



Resource 4

Employer Engagement

Introduction

This resource is one of a suite of six resources developed for the Traineeship Staff Support Programme. The Traineeship Staff Support Programme is commissioned and funded by the Education and Training Foundation and managed by the Association of Learning Providers (AELP). The aim of the programme is to design and deliver innovative and high quality professional development support, resources and materials which can be accessed by, and will benefit, the wider education and training workforce in order to improve outcomes from traineeship programmes for learners and employers.

Project partners:

The resources have been developed by Grantham College in partnership with the following organisations:

Boston College
East Midlands Centre of Excellence in Teaching Training (emCETT)
Loughborough College
Taylor ITEX
North Warwickshire and Hinckley College
South Leicester College
EMFEC Group
JISC East Midlands
Magna Education and Training Associates

Background to the resources

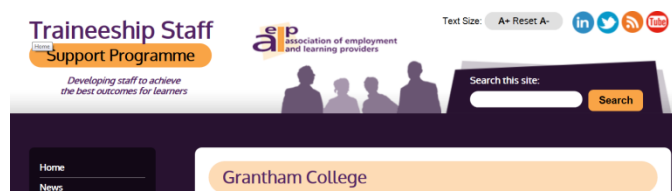
The resources have been produced to develop the confidence and skills of staff involved in the planning and delivery of traineeships.

The resources are interactive and include templates, checklists, flow charts, guidance and links to other sources of information and best practice.

The suite of resources covers the following themes:

- Introducing traineeships
- Employer engagement
- Employability skills
- Learner assessment
- Vulnerable and excluded groups
- Using technology.

There are also a number of case studies that have been gathered to support these themes, and these can be found at -



<http://www.traineeship-staff-support.co.uk/content/grantham-college>

For further information about this project, contact Sarah Dakin, External Funding Manager, Grantham College. sdakin@grantham.ac.uk

This resource on employer engagement has been developed to provide an overview of the Traineeship programme, and requirements for employer engagement to deliver high quality work experience and progression opportunities.

The resource is structured in the following way:

[Section 1: What is a traineeship](#)

[Section 2: Developing a traineeship model](#)

[Section 3: How can employers be involved in traineeships?](#)

[Section 4: Employer engagement - considering the employers that you are targeting](#)

[Section 5: Employer engagement - making contact with employers and overcoming barriers](#)

[Section 6: Employer involvement in the design of the programme](#)

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[Section 8: Managing the final stages of the placement](#)

[Appendix A – Eligibility checklist](#)

[Appendix B – Pre-placement planner](#)

[Appendix C - Placement planner](#)

[Appendix D – Employer benefits checklist](#)

[Appendix E – Organisational training needs analysis](#)

[Appendix F – Employer feedback form](#)

Section 1 – What is a traineeship?

The traineeship was introduced in August 2013 to support young people aged 16-24 to develop the skills required to undertake an Apprenticeship and secure sustainable employment. Employers are key to the development of traineeships as they will provide the high quality work experience required to support the learner into sustainable employment

A traineeship consists of work preparation training, English and maths and a high quality work placement. A traineeship would last a maximum of six months. It is expected that the duration of a work placement would be for between 100-240 hours. Where a young person successfully progresses earlier than anticipated, this will be counted as completion of the traineeship. Recognised successful progression will be:

- Apprenticeship, employment, further education or training;
- completion of all agreed elements of the traineeship;
- completion of six months on the programme.

Eligibility

Traineeships are available for young people aged 16-24 and for young people with Learning Difficulty Assessments or Education, Health and Care Plans up to age 25. Young people aged 16-19 are eligible for a traineeship if they have not yet achieved a Level 3 qualification. Those aged 19-24 are eligible if they have not yet achieved a Level 2 qualification. To be eligible, young people will be currently unemployed and have a reasonable chance of being ready for employment or an Apprenticeship within six months of engaging in a traineeship. Traineeships are not intended for the most disengaged young people who require very intensive support; young people who are already employed or those who already have the required skills and experience to start an Apprenticeship or find work ([Appendix A: Eligibility checklist](#)).

Qualifications and training

All young people undertaking a traineeship will be required to study English and maths, unless they have achieved a GCSE A*-C in those subjects or, for those aged 19 and above, a GCSE A*-C or a functional skills qualification at Level 2.

In the majority of cases, functional skills will be the most appropriate qualification for learners to study in the first instance. As part of traineeships, young people can study these at Entry Level, Level 1 or Level 2 depending on their prior attainment and identified skills needs. We would expect young people to continue and complete these qualifications, together with any vocational qualifications they have begun, after the formal traineeship is complete. This could be part of their study programme or Apprenticeship for 16-19 year olds or through their entitlement up to Level 2 for those aged 19-24.

The content of the work preparation training will be up to providers and employers to agree.

