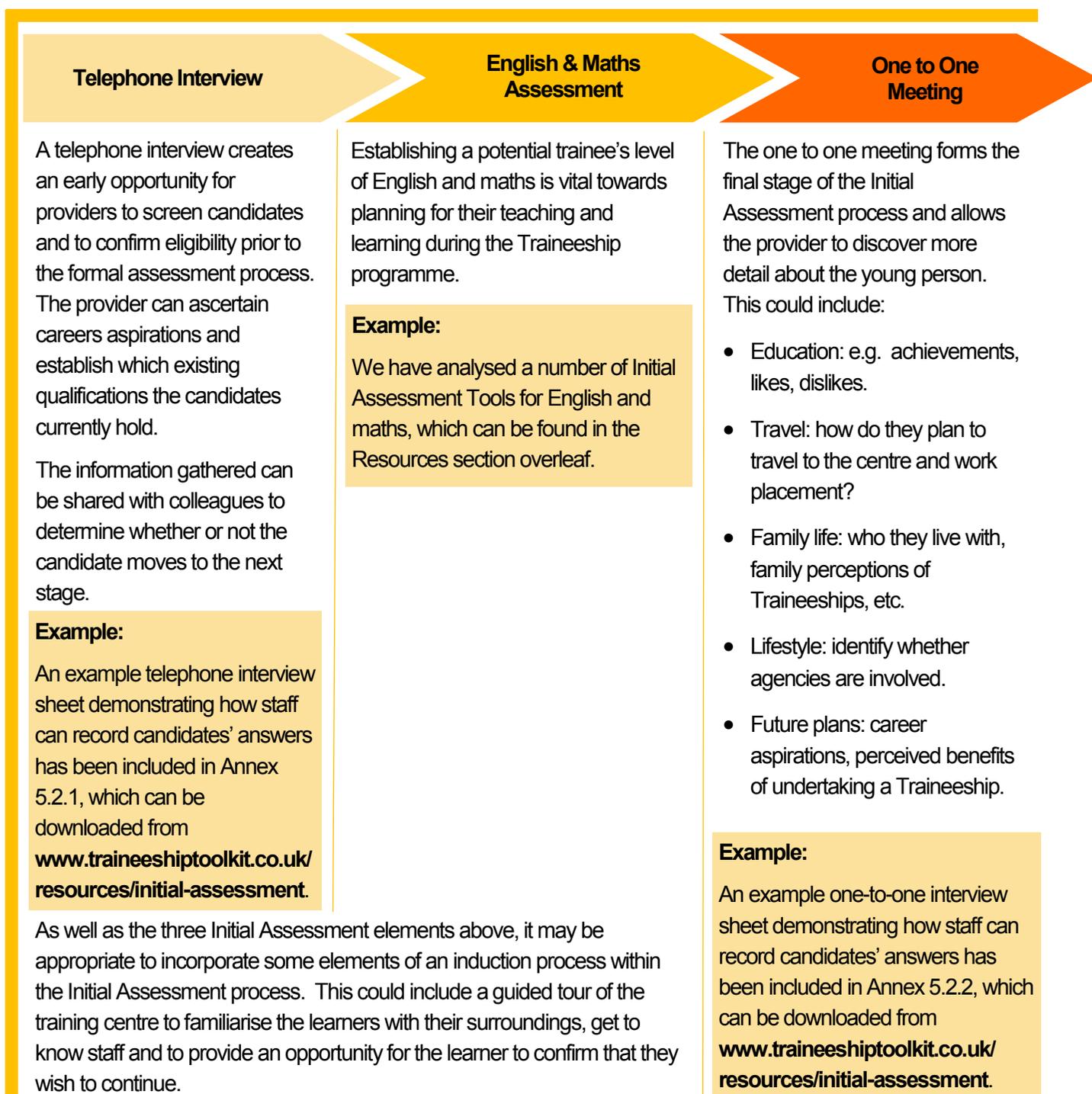
The Initial Assessment process serves a number of crucial functions as follows:

- a) Identifies that the young person will be Apprenticeship-ready at the end of the Traineeship.
- b) Informs the level of teaching and learning required for maths and English and work preparation skills.
- c) Helps determine whether the young person has the appropriate attitudes and behaviours required to complete the Traineeship and progress.
- d) Helps in understanding the career aspirations of the young person.
- e) Reduces the risk of non-completion of the programme and the consequential loss of confidence from both the young person and employer.



The process and methods used during the Initial Assessment process should firstly clarify the learner's eligibility before establishing their suitability to participate on the Traineeship programme. Once eligibility and suitability have been confirmed then the learner's competencies in English and maths and their work skills should be assessed. Finally, providers should understand the learner's motivation and careers aspiration. The diagram below is an example of the type of Initial Assessment process that could be followed and some of the methods providers could utilise.

Process and Methods



Example Initial Assessment Process



Resources

Using information shared by providers within the steering group we have created telephone and one to one interview record sheets. These are located at the end of this chapter.

As part of the AELP Traineeship Staff Support Programme, a number of resources have been identified which may be useful a part of the Initial Assessment process. We have reviewed a large quantity of online resources. The following are a selection of those considered most useful:

| Online Resource | Benefits |
|--|--|
| Fast Tomato Careers education & guidance www.fasttomato.com | <ul style="list-style-type: none"> • Easy to use; realistic job suggestions; identifies salary prospects and similar careers; limited free trial period |
| Mind Tools Identifies Time Management, Leadership and Self-Motivation tools www.mindtools.com | <ul style="list-style-type: none"> • Easy to use, useful feedback |
| Learn Myself Self-Motivation tool www.learnmyself.com (select 'Motivation Test' from menu) | <ul style="list-style-type: none"> • Simple quiz, useful answers that could support CV building |
| Vark Learn Identifies Learning Styles www.vark-learn.com | <ul style="list-style-type: none"> • Multiple choice; result gives detailed description of learning styles |
| Education Planner Identifies Learning Styles www.educationplanner.org/students/self-assessments/learning-styles.shtml | <ul style="list-style-type: none"> • Identifies what percentage learning style a learner has; descriptions of those learning styles |

Find below a number of Initial Assessment Tools for English and maths.

BKSB Live:

www.bksb.co.uk/home/

- Efficient and clear process.
- Classifies level from pre-entry to Level 3.
- Identifies areas for development.
- Comprehensive reports.
- Screener and Diagnostics now available, along with GCSE resources.

For Skills:

www.forskills.co.uk/

- Creates a comprehensive Individual Skills Plan
- Automatic dyslexia and dyscalculia screening, clear identification
- Interactive activities that are self-marking
- Highly detailed reports and progress graphs

Guroo:

www.guroo.co.uk/

- Fast and efficient; creates a skills analysis
- Real life scenario questions
- Provides resources and tutorials to support each individual area
- Tutor able to create practice papers
- Show progression with direct link to 'challenges' undertaken

Hodder:

www.hoddereducation.co.uk/Functional-Skills

- Accurate Diagnostics for Entry Level 3, Level 1 and Level 2
- Tutorials focus on underpinning knowledge and is followed by summative computer marked assessments
- Real world problems presented to allow the learner to apply new concepts.

The models, links and resources referred to in this section are designed to support providers to create a robust Initial Assessment process. The outcome of the process should inform the providers of the learning requirements of the trainee and enable providers to deliver bespoke English and maths and work preparation skills.

English & Maths

Delivery of English and maths are a core component of a Traineeship. There are a number of challenges and opportunities that providers will face. Effective management of resources and time will enable providers to deliver a programme where trainees will benefit from bespoke learning and employers will value the learners' improvement.

Why are English and Maths Important?

Employers are clear that literacy and numeracy are crucial employability skills.

English and maths help towards a learner's communication and problem solving skills, which are essential for a learner's career progression and beneficial to employers.



Policy Context

All young people undertaking a Traineeship are required to study English and maths unless they have already achieved a GCSE at A*-C in those subjects or, for those 19 or above, a Functional Skills qualification at Level 2. Young people aged 16 to 19 taking part in a Traineeship are expected to continue to work towards achieving a GCSE A*-C, taking Functional Skills as stepping stone qualifications. For those aged 19 and over Functional Skills qualifications alone may be more appropriate.

It is important that all trainees are stretched when doing their English and maths. Where taught, English and maths should therefore build on the level of the qualification already achieved, so a student who has achieved a GCSE Grade D or a Level 1 qualification should be taught at Level 2 rather than Level 1, for example.

From September 2015 the new GCSEs in English and maths will be available for teaching at Key Stage 4. These qualifications will include a greater focus on the more applied aspects of English and maths, such as problem solving, writing for different purposes including factual writing and spelling and grammar. Providers are strongly encouraged to consider how teaching young people to work towards achieving these new qualifications will be incorporated in their provision in the future.

Providers should aim to support young people to complete their English and maths qualifications within their Traineeship where possible. In some cases it may take longer for a young person to achieve these crucial elements. We would expect young people to continue and complete these qualifications, together with any vocational training they have begun, after the formal Traineeship is achieved. For instance, this could be as part of further study towards employment, or as part of their Apprenticeship. Providers will need to comply with the relevant funding guidance and rules in this area.

(Framework for Delivery 2015-2016)

www.gov.uk/government/uploads/system/uploads/attachment_data/file/410737/Framework_for_delivery_2015-2016.pdf

Planning for the Delivery of English and Maths

The Education and Training Foundation (ETF) have developed a Guide for delivering “Maths and English in Traineeships”. We have summarised the guide in the sections below and aligned it with an existing Greater Manchester Traineeship provider’s delivery model.

The original document can be downloaded from www.traineeshiptoolkit.co.uk/resources/english-and-maths.

The ETF identified a four stage process to deliver English and maths within Traineeships.



Challenges for Providers

The EFT Guide to “Maths and English in Traineeships” also identifies a number of challenges for providers to consider when delivering English and maths. We have identified some good practice and approaches to address these:



Employer Expectations are Rising:

Employers are demanding higher levels of skills in the traditional applied basics of English and maths. For example, arithmetical accuracy and spelling, punctuation and grammar.



Emphasis on Final Exams:

Greater emphasis is now being placed on assessment by final examinations than on coursework. Exam skills, such as question/task-interpretation; selectivity and prioritisation; and managing the pressure of limited time, will need to be incorporated into delivery. However, these attributes are also important employability skills.



Learner Reluctance:

Many learners will have struggled with English and maths before the Traineeship so may resist having to carry on learning these subjects. Traineeships are an opportunity to re-engage and motivate learners.



Learner Disappointment:

Some learners may have felt fairly confident about their English and maths, and have been genuinely surprised or disappointed not to have gained a Grade C or better, or Functional Skills Level 2. A Traineeship presents learners with an opportunity to achieve a higher level.



Learner Autonomy:

Learner ‘autonomy’ and engagement are expected to form part of current teaching methodologies, and self-motivation, self-direction and independent and co-learning should be encouraged.



Duration of Traineeship:

Traineeships are limited in their length so it is important to prioritise areas for improvement and select the most effective teaching methods for the individual trainee.



Staff Training:

Staff delivering English and maths as part of a Traineeship programme may need CPD support in those subjects to be fully effective. Providers could consider seconding teaching staff from other providers where existing staff do not have appropriate qualification or capacity.

Case Studies

Age UK Training

Age UK Training have experienced reluctance and disappointment amongst those trainees who may have achieved D grade at GCSE but are assessed at Entry Level 3 in their BKSB Live Initial Assessment. Therefore, there is a larger gap to close in order for trainees to achieve Level 2. This reluctance is overcome by ensuring classroom days are split between English and maths and Work Skills to maintain learner interest and motivation.

They deliver to small groups of trainees who are able to learn autonomously and support each other's learning within the classroom. The smaller groups of trainees enable more individual learner support, which in turn leads to more effective management of the duration of the Traineeship.

Mantra Learning

Mantra Learning merge their Traineeship learners with older learners participating in Functional Skills programmes. They can use their staff resources efficiently across more than one type of provision, which results in unexpected intangible benefits that tackle potential barriers such as learner reluctance and learner disappointment.

"When we had single age group Functional Skills sessions, there was a danger of disruption and unsettled groups. Tutors were aware of the volatility of young students when in groups of competitive peers.

"When we mixed the experience and wisdom of the older students with the enthusiasm and vitality of the trainees, there was a real feeling of camaraderie and respect that made it a success. Both the trainees and the older learners benefit from the interaction, sharing experience and humour.

"Mixing the age groups is perfect for mixing ability and skill and it gives balance."

Jane Lowe, Functional Skills Tutor, Mantra Learning

Resources

We have reviewed and researched a plethora of maths and English teaching resources and selected four resources which have been approved by Greater Manchester providers on the Toolkit Steering Group. These resources are available to view and download on www.traineeshiptoolkit.co.uk/resources/english-and-maths.

1. Black Country Training Group (BCTG) have developed four modules of maths resources including modules such as fractions and decimals; positive and negative numbers; ratios; formulae, tables and graphs
2. Cambridge Regional College have developed resources for use by providers planning transition from Functional Skills to GCSEs
3. The Association of Learning Providers for Hampshire and the Isle of Wight (ALPHI) network of learning providers have produced a suite of teaching resources for English and maths
4. The National Institute of Adult Continuing Education (NIACE) report, "Helpful approaches to the delivery of English and maths provision for unemployed adults" is a useful guide for providers to consider delivery of English and maths from Initial Assessment to progression.

These guides, case studies and resources are intended to encourage providers to deliver effective English and maths. Whilst there are challenges to overcome there are solutions that meet the learning requirements of the trainees and the skills requirements of employers.



Work Preparation Skills

Delivery of Work Preparation Skills is a core component of a Traineeship. Providers have the flexibility to deliver employability skills that suit the needs of the employer and the learner. This represents a key opportunity for providers to engage with employers to design a programme that responds to employers' needs.

Why are Work Preparation Skills Important?

Work preparation skills are crucial to both securing and sustaining employment. By undertaking work preparation training, the learner is gaining the technical skills and the behaviours to succeed in commencing and progressing a career.

Providers have the opportunity to engage with employers in the design of the work preparation skills delivery.

Policy Context

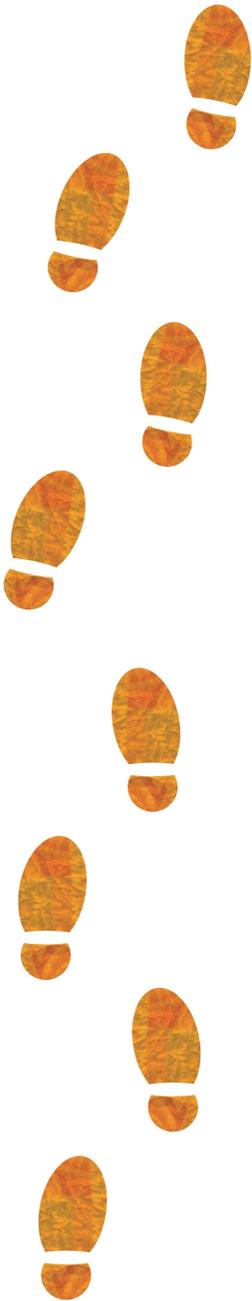
The content of the work preparation training is for providers and employers to design and agree. This should include any personal and social skills that the young person needs to develop in order to get the most out of their work experience and prepare them for future employment.

As part of the simplification of funding arrangements providers delivering to 19 to 24 year olds will be given the same flexibility to deliver non-regulated provision as those delivering to 16 to 18 year olds. Providers and employers are best placed to decide the work preparation that trainees need.

It is important that work preparation training covers both the skills that young people will need to find and secure employment (for example, job search techniques, CV writing and interview skills) and the skills and attributes that they need to sustain employment (such as planning, time-keeping, team working, self-confidence, resilience and strength of character). Initial training should also include preparation for the specific work experience placement the young person will be undertaking.

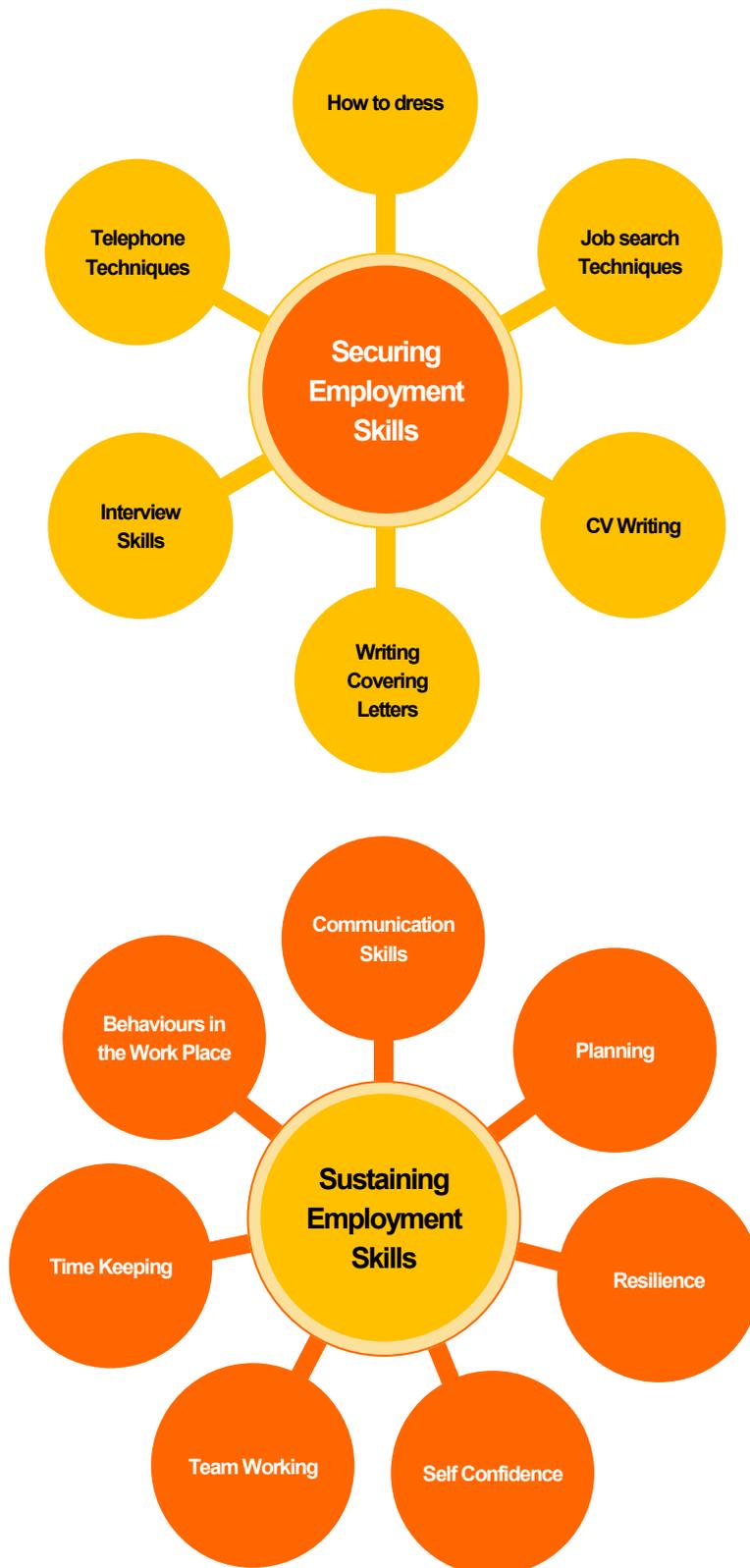
(Framework for Delivery 2015-2016)

www.gov.uk/government/uploads/system/uploads/attachment_data/file/410737/Framework_for_delivery_2015-2016.pdf



Elements of Work Preparation Skills

Work Preparation can be divided into two elements: Securing Employment and Sustaining Employment. The diagram below separates each element and suggests some of the skills required.