The expected length of the work placement within a traineeship will be between 100-240 hours. Longer placements may be necessary to prepare some young people for work, but these would need to be based on clearly identified learner needs. For benefit claimants from 2014/15 the work experience element can be up to 240 hours (or extended if the offer of an Apprenticeship place is accepted) at a maximum of 30 hours a week, and can be done over the duration of the traineeship if necessary.

Employers will offer a formal interview at the end of the work placement.

This will either be an interview where a job vacancy has arisen or an exit interview with feedback where there is not a formal vacancy.

Section 2 - Developing a traineeship model

When making initial contact with employers, it is essential that the traineeship information and mode of delivery is very clear. Business Development staff will need to have a clear steer on how the traineeship will work and what is expected from both the provider and the employer. Currently, three main models of delivery have evolved and providers can choose to focus on one model or a combination. However, once the decision has been made to deliver traineeships it is likely that individual learners and employers will require some degree of flexibility. Both delivery and sales staff will need to manage individual learner and employer needs. The three main models are:

Learner-led

Providers will be aware of learners who repeatedly apply for Apprenticeships and are unsuccessful at the application or interview stage. These learners could be identified, in accordance with the eligibility criteria, and supported through the traineeship programme. Providers will work with employers to source work placement for these learners in order to build their confidence and experience. This should help them to succeed with future Apprenticeship interviews. Similarly, providers can work with local agencies to identify students who are NEET and would benefit from the traineeship programme. Collaborative working with providers who are working with young people is one way to identify learners. These could be providers of ESF projects, Work Programme providers Youth Contract providers, CFBT, Local Authorities and Prince's Trust.

Employer-led

Most providers will already work with local employers. When carrying out Training Needs Analysis (TNA) with an employer, providers will recognise where employers have difficulty sourcing employees in some areas. Whilst Apprenticeships are an ideal way of filling these vacancies, some employers are still wary of taking apprentices. The traineeship allows them to work with the young person and establish whether they suit the business before making a commitment. Employers may embrace this model and want to take on learners. Providers will need to ensure that they are able to support these learners to achieve the required qualifications alongside the work experience.

Group intake

Providers may decide to work with a group of young people to deliver the programme, working within a specific sector or geographical area. This model would be similar to delivering a structured course on set days with a mixture of classroom learning and work placements. It is essential that providers are able to source the work experience for the learners and local labour market information should be utilised before making the decision on which sector to focus on.

Section 3 - How can employers be involved in traineeships?

“Employers will be at the very centre of traineeships, running the programme or offering high quality work placements in partnership with a trusted provider.”

Employers are able to lead the delivery of traineeships to young people where they:

- hold an Employer Ownership of Skills pilot project funded to directly deliver traineeships;
- already deliver Apprenticeships or Adult Skills Budget provision for young people. The Skills Funding Agency (SFA) can vary their contracts to include traineeships;
- work in partnership with an existing funded education and training provider;
- work towards becoming an approved provider in their own right.

All of the above are subject to the quality criteria laid out in the Traineeships Framework for Delivery.

The requirement for work placement within traineeships

The work placement is a core element of the traineeship programme and should provide the young person with meaningful work experience that develops workplace skills.

Providers and employers are free to agree how the work placement element fits with the other core elements of the traineeship. For example for some young people the work placement will follow a period of work preparation training and for others it will run alongside it.

The expectation is that work placements will last between 100 and 240 hours, although longer placements may be necessary in some cases where there are clearly identified learner needs. The work placement does not need to be taken consecutively, and in some cases young people may complete several shorter work placements.

Providers will be expected to identify the lead employer for the work placement within four weeks of the traineeship starting. Ideally the employer should be identified in advance of the young person being enrolled on a traineeship as having a named employer is more likely to attract young people to the programme.

Employers are not required to pay young people undertaking work placements as part of the traineeship programme. There are no central financial incentives for employers to offer work placements, however providers could use funding for this purpose if they feel it is required to generate sufficient high quality placements.

Principles for good quality work placements:

Choice and relevance – a placement should match the learner’s areas of interest and aspiration, with young people undertaking high quality work experience rather than observation or mundane tasks.

Organisational readiness – commitment is needed from senior managers or owner/managers and there should be a low ratio of learners to experienced staff to ensure good mentoring during the work placement.

Good preparation – thorough pre-placement preparation by the provider, employer and prospective learner and an understanding of young people's circumstances that may affect their workplace behaviour. See [Appendix B – Pre-placement planner](#).

Written agreement – this should be made between the learner, employer and provider setting out mutual expectations and commitments, including the training plan and arrangements for reviews.

A planned placement – which should consist of a structured induction, clear objectives and integrated off-the-job training with an identified mentor or buddy. See [Appendix C Placement planner](#).