Delivery

Some providers may already deliver Work Preparation skills through other provision such as programmes for the unemployed. In those cases tutors will be used to delivering relevant employability skills.

Where providers do not currently deliver Work Preparation skills they should consider:

- the teaching staff available within the organisation or whether they need to recruit;
- Work Skills qualifications to offer, however they are able to decide the best option for the trainees;
- the amount of dedicated classroom time required.

Case Studies

Age UK Training

Age UK Training deliver a mix of Securing Employment Skills, Maintaining Employment Skills and other life skills through a City and Guilds Employability Skills Level One and Level Two. The units chosen by Age UK Training are:

- Planning for Progression
- Interview Skills
- Budgeting and Managing Personal Finance
- Undertaking a Work Placement
- Communication in the Work Place
- Equality & Diversity

Paper-based work booklets have been produced and developed for trainees to complete. The trainees work together in the classroom and share their work placement experiences. Those trainees aged 16-18 participate in sessions but do not work towards a certificate. Trainees aged 19+ build a portfolio of evidence aimed at acquiring a certificate. However, completion of certificate depends upon length of Traineeships. If trainees progress earlier then they have less chance of completing the certificate.

Mantra Learning

The Work Skills element of Traineeships at Mantra Learning is delivered by the Employability Skills Team. The Traineeship Teams effectively buys classroom time from Employability Skills Team, slotting the trainees into existing classes. Trainees are mixed with older learners and undertake a Work Skills Level One BTEC Programme across 30 guided learning hours, covering:

- Preparation for Interview
- Interview Skills
- Self-Assessment
- Working in a Team
- Investigating rules and regulations
- Using a CV and Cover Letter.

Trainees receive a Learner Portfolio and Workbook for completion by learners and teaching staff as trainees progress through the programme.

Resources

We have reviewed and researched Work Preparation Skills resources developed as part of the Association of Employers and Learning Providers Traineeship Support Staff Programme (AELP TSSP) project. We have selected three resources which have been approved by Greater Manchester providers on the Toolkit Steering Group. These resources are available to view and download on

www.traineeshiptoolkit.co.uk/resources/work-preparation-skills.

- Black Country Training Group (BCTG) has developed an Employability Resource Pack which could be used to teach some of the employability skills listed above.
- Grantham College has developed their own Employability Resource Pack which includes assessing employability skills as well as supporting delivery.
- Portsmouth Engineering Training Association (PETA) Ltd has developed an Employability Skills Passport which offers simple assessments, a snap shot of qualifications and soft/employability skills to employers at interview and a skills review and a way to prioritise skills development needs.



Providers are encouraged to deliver work preparation skills in an innovative and exciting manner. It is important to incorporate skills in both securing employment and sustaining employment, whilst meeting the needs of the work placement employer. Providers could consider mixing Traineeship learners with learners participating in other programmes, for example pre-employment programmes.



Work Placements

The purpose of Traineeships is to prepare young people for employment, therefore work experience is the key component of the Traineeship programme. Work experience should give the young person exposure to a real workplace where they can develop the skills, knowledge, confidence, attitudes and behaviours they need to succeed in starting and progressing a career.



Policy Context

The purpose of Traineeships is to prepare young people for employment so that they are able to progress successfully to Apprenticeships and other sustainable work.

The SFA expects that work experience placements will last between 100 and 240 hours. Longer placements may be necessary to prepare young people for work, but these would need to be based on clearly identified learner needs.

For young people in receipt of benefits, the work experience placement can last up to 240 hours (or extended if the offer of an Apprenticeship place is accepted) at a maximum of 30 hours a week.

Providers and employers will be free to agree how the placement fits best with the other components. In some cases, it may be better for young people to undertake work experience at the end of their Traineeship, in others to begin this from early in the programme with the other components sitting alongside it. Providers should offer ongoing support to employers and young people as needed throughout the work experience placement. This will enable continuous learning and reflection for trainees, with the work experience element both reinforcing acquired skills and giving individuals experience that will help equip them for future employment.

(Framework for Delivery 2015-2016)

www.gov.uk/government/uploads/system/uploads/attachment_data/file/410737/Framework_for_delivery_2015-2016.pdf

Principles of High Quality Work Placements

The SFA have identified six principles for quality work placements, listed below, which should be considered when placing trainees into work placements.

Choice and Relevance

Matched to the trainee's areas of interest and aspiration.

High Quality work experience rather than observation or mundane tasks.

Feedback and Review

Regular constructive feedback from managers.

Formal reviews at key stages with the manager, provider and trainee.

Organisational Readiness

Commitment from senior managers/owner.

Low ratio of trainees to experienced staff. One GM provider recommends not exceeding ratio of three trainees to one experienced staff.

Written Agreement

Made between the trainee, employer and provider setting out mutual expectations and commitments, including the training plan and arrangements for reviews.

Consider creating a Service Level Agreement or pledge document for employers.

Planned Placement

Structured induction process.

Clear objectives and integrated off-the-job training.

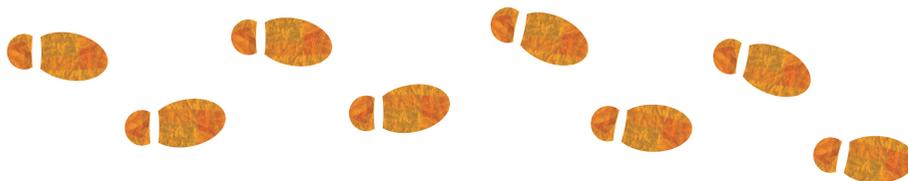
Supported by identified mentor or buddy such as a current Apprentice.

Good Preparation

Pre-placement preparation by the provider, employer and prospective trainee.

Understanding of the trainee's personal circumstances that might affect their workplace behaviour.

(Framework for Delivery 2015-2016)





Good Practice for supporting Trainees in the Work Placement



Flexibility of movement from classroom to work experience placement to maintain the trainee's engagement and enable the trainee to put the theory learnt within their work preparation sessions into practice within the work environment



Regular contact to oversee that the employer is providing learning and development; these may be conducted via informal phone calls, regular face-face visits, and more formal assessments and reviews.



Structured work books and progress diaries filled in by trainees alongside their employers to provide a joint record of aims and achievements.



Mentoring and supervision provided by the employers (including by staff such as existing apprentices) to allow the trainee to reflect on their 'on the job' experience and discuss their longer term development of skills or qualities required for employment.

Employer Engagement

Traineeship providers in Greater Manchester, who have experience of delivering Apprenticeships, tend to use an existing pool of employers. However, Traineeships create an opportunity for providers to engage with new employers who have not previously recruited young people into Apprenticeships. Whilst providers are discouraged from promoting the "try before you buy" philosophy, employers may see the benefit of utilising a Traineeship work placement as a "trial period" before committing to investing in an apprentice.

Providers are encouraged to have Traineeship work placements arranged prior to recruiting Trainees. Ideally, there will be an Apprenticeship vacancy with the work placement employer at the end of the Traineeship. It is recognised that some employers will not have an Apprenticeship vacancy but are keen to support young people by offering them a work experience opportunity.

The National Apprenticeship Service has produced a Traineeship guide for employers. It highlights the business benefits of Traineeships and provides large employer case studies. This is a useful tool for providers to utilise when engaging with employers. The document can be found on the website at www.traineeshiptoolkit.co.uk/resources/work-placements.

Case Study

Age UK Training

Age UK Training in Ashton Under Lyne place trainees with Marks and Spencer's (M&S). Whilst there are no current Apprenticeship vacancies with M&S the quality of that work experience at M&S is valued by other local retailers who are able to offer Apprenticeship vacancies to the trainees on completion of the Traineeship. This is an example where a high-profile employer who is currently unable to offer Apprenticeships can be utilised to provide valuable work experience that lead to trainees gaining an Apprenticeship within the sector with another employer.

From the provider perspective the Traineeship is an opportunity to keep those employers warm and maintain the relationship. In the Age UK Training example described above, M&S are benefitting from a positive relationship with the provider; therefore it is likely that should Apprenticeship opportunities be available in future at M&S then Age UK Training would be in a strong position to benefit from the existing relationship.

Matching Trainees to Work Placements

The following methods assume that employers are already identified and have agreed to offer a work placement.

Provider Match

Provider will use knowledge of trainees and employers to match. Easy for employer and impartial. Works well with Group Intake delivery model. Potentially employer and trainee will be less motivated as they have been placed together rather than through choice.

Employer Selection

Interview/selection process where the employer chooses preferred candidates. Trainees are motivated as they have been chosen by the employer. Works in conjunction with the Employer Led delivery model.

Trainee and Employer Selection

Trainees are given a choice of placements. Interviews are arranged with the employers. Both employer and trainee have selected their preferences. Time consuming to coordinate interviews and providers will need to manage expectations and motivations of unsuccessful applicants.

Providers could utilise their partnerships with Referral Agencies to support the interview and selection process.

Case Study

Mantra Learning

Mantra Learning is using the Trainee and Employer Selection method. It advertises its Traineeships as a work experience opportunity with a specific employer. A young person will therefore select their preferred employer by applying for the Traineeship. The employer has the opportunity to interview the young person and therefore select the trainee.

Where the trainee has not been selected by the employer, Mantra would match the trainee to another suitable employer from their pool of employers across Greater Manchester. Therefore, it would effectively be utilising the

Managing Employer Expectations

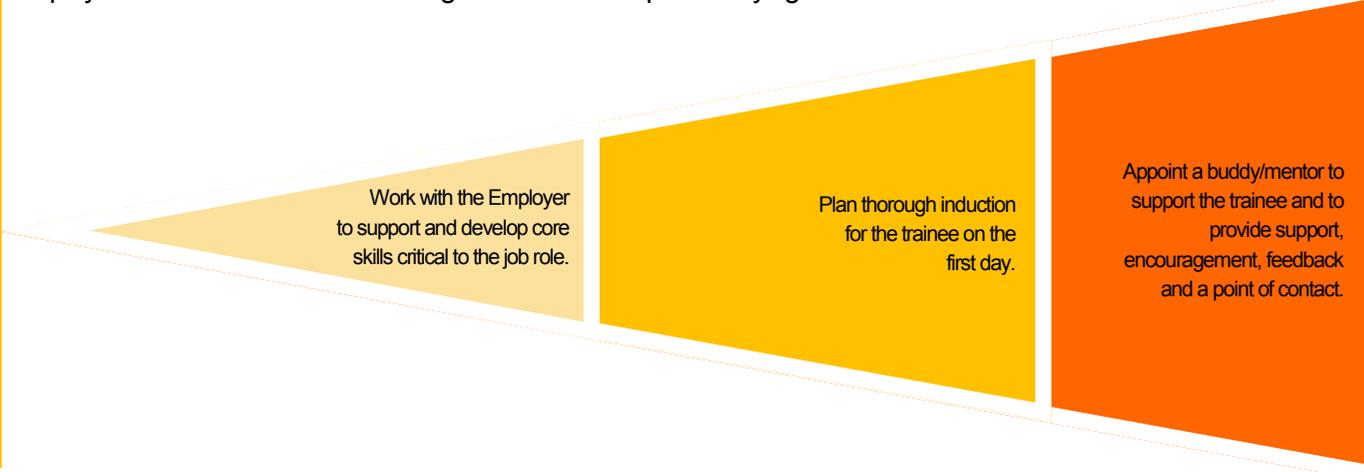
It is important to understand the employer expectations and to relay these to the trainee. Providers could consider drafting a Service Level Agreement with employers or even a tripartite agreement between trainee, training provider and work placement employer

A draft SLA template can be found in Annex 5.5.1 and can also be downloaded from www.traineeshiptoolkit.co.uk/resources/work-placements. This can be used by providers to establish agreements and principles between the three stakeholders.



Involving Employers in Traineeship Design

Employers can be involved in the design of a Traineeship to a varying level.



Case Study

Kaplan

Kaplan is developing a Traineeship programme in partnership with large employers who will recruit a large intake of trainees with the intention of progressing them onto Apprenticeships. The employers have taken active roles in shaping the work preparation skills that they wish to be taught to align with the work placement.

Communication: Effective Review & Feedback

Providers, employers and learners should participate in regular reviews and to share feedback. Review throughout the work placement will maintain supportive relationships between the three stakeholders. Providers are encouraged to plan regular review points with both trainee and employer.

Please find in Annex 5.5.2 a trainee review and feedback matrix that can be completed by the employer to inform the provider of the trainee's performance and progress. This can also be downloaded from

www.traineeshiptoolkit.co.uk/resources/work-placements.

Managing the Final Stages

Guidance in the Framework for Delivery 2015-2016 states that "...all Traineeships to offer an exit interview with the work placement host at the end of the placement."

We expect all Traineeship programmes to offer an exit interview with the work experience host at the end of the placement.

Providers have a vital role to ensure that where a trainee is not progressing to an Apprenticeship or other job with their employer, that the employer conducts an exit interview and provides meaningful feedback. We would recommend that this be incorporated into an SLA.

This creates an opportunity for the trainee to practice and prepare for future interviews and opportunities. Young people should also receive meaningful written feedback reflecting the work placement and to help improve performance.

Providers should seek final feedback from employer regarding the provider practices to support improvement of delivery of future Traineeships.

Resources

Keeping Excellence in Training Standards (KEITS) has developed an employer engagement resource as part of the Traineeship Staff Support Programme 2014. The Traineeship Staff Support Programme is commissioned and funded by The Education and Training Foundation and managed by the Association of Employment and Learning Providers (AELP). This is available to download from

www.traineeshiptoolkit.co.uk/resources/work-placements.

Work placements should be high quality and suit the needs of both the learner and the employer. Providers should engage with a range of employers, particularly those who are looking to recruit an apprentice. Providers, employers and learners should be aware of each other's expectations and should all actively participate in regular review and feedback.

Progression

The intention of Traineeships is to progress young people into Apprenticeships and other sustainable employment. Whilst there are five potential progression outcomes for trainees who complete their Traineeship, providers are encouraged to align Traineeship provision with Apprenticeship opportunities.

Policy Context

A young person's Traineeship will be complete at the earliest of the following exit points:

- the young person progresses into employment, an Apprenticeship or further education and training;
- all elements of the young person's agreed Traineeship programme are completed; or
- the young person completes six months on the programme.

(Framework for Delivery 2014-2015)

www.gov.uk/government/uploads/system/uploads/attachment_data/file/311739/140515_Traineeships_Framework_for_Delivery_1415.pdf

“Whilst we want the vast majority of young people to progress from a Traineeship into an Apprenticeship, sustainable employment or further learning by the end of six months, we recognise that this will not always be the case. For these young people, trainees will have significantly increased their skills and given them work experience and a reference to include in their CV, putting them in a much stronger position to find work. In these instances, we expect the provider leading the Traineeship to ensure that young people are in contact with organisations that can help them find work or training opportunities and that they are supported to complete any qualifications, including English and maths, begun on their Traineeship.”

(Framework for Delivery 2015-2016)

www.gov.uk/government/uploads/system/uploads/attachment_data/file/410737/Framework_for_delivery_2015-2016.pdf

The government's recently published response to “Traineeships Funding In England – Funding Reform Technical Consultation” recognised the need for clearer definitions of outcomes. Currently, no timescales have been provided as to when the new definitions for Apprenticeships and sustainable job outcomes will be available.

“The funding agencies will publish new definitions for Apprenticeship and sustainable job outcomes from Traineeships that give a better indication of sustainability and that the outcome is directly related to the programme. We expect this to include the requirement that the employment has taken place for at least 8 weeks within 6 months after the Traineeship. To recognise and promote the value of enterprise and entrepreneurship in Traineeships, we plan to include self-employment as an acceptable outcome. However, we will work with the sector to determine the most appropriate means of defining self-employment and what the evidence requirements should be.”

(Traineeships Funding In England – Funding Reform Technical Consultation)

www.gov.uk/government/uploads/system/uploads/attachment_data/file/375832/bis-14-1099-Traineeships-funding-in-england-consultation-government-response.pdf

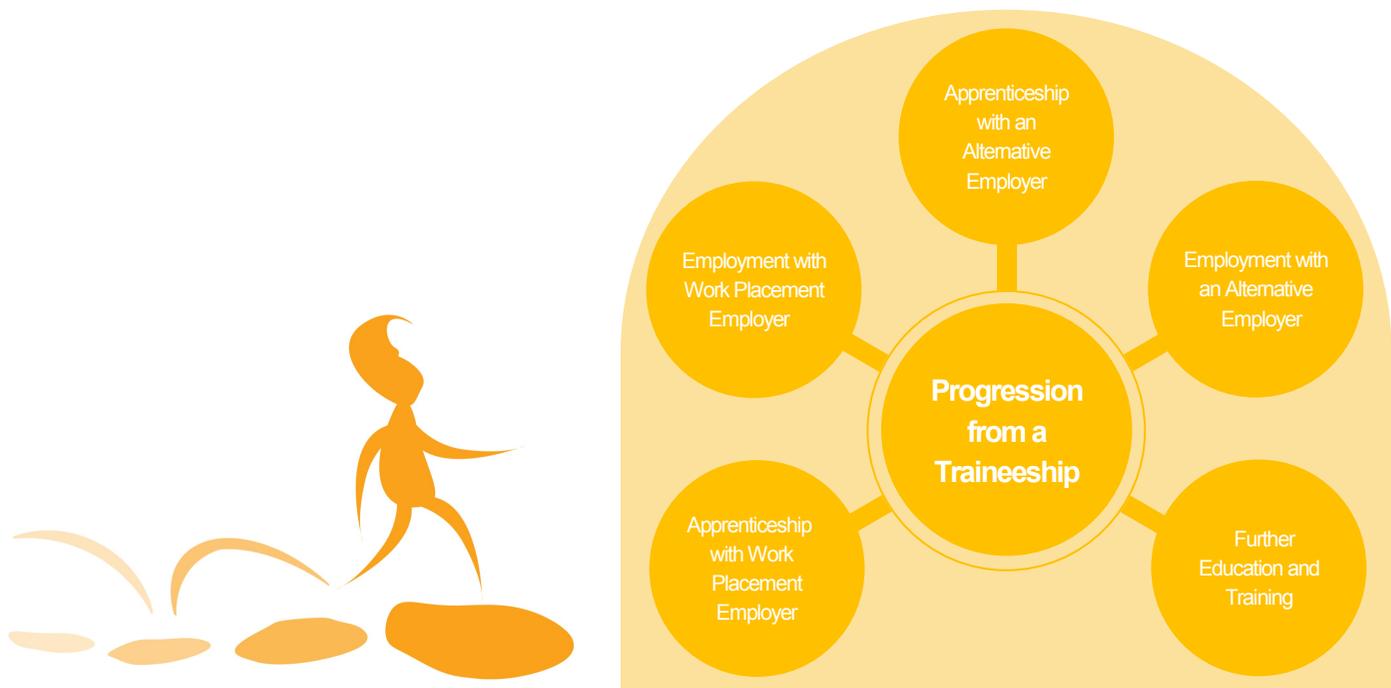
Post-Traineeship Progression Outcomes

There are five potential progression outcomes for trainees who complete their Traineeship. In an ideal world, the trainee would move into an Apprenticeship with the employer where they undertook their work placement. Alternatively, a provider will have Apprenticeship opportunities with other employers. These opportunities should be identified and explored in advance of the trainee completing their programme.

In some cases, the work placement employer may offer the trainee a non-Apprenticeship role. This may be a preferable short term option for the trainee as the salary is likely to be higher. Other possible progression routes include employment with an alternative employer within six months of completing the Traineeship, or the trainee may move into another form of education or training.

The diagram below highlights those potential progression outcomes.

We would encourage those Traineeship providers who also deliver Apprenticeships to align their Traineeship provision with their Apprenticeship opportunities. Hence, the work placements are planned with the intention that an Apprenticeship opportunity will be available at the end. We would expect those providers to report that the vast majority of their trainees progress onto an Apprenticeship.



Non-Completion of a Traineeship

Some young people may not complete their Traineeship programmes for a variety of reasons. How providers handle non-completers is dependent on the method of recruitment and the size of the provider. Methods for handling non-completion could include:

- Where a learner has been referred onto a Traineeship programme from an external referral agency, providers should inform the referral agency.
- Learners could be referred to other programmes within the provider.
- Learners may be referred to one of the three Work Programme providers (Seetec, G4S and Avanta).
- Learners could be referred to external or internal IAG services.

GM AGE Grant

Traineeships represent an additional opportunity for eligible employers to obtain a grant where they progress a young person from a Traineeship onto an Apprenticeship.

- A full breakdown of the incentive is defined below:
- A GM AGE incentive is available to an employer offering any Apprenticeship where:
 - The apprentice workplace is in GM.
 - The company size is less than 250.
 - They have not employed an apprentice in the last 12 months.
 - The apprentice is between the ages of 16 and 24.

Up to three GM AGE grants of £1,500 are available to any employer meeting the eligibility criteria. The model also includes additional incentive payments to encourage:

- Progressing a young person from a completed Traineeship to an Apprenticeship – £1,000 additional employer incentive.
- Support to providers supporting Trailblazer Standard – £1,000 provider incentive.
- Employing an Advanced or Higher Apprenticeship – £1,000 additional employer incentive.

Data

Whilst no specific destination data for progression from Traineeships is currently available, we have identified that the Department for Business, Innovation and Skills (BIS) commissioned a Traineeship Process Evaluation in 2014 based on a survey which took place in autumn 2014. The evaluation explored the views and experiences of:

- 1,590 trainees who commenced a Traineeship programme between August 2013 and July 2014.
- 200 providers delivering the Traineeship programme between August 2013 and July 2014.
- 218 employers participating in the Traineeship programme between August 2013 and July 2014.

According to providers, the main destination of trainees has been into an Apprenticeship: 71% of providers said that the majority of their trainees had moved into an Apprenticeship, while 36% said that most learners had moved into paid work (other than an Apprenticeship) and 32% said that most learners had continued learning or education.

At the time of the survey (autumn 2014), 50% of the trainees who had left or completed the Traineeship reported that they were either on an Apprenticeship (22%) or in work (28%). A further 17% were in training or education. These activities can be said to represent 'positive' outcomes, and when combined together, they account for two-thirds (67%) of the trainees in the sample. The remainder were either looking for work (26%) or doing something else (7%).

The full document can be located via the following link: www.gov.uk/government/uploads/system/uploads/attachment_data/file/412424/bis-15-189-Traineeships-first-year-process-evaluation.pdf

The report highlights a need to progress more trainees onto Apprenticeships. Whilst this report is based on a small sample size it is statistically significant and is indicative for providers to measure against the progression outcomes for their trainees. Clearly providers need to work with employers to develop meaningful work placements that will lead to an Apprenticeship.

Progression into an Apprenticeship or employment is the main aim of a Traineeship and should be kept in mind when planning delivery. The English and maths, work preparation skills and work placement are integral stepping stones towards progressing beyond a Traineeship and should be designed to meet the needs and ambitions of learners and employers. Therefore, employer engagement and a robust Initial Assessment process are key to developing a successful Traineeship programme.



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Annex 4.1: JCP Traineeship Provision Template

Traineeships – Request for inclusion on District Provision Tool and Labour Market System
Email to sue.morris2@jobcentreplus.gsi.gov.uk

OR post to: District Provision Team Jobcentre Plus, Greater Manchester East & West District Office, Othen House, Middleton, Manchester M24 1BE

| Provider Details | |
|--------------------------|--|
| Provider Name: | |
| Provider Address: | |
| Phone Number: | |
| Fax Number: | |
| Provider E-mail Address: | |
| Contact Name: | |

Provision Details

| | |
|---|--|
| Course Title: | |
| Are you directly funded or acting as a subcontractor: | |
| If sub contracting please tell us who the main fund holder is: | |
| When does your funding last until: | |
| How many starts are you funded for: | |
| Full Course: (Description/Delivery model of Traineeship—please give us as much information as you can about the actual course content) | |
| Please specify eligible age groups for Traineeship | |
| Please give some examples of employers you are working with to offer Work Experience placements | |

| | | |
|---------------------------------------|---|--|
| <p>Training Element</p> | <p>Delivery hours/days per week: (Please specify actual start and end times and days of delivery)</p> | |
| <p>Work Experience Element</p> | <p>Delivery hours/days per week: (Please specify actual start and end times and days of delivery)</p> <p>Duration in weeks:</p> <p>Delivery site address:</p> <p>Any further information:</p> <p>Please specify who will pay travel costs for both training and work experience elements:</p> <p>Please specify who will pay any PPE needed for the Work Experience element of the Traineeship</p> <p>Details of accredited qualifications available on this programme:</p> | |

Referral Arrangements

Please provide us a contact name and telephone number(s) for referrals to be made:

If you would like to hold Initial Assessments would you prefer to hold these in a local JCP office?

Follow up and Tracking

Please let us know who will be the point of contact and preferred method of contact:

(Jobcentre plus will need to contact you on a regular basis to discuss progress of the Traineeship)

Referral Agencies

Career Connect

Diane Sproson
0161 393 4500
Diane.sproson@careerconnect.org.u

Connexions

Andy Bradbum (Bury)
0161 253 7733
A.bradbum@bury.gov.uk

The Skills Company

Louise Parr
0161 245 4713
Louise.parr@work-solutions.org.uk

GMCVO

Yvonne Fox-Brumby
0161 2771025
yvonne.fox-brumby@gmcvo.org.uk

Groundwork

Venetia Knight
0161 2201013 / 07790800989
Venetia.knight@groundwork.org.uk

Jobcentre Plus

Sue Morris
0161 6542012 / 07779357273
Sue.morris2@dpw.gsi.gov.uk

National Careers Service

Vikas Sahni
07540 920 967
Vikas.sahni@manchestergrowth.co.uk

Adam Petch
0161 237 4158
Adam.Petch@manchestergrowth.co.uk

Nu Traxx

Elaine Brady
0161 259 2840
elaine.brady@ppdg.co.uk

Positive Steps

Oldham, Rochdale, Tameside schools

Angela Davey
0161 621 9380
Angeladavey@positive-steps.org.uk

Vicky Ford
0161 621 9300
Vickyford@positive-steps.org.uk

Colleges/ Post 16/ Community Teams

Nigel Gilmore
0161 621 9272
Nigelgilmore@positive-steps.org.uk

Richard Rawlinson
0161 621 9644
Richardrawlinson@positive-steps.org.uk

Prince's Trust

Janet Reid
01282 509 950
General.northwest@princes-trust.org.uk

Seetec

Lisa Moizer
0161 226 2810 / 07834 512702
Lisa.moizer@seetec.co.uk

IAG Services

Bolton

Nikki Powell

(number)

Nikki.powell@bolton.gov.uk

Bury

Andy Bradburn

0161 253 7733

A.bradburn@bury.gov.uk

Manchester

Louise Parr

0161 245 4713

Louise.parr@work-solutions.org.uk

Oldham

Richard Rawlinson

0161 621 9644

Richardrawlinson@positive-steps.org.uk

Tameside & Rochdale

Nigel Gilmore

0161 621 9272

nigelgilmore@positive-steps.org.uk

Salford

Diane Sproson

0161 393 4500

Diane.sproson@careerconnect.org.uk

Stockport

Graeme Moss

0161 475 7700

Graeme.moss@stockport.gov.uk

Trafford

Fiona Hilton

0161 746 3813

Fiona.Hilton@trafford.gov.uk

Wigan

Sharon Weetman

S.weetman@wigan.gov.uk

Training Providers

16-18 16-18 provision

19-24 19-24 provision

Age UK

Health & Social Care, Childcare, Retail, Customer Service, Business Administration and Logistics

Adele Jones
0161 344 0957
adele.jones@ageuk.org.uk

Age UK, Stamford Chambers, 68
Old Street, Ashton Under Lyne,
OL6 7RX

16-18 19-24

Alliance Learning

Business Administration, Customer Service, Engineering (Mechanical, Electrical and Fabrication & Welding), Health and Social Care, Childcare

Ravi Lad
01942 605252
ravi.lad@alliancelearning.com

Jonathan Wetherby
01204 677861
jonathan.wetherby@alliancelearning.com

The Hurst Building, Horwich Loco
Estate, Bolton, BL6 5UE

16-18 19-24

Ashton, Wigan & District YMCA

Childcare, Beauty Therapy, Teaching Assistant, Warehousing, and Generic

Alison Butler
01942 726 963
abutler@ymcaashton.org

Bolton Road, Ashton-in-Makerfield,
Wigan, WN4 8AA

16-18 19-24

Babcock International

Hospitality, Retail, Child Care, Adult Care, Business Administration, Customer Service

Jason Packan
07753900328
jason.packan@babcockinternational.com

2100 Daresbury Park, Daresbury,
Warrington, WA4 4HS

16-18 19-24

Babington Business College

Generic learner led, Retail, Customer Service and Reception, Hospitality, Care, Gardening

Natasha Webster
01332 345 450 (ext 6192)
Natasha.webster@babington.co.uk

Catherine House, Lever Street,
Bolton BL3 6PB

16-18 19-24

Back 2 Work Complete Training

Generic but with work placements in following sectors; Customer Service, Business Administration, Sales, Legal; Engineering, Education, Construction, Manufacturing, Healthcare, Hospitality

2 Atherton Street, Manchester,
M3 3GS

16-18 19-24

Pamela McLeod

07808 290063

pam@b2wcompletetraining.com

Bolton College

Generic

Deane Road Campus, Deane Road,
Bolton, BL3 5BG

16-18 19-24

Janet Devereux

01204 482775 / 07891 825826

janet.devereux@boltoncc.ac.uk

Brighter Beginnings Day Nursery

Early Years and Teaching Assistants

Belthorne Ave, Charlestown,
Manchester M9 7DD

16-18 19-24

Joanne Milhenc

0161 795 5982

joanne@brighterbeginnings.co.uk

Sharon Street

0161 795 5982

Sharon@brighterbeginnings.co.uk

Bury College

Generic

Bury College, Woodbury Centre,
Market Street, Bury, BL9 OBG

16-18 19-24

Jill Leach

0161 280 8252

Jill.leach@burycollege.ac.uk

Care Assessment Training Service

Generic

5 Empire Business Centre, 2
Empire Way, Burnley, BB12 6HA

16-18 19-24

Danielle Damé-Harvey

07872451233 or 01282 786263

danielle@catsltd.org.uk

GK Training Services

Generic

89-91 Railway Road, Leigh, Greater
Manchester, WN7 4AD

16-18

Hayley Johnson

01942 208007

hayley@gktrainingservices.com

GP Strategies

Early Years and Teaching Assistants

Alison Hogg

0161 429 2460

ahogg@GPStrategies.com

4th Floor Kingsgate, Wellington Rd
North, Stockport SK4 1LW

16-18

Groundwork, Cheshire, Lancashire and Merseyside

Generic

Vivienne Horrocks

01942 614463

Vivienne.horrocks@groundwork.org.uk

74-80 Hallgate, Wigan, WN1 1HP

16-18

Groundwork MSSTT

Construction

Phil Treaton

0161 624 1444

phil.treaton@groundwork.org.uk

Groundwork Environment Centre,
Shaw Rd, Higginshaw, Oldham,
OL1 4AW

16-18

19-24

Jarvis Training Management Ltd

Generic

Janet Gill

0151 336 9340 / 07734 333 724

Janet.gill@jarvis-eu.com

Mary Howard

0151 336 9340 / 07736 626 433

Mary.howard@jarvis-eu.com

Hudson House, Southern Gateway,
Speke Boulevard, L24 9HZ

16-18

19-24

Joint Learning Partnership Ltd

Business Administration, Customer Service, Social Media & Digital
Marketing, Railway Engineering, IT, Warehousing, Hospitality, Retail

Kay Mitchell

0151 236 9550

info@jointlearning.co.uk

3rd Floor, Compton House, 18
School Lane, Liverpool, L1 3BT

The Old Bank, 82 Waterloo Road,
Southport PR8 4QW

16-18

19-24

Kaplan Financial

Generic and bespoke Financial feeding into Apprenticeship provision

James Rimmer

07432 093603

james.rimmer@kaplan.co.uk

6th Floor, St James Building, 79-89
Oxford Street, Manchester, M1 6FQ

16-18

19-24

(financial sector only)

Kashmir Youth Project

Generic

Khadija Tily
01706 515711
Khadija@kyp.org.uk

Unique Enterprise Centre, Belfield
Rd, Rochdale, OL16 2UP

16-18 19-24

Learn Direct

Generic

Tamara Gilbert
07590 224 904
manchestertraineeships@learndirect.com

Emma Johnson
07590 224 904
manchestertraineeships@learndirect.com

Uzma Firdos
07590 224 904
manchestertraineeships@learndirect.com

First Floor, Boulton House, 18-21
Chorlton Street, Manchester,
M1 3HY

16-18 19-24

Mantra Learning

Motor Vehicle, Logistics, Business Skills

Tony Spencer
0161 653 5767
tony.spencer@mantralearning.co.uk

Greengate, Middleton, Manchester
M24 1RU

16-18 19-24

Now Skills

IT Systems & Networking, Digital Marketing, Web & Software
Development

Daniel Wells
01204 262431
trainees@nowskills.co.uk

3rd Floor, Arthur House, Chorlton
Street, Manchester, M1 5JF

16-18 19-24

NTG Training

Customer Services, Business Admin, Health & Social Care,
Warehousing, Manufacturing

Shelly Gill
0124 467 8100
Shelly.gill@ntgtraining.co.uk

Sarah Wells
0124 467 8100
Sarah.wells@ntgtraining.co.uk

Mallard House, Boundary Lane,
Saltney, CH48RD

16-18 19-24

Oldham College

Generic, Construction, Hair and Beauty, Retail, Business, Health and
Social Care, Sport, ICT, Design

Gillian Sarioglu
0161 785 4350
Gillian.sarioglu@oldham.ac.uk

Rochdale Road, Oldham, OL9 6AA

16-18 19-24

Pathway First Limited

Business Administration, Customer Service, Warehouse & Storage

Martin Chandler

0121 707 0550

martin.chandler@pathwaygroup.co.uk

Amington House, 95 Amington Road, Birmingham, B25 8EP

16-18

19-24

Salford City College

Health and Social Care, Construction, Business Administration

Lisa Liddy

0161 631 5068

lisa.liddy@salfordcc.ac.uk

Future Skills, Salford City College, Dakota Avenue, Salford, M50 2PU

City 6th Form Centre, Salford City College, Lissadel Street, Salford, M6 6PU

16-18

19-24

Stockport Engineering Group Training Association (SEGTA)

Engineering

Julie Burns

0161 480 9822

jburns@setatraining.com

18 Hammond Avenue, Whitehill Industrial Estate, South Reddish, Stockport SK4 1PQ

16-18

19-24

The Skills Company

All sectors covered and a with generic programme

Shan Purcell/ Dominic Lever/

0161 233 2656

recruitment@theskillsco.com

Lee House, 90 Great Bridgewater Street, Manchester, M1 5JW

10 Training Centres across Greater Manchester

16-18

19-24

Trafford College

Flexible (can offer sector specific or generic depending on the individual)

Karen Whitehouse

0161 886 7442

Karen.whitehouse@trafford.ac.uk

Altrincham Campus, Manchester Road, West Timperley, Altrincham, WA14 5PQ

The Centre for Science and Technology, Talbot Rd, Stretford, Manchester, M32 0XH

16-18

19-24

Training 2000

Generic and Business, AAT, Customer Service

Sarah Lang

01254 54659

sarah.lang@t2000.co.uk

Harwood Street, Blackburn, Lancashire, BB1 3BD

16-18

19-24

Wigan Leisure Culture Trust

Leisure, Fitness and Generic

Robin Park Sport Centre, Loire Drive, Wigan, WN5 0UL

16-18 19-24

Beulah Gowen;

01942 828527

b.gowen@wlct.org

Samantha Ashurst

01942 828527

learningcentre@wlct.org

Utilities & Construction Training Limited

Utilities and Construction- Gas, Power, Water, Waste, Construction

Pembroke House, Carrington Business Park, Carrington, Manchester Road, Carrington, M31 4DD

16-18 19-24

Steve Hyde

0161 776 4186 / 07500 011707

Steve.hyde@uctraining.co.uk

Work Ready People

Hospitality & Catering

5th Floor Trafford House, Chester Rd, Stretford M32 0RS

16-18 19-24

Martine Anson

07817 07 542

martine.anson@workreadypeople.co.uk

YMCA Training

Horticulture, Child Care, Business Administration, Motor Vehicle, Retail, Warehousing, Health and Social Care

Medtia House, Brunswick Street, Oldham, OL1 1BU

The Old Coach House, 25 Bolton Road, Pendleton, Salford, M6 7HL

Indemnity House, Chatham St, Manchester, M1 3AY

16-18 19-24

Caroline Crawley (Oldham)

0161 620 2366

caroline.crawley@ymca.co.uk

Dawn Brannigan (Salford)

0161 737 6699 / 07702203759

dawn.brannigan@ymca.co.uk

Jay Jefferson (Manchester)

0161 228 1198

jay.jefferson@ymca.co.uk

Readiness Checklist for Implementing Traineeships



This checklist was originally developed using input from over 350 delegates who attended AELP events around the country in February 2013. It has been reviewed and updated as a companion to the document, *Implementing study programmes (including Traineeships)*, released by AELP in October 2013.

The checklist offers a series of questions that will help you review and refine your implementation plans. Explore the questions through discussion with your key staff. Further questions will inevitably emerge as your experience with the implementation of these new programmes grow.

| Staff and Systems | Needs action? |
|--|---------------|
| 1. Do you have the resources, including suitability qualified staff, to deliver the breadth of the Traineeship principles? If not, is collaboration or partnership working possible? | |
| 2. Have you trained your staff (including sub-contractor staff) so that they understand your Traineeship approach including how you are implementing these programmes with your provision? | |
| 3. Does an identified member of teaching/tutorial staff have overall responsibility for putting together and overseeing each individual learner's Traineeship? | |
| 4. Are your systems and staff updated with the requirements of the updated ILP specification (for example, recording a learner's identified needs and all learning aims)? | |
| 5. Have you updated your review systems cover each trainee and every part of their Traineeship identifying when an achievement has been met and/or personal goals reached? | |
| 6. Do your tracking systems cover every trainee and every part of their Traineeship, identifying when an achievement has been met and/or personal goals reached? | |
| 7. Do you have the appropriate controls in place to quality assure any sub-contracted provision? | |

| Programme structure and design | Needs action? |
|---|---------------|
| 1. Will each trainee embark on a programme that comprises a vocational, work-focused qualification and a non-qualification activity? | |
| 2. Are your Traineeships individually tailored in terms of the combination, timing and length of the programme components to meet each trainee's needs, prior attainment and aspirations? | |
| 3. Are your trainee's taking qualification(s) that are stretching rather than easy to pass and that allow them to progress to higher level of study than their prior attainment? | |
| 4. Do programme durations take into account the time needed for a trainee to genuinely acquire the relevant skills and to minimise the risk of trainee lacking and immediate progression route? | |
| 5. For trainees taking GCSEs, have you taken exam dates into account when agreeing the end date of their programmes? | |

| | |
|--|--|
| 6. Does every activity on every trainee's Traineeships meet the general principles relating to planned hours? | |
| 7. Are planned learning programme activities challenging and interesting? | |
| 8. Does the range and content of programmes activities develop the skills and confidence individual trainee's need for their next step? | |
| 9. Does an identified member of teaching/tutorial staff have overall responsibility for putting together and overseeing each individual trainee's Traineeship? | |
| 10. Do your Traineeships for older, unemployed trainees take into account the DWP benefit rules? | |

| Implementing the work experience element | Needs action? |
|---|----------------------|
| 1. Are you fully prepared for the increased emphasis on work experience in your Traineeship provision? | |
| 2. Do you have a work placement strategy for the sourcing, management and support of work experience placements? | |
| 3. Are you clear how many high-quality work placements you will need so that all of your trainees participating in Traineeships have the opportunity to gain appropriate work experience? | |
| 4. How do you ensure that your trainees' experience at work is purposeful and builds on all the other aspects of their individualised learning programme? | |
| 5. Do you, together with the employer, assess trainee progress at work and give them constructive feedback on what they do well and what they need to do to improve further? | |

| Employer Engagement | Needs action? |
|---|----------------------|
| 1. Have you a strategy in place to update local employers of all sizes so that they are fully aware of Traineeships? | |
| 2. Are you actively building relationships with new employers to support the increased need for placements? | |
| 4. Do you use your partnerships and networks effectively to help you develop the appropriate number and quality of work experience opportunities? | |
| 5. Is it easy for employers to offer work placements for your trainees? | |
| 6. Do employers understand their responsibilities relating to work placements under the requirements of Traineeships? | |
| 7. Do you actively prepare employers for each work placement uptake, including any special needs that the trainee may have? | |

| Work preparation training | Needs action? |
|--|----------------------|
| 1. Are your trainees fully prepared for their specific work placement? How do you know? | |
| 2. Do all learning programmes give trainees the opportunity to gain not only the skills to help them prepare for work, but also additional skills they need to keep a job once they get one? | |
| 3. Are the employers who are providing the work placements involved in the planning of the work preparation training that you offer? | |

| Delivering post-16 English and Maths | Needs action? |
|--|----------------------|
| 1. Will you be adding any GCSEs to your offer? | |
| 2. Do you have the in-house expertise (staff with appropriate qualifications and experience) to support the full range of your English and maths offer? If not, do you need to consider working with another provider to offer this, or will you be able to improve the capabilities of your existing staff? | |
| 3. Do your Initial Assessments effectively identify and underpin trainees' English and maths study requirements? | |
| 4. Does every learner programme incorporate appropriate English and maths to meet each individual trainee's needs and prior attainment? | |
| 5. Are you registering as many trainees as possible for stretching English and maths qualifications? | |
| 6. Do you have an effective strategy for communicating to learners the importance of studying English and Maths in order to overcome the 'negative' perception of these subjects and motivate learners to see the value of studying these rather than forced to do? | |
| 7. Are your vocational contributing to the development of English and maths skills? | |
| 8. Do you use a variety of methods to help trainees develop the English and maths skills they need? | |
| 9. Is the teaching of English and maths vocationally focused and integrated into other aspects of trainees' programmes? | |
| 10. Are the vocational learning materials adapted for those trainees with literacy support needs? | |
| 11. Where needed, do you build up trainees' skills in English early on in their programmes to help them cope with other learning aims? | |
| 12. Where it would be beneficial, are trainees encouraged to continue their study of English and maths post Level-2, even though this is not a formal requirement of Traineeships? | |
| 13. Do you have a strategy in place to monitor achievement rates in English and maths and to take action if these are poor? | |

| Additional programme content | Needs action? |
|---|---------------|
| 1. Do all learners participate in a range of value-added activity? | |
| 2. Is all the additional content planned, timetabled, organised and supervised by your staff? | |

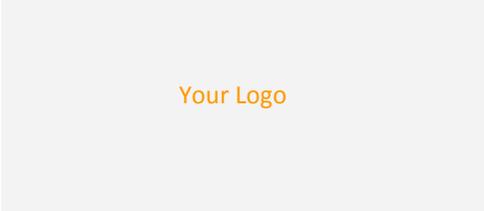
| Marketing to learners | Needs action? |
|--|---------------|
| 1. Will your Traineeship offer have a particular branding or name? | |
| 2. Are you marketing the offer to prospective trainees as a step to positive future that builds on their skills and potential? | |
| 3. Have you a strategy in place to inform young trainees—and their parents—of the differences between study programmes, Traineeships, supported internships and Apprenticeships, and their suitability for different learner needs, abilities and aspirations? | |
| 4. Are your current referral sources effective and appropriate to your new offer or do they require review? | |
| 5. Have you informed your local authorities and referral agencies such as Jobcentre Plus and the National Careers Service about your offer? | |
| 6. Are there systems in place to make sure that all your Traineeships are linked to an identified employer and advertised on the Apprenticeship vacancies website? | |

| Information, advice and guidance | Needs action? |
|--|---------------|
| 1. Are your IAG staff trained and ready to advise directly every trainee in relation to your new offer and local context? | |
| 2. Does your (ideally face-to-face) IAG for trainees result in programme offer that is coherent and genuinely meets their individual development needs and their aspirations? | |
| 3. Do you have appropriate signposting arrangements to refer trainees should your programmes not be suitable for their needs? | |
| 4. Does your Initial Assessment process provide sufficient detail to determine each trainee's areas for development and the level of qualification they should be working towards? | |
| 5. Does your Initial Assessment process highlight a trainee's strengths in a way that motivates them to work towards their next step? | |
| 6. Is there sufficient and consistent access to high quality, impartial advice and guidance on progression opportunities for trainees at all levels? | |

| Recruitment | Needs action? |
|--|---------------|
| 1. Do your trainees understand the structure and purpose of their Traineeship programme? | |
| 2. Are your recruitment strategies for Traineeships focused on trainees who are near work-ready rather than those who are interested in (or would benefit from) progression to further/higher education? | |

| Learner achievement and progression | Needs action? |
|---|---------------|
| 1. Is your Traineeship implementation focused on improving your achievement and progression rates? | |
| 2. Are your on-programme progress reviews regular and sufficiently focused to keep learners on-target and reduce the risk of non-achievement of learning aims? | |
| 3. How will you support non-achievement of English and maths qualifications post Traineeship? | |
| <p>4. To improve retention, achievement and progression are you collecting data on the following:</p> <ul style="list-style-type: none"> • Attendance patterns across different groups and individuals, classes and tutors • Retention patterns for different groups, work areas and sites • Achievement rates across groups, tutors, vocational areas, and English and maths qualifications • Work placement success for work areas • Progression rates across different groups and work areas? | |

Annex 5.2.1: Telephone Interview Sheet



Name:

Date:

D.O.B:

Address:

Contact Number:

E-mail:

(Please Tick)

Company details explained:

Traineeship Programme explained:

Invited to Assessment day

Willing to travel:

What occupational area are you interested in?

Why are you interested in that area?

What have you been doing since leaving school?

What qualifications did you achieve at school/college?

Annex 5.2.2: Face-to-Face Interview Sheet



Name:

Date:

D.O.B:

E-mail Address:

Referred From:

(Name and Company)

Education:

Did you complete school/college? If not, why?

Which lessons did you enjoy the most?

What have you done since leaving school?

Do you have any work experience?

If yes, please give details

Travel:

How will you travel if you get a Traineeship?

How far are you willing to travel for a Traineeship?

Do you hold a current and clean driving licence?

Your family/financial circumstances:

Who do you live with?

Do you claim benefits, or does anybody claim them for you?

Is your parent/guardian supportive of your choice?

Did you receive free school meals?

Your lifestyle:

Are you working with any other agencies? i.e. YOS, Emerge, Drugs/Alcohol Team, Children's Services, Leaving Care Team

Your hopes for the future:

Where do you see yourself in five years time?

What other sectors are you interested in?

What is your understanding of Traineeships?

Why do you think a Traineeship will benefit you?

How many Traineeship vacancies have you applied for in the last three months?

Employability Skills:

Do you have a CV?

Does it need updating?

Have you ever had an interview/ work trial before?

Do you feel that you are ready for a Traineeship?

Why do you think you haven't been successful so far in gaining a Traineeship?

Give an example of when you have worked in a team?

What are you most proud of?

Do you have any achievement certificates? i.e. attendance, team building

Do you have any questions?

Are you happy for us to share your information (i.e. name, address, interests etc) with other employers and organisations?

Please be aware that there may be occasions where we may not seek permission—this will be if you disclose that you or another young person is in a harmful situation and we have a duty of care to inform the relevant organisations

Signed by candidate:

Date:

Signed by interviewer:

Date:

Interview Comments:

Successful:

Planned start date:

Unsuccessful:

Personal development plan completed:

(Referred to)

Please complete the next part of the form as accurately as possible. These details will help us should we need to get hold of you or your next of Kin urgently in an emergency.

Next of Kin details:

Name:

Relationship:

Phone Number:

Mobile Number:

Address:

Service Level Agreement

Your Logo

Date:

Trainee Name:

Training Provider:

Employer

Employer agrees to:

- Provide the trainee with an induction covering Health & Safety, Equal Opportunities, company policies and procedures
- Provide a supportive and safe working environment that meets Health & Safety requirements and regulations
- The trainee will be supervised at all times by an employee
- Where applicable, ensure that employees' relationships with trainees are appropriate to a young person or vulnerable adult
- Where applicable, have a named person who is aware of responsibilities towards child protection and safeguarding
- Offer the trainee a variety of tasks which will enable them to practice and learn work skills
- [If applicable] Support trainees to complete their weekly timesheets
- Give constructive feedback on the trainee's performance, skills and behaviours
- Where the trainee is not progressing into an Apprenticeship or job, provide an exit interview and meaningful, constructive feedback to the trainee

The Trainee agrees to:

- Attend the work experience placement
- Exhibit appropriate behaviours including appearance, image and attitude
- Follow all Health & Safety instructions instructed by the employer
- Report any safety concerns to [the training provider]
- Complete weekly timesheets every Friday and hand over to [the training provider] the following week
- To inform the employer and [the training provider] of any absence or lateness at the earliest opportunity
- Take part in reviews and provide feedback to the employer and [the training provider]

Training Provider agrees to:

- Ensure that the trainee is suitable for the work experience placement
- Communicate the proposed start dates, end dates and schedule of attendance
- Provide information to the trainee regarding dates, clothing, work experience
- Complete regular reviews with the trainee and the employer
- Set aims and objectives for the trainee
- Deal with any issues or problems that arise during the work experience placement

Trainee:

Date:

Signature:

Training Provider:

Date:

Signature:

Position:

Employer:

Date:

Signature:

Position:

Annex 5.5.2: Trainee Review and Feedback Matrix



Reviewer Comments:

Learner Comments:

Reviewer Signature:

Learner Signature:

Date:

Name:

Company Name:

Reviewer:

Reviewer Job Title:

Provider:

Performance Review:

| | | | | | | | | | |
|---------------------------|-------------------|--|--|--|--|--|--|--|--|
| Respect: | Unsatisfactory | | | | | | | | |
| Pride: | Needs Development | | | | | | | | |
| Attitude: | Good | | | | | | | | |
| Communication: | Excellent | | | | | | | | |
| Team Work: | | | | | | | | | |
| Reliability & Commitment: | | | | | | | | | |

| | Unsatisfactory | Needs Development | Good | Excellent |
|----------------------|--|---|--|--|
| Respect | <ul style="list-style-type: none"> Lacks any respect for work & fellow colleagues Lacks any respect for staff and tutors | <p>Does not always:</p> <ul style="list-style-type: none"> Behave consistently Treat others equally Adapt to others appropriately Show respect for others | <ul style="list-style-type: none"> Shows empathy to others Always polite Respects others differences Respects the programme | <ul style="list-style-type: none"> Very good role model Diplomatic - able to read situations & act accordingly Active listener Able to adapt language |
| Pride | <ul style="list-style-type: none"> Displays no pride in their appearance & in the quality/quantity of their work Lacks ability to organise their work Displays over confidence or arrogance | <p>Does not always:</p> <ul style="list-style-type: none"> Act with confidence Have belief in own ability Take pride in appearance & wear appropriate dress Meet required standard of quality & quantity work | <ul style="list-style-type: none"> Acts with confidence Has belief in own ability Takes pride in appearance & wears appropriate dress Meets required standard of quality in both written and practical work Organises work well | <ul style="list-style-type: none"> Gives constructive feedback Very good role model Always works independently Excellent time management skills Takes ownership of tasks Asks for constructive feedback Can take control of their own learning |
| Attitude | <ul style="list-style-type: none"> Displays total lack of enthusiasm for work that they are asked to do & asks that they are asked to complete | <p>Does not always:</p> <ul style="list-style-type: none"> Have a positive outlook See solutions rather than problems Display satisfactions Realise that they criticise/are overly critical | <ul style="list-style-type: none"> Encourage a positive attitude & deals with it in a positive way Willing to listen Happy & content Displays have a go attitude | <ul style="list-style-type: none"> Inspires others Remains positive in difficult & challenging situations Sees problems as a positive learning experience Turns negatives to positives Sees solutions/ open minded Positively influences others attitudes Anticipates negative attitudes in others Embraces change |
| Communication | <ul style="list-style-type: none"> Has great difficulty expressing themselves & communicating with other people Is unable to work as a member of a team | <p>Does not always:</p> <ul style="list-style-type: none"> Displays good use of grammar & spelling Use language appropriate to audience Displays positive body language Actively listen | <ul style="list-style-type: none"> Questions when unsure Uses humour appropriately Able to correct own work Uses grammar & spelling well Uses language appropriately to audience Uses appropriate method of communication Aware of own body language Active listener | <ul style="list-style-type: none"> Ability to persuade & influence others Inspires interest Sets high standard standards Very well organised |

Your Logo

| | Unsatisfactory | Needs Development | Good | Excellent |
|--------------------------------|---|---|--|--|
| Team Work | <ul style="list-style-type: none"> No effort made to work with others or to consider others point of view, works alone Not able to compromise Not willing to consider alternative course of action Gets irate when things aren't going their way Won't ask for help Never treats others with courtesy & consideration | <ul style="list-style-type: none"> Will sometimes complain/ get stressed out because something new is being tried or some new direction is being set Will sometimes consider certain alternative course of action with team Sometimes gets irate when things aren't going their way Does not know how to handle conflict Can put off dealing with issues Sometimes asks for help Sometimes treats others with courtesy & consideration | <ul style="list-style-type: none"> Willing to deal with all kinds of problem in a solutions-oriented manner Doesn't look for others to blame Does not put off dealing with issues Can consider different points of views & compromise when needed Doesn't complain/ get stressed out because something new direction is being set Not afraid to ask for help Always treats others with courtesy & consideration | <ul style="list-style-type: none"> is an excellent motivator to others in the team Show understanding & the appropriate support of other team members to help get the job done Gets problems out in the open for discussion Collaborates with others to find solutions & form action plans Adapts to ever-changing situations Reflects on what people have said & encourages them to develop their own solutions |
| Reliability/ Commitment | <ul style="list-style-type: none"> Unreliable & shows no signs that this will change Shows no interest or commitment to any courses that we offer | <ul style="list-style-type: none"> Does not always behave consistently Does not always display good timekeeping and attendance Completes tasks Completes tasks without having to be reminded Displays reliability Stays engaged Just fulfills job role & gets job done | <ul style="list-style-type: none"> Completes tasks early Displays progress in their work Punctual Can be trusted to complete tasks Consistently delivers work on time Can work independently when required Helps others Shows added interest in their work Will work additional hours Good timekeeping & attendance Fully engaged | <ul style="list-style-type: none"> Emotionally & professionally engaged in their work Undertakes tasks outside of the remit of their jobs Implements, acts & identifies continuous self-improvement Asks for extra work/tasks Identifies problems & their solutions Sets best practice Role models for others Use initiative to think outside the box Complete tasks above the required level |

Acknowledgements

- Age UK Training
- Bolton College
- CK Wong Chartered Accountants
- Greater Manchester Centre for Voluntary Organisation
- Jobcentre Plus
- Kaplan
- Mantra Learning
- New Economy
- North of England Training
- Positive Steps
- Rochdale Council
- Rochdale Training
- Skills Funding Agency
- Seetec