Feedback and review – regular constructive feedback from managers and formal reviews at key stages with the manager, provider and learner.

Section 4 - Employer engagement - considering the employers that you are targeting

Sectors

The sectors that providers work in may be determined by their organisations current and planned employer engagement strategies and their specific areas of expertise. Providers may also want to consider the sectors with potential for growth in employment opportunities and Apprenticeships and those where there are the greatest chances for young people to secure employment within six months.

Size - SME v large

The size of the companies can have varied pros and cons, and as traineeships work on such an individualised basis, what may be a pro for one learner may be a con for another, the type of organisation the learner will be suited to should be discussed at interview, finding out what sort of person they are too, (introverted/confident), may also help you to place them somewhere suitable.

Small/medium enterprise	Large
Pros	Pros
Personal touch	More job opportunities available within organisation
Easier to keep in touch with company/mentor/manager	Further progression routes
Have the interest of small local business and helping young people get back in to work	Larger number of experienced staff to share knowledge and information
	Flexibility with hours/shift patterns
Cons	Cons
Will the learner have the same opportunities for progression	Not successful with contacting the correct department/manager during the initial discussions or follow up phone calls
Will they have a varied amount of tasks to undertake	An individual or team may not want to accept ownership as a mentor for the learner
Relationships with work colleagues may become challenging if working closely	Shift Patterns may not fit in to family/personal commitments

Type of involvement

The involvement of employers is crucial to the success of traineeships. Employers will need to be involved in the content and delivery design to ensure that the employer's work placement requirements fit with the needs of the young people.

Provider practice – examples of the approach to be taken with existing employers

Approach an employer where there is an established relationship that can be built on. When considering which employers could make good traineeship partners, speak to colleagues about which employers they are working with currently on Apprenticeships and which ones have lapsed and could be re-engaged through traineeships.

Employers can fall in to the following categories:

- If they already have an apprentice (and when the apprentice is due to complete)
- If they have had an apprentice in the past
- If they have never taken an apprentice
- If they have shown an interest in work experience aspect.

Employers with an apprentice coming to the end of their Apprenticeship are ideal work placement hosts, as the apprentice can also be involved in mentoring the learner and give them a view of what to expect if moving on to an Apprenticeship. This could be further supported by provide opportunities for mentoring and coaching qualifications/units.

It may also be worth considering employers who have past apprentices who have completed their programme but may be looking for personal development opportunities to develop mentoring skills, or employers who have employees currently undertaking leadership and management qualifications.

Colleagues who have involvement with employers (assessors, sales, business development staff etc) may be able to provide assistance. If they are aware of traineeships they can explain the benefits to employers. Meetings or short training/information sessions could be arranged to provide colleagues with the correct information.

Consider your suppliers

You may have a list of preferred suppliers of companies that deliver services to you. This could be anything from grounds maintenance, cleaning services, art and craft suppliers, electrical or plumbing contractors, IT support or financial services. Find out who your top suppliers are or liaise with the department they are in contact with and see if they would be interested in taking on a learner.

Time

Always allow plenty of time for meetings, supplying information, for the contact to liaise with their managers or head office if necessary and for the employer to think about and agree to commit to participating in the scheme.

Number of employers

Ideally recruit more employers than you may need. It is possible that one or more of your employers might need to cancel on you or you may have more demand from learners than you realise.

Keep in contact

Have a 'keep warm' plan for employers so that if employers can't take on at a particular period, have to pull out, or come to you in between intakes you have a plan for keeping in contact with them and keeping them notified of the programme progression and success. This could be in the form of regular e-mail updates or more involved such as a phone call or visit. If other colleagues within your organisation will have contact with the employer e.g. assessors they can also assist with keeping employers updated.

Internal placements

Consider the different departments that you have within your own organisation. These areas could be used to provide simulated activity to support the traineeship programme, though this will not be counted towards the learners work experience hours.

Provider practice – examples of the approach to be taken with new employers

Internet

Use the internet to search local employers for a particular sector or geographical area. Gather their contact details and either send them a little information via e-mail or contact them for an informal chat.

Work with your local Jobcentre Plus

Work with your local Jobcentre Plus (JCP) to identify significant sectors and/or groups of employers that have a number of vacancies to fill.

Working alongside JCP priorities is important because you will correlate a relationship between the availability of eligible young people who may be right for a traineeship with the availability of jobs in order to maximise of job outcomes.

Local job advertisements

As traineeships are designed with progression on to employment or an Apprenticeship it could be beneficial to look through the local newspapers or online recruitment sites to see who is advertising. They may be interested in utilising traineeships to help them to recruit to fill the vacancy, although care should be taken to avoid displacement of paid employment opportunities.

Local business networks

Make contact with your local business networks and see if there are any events to publicise the programme to employers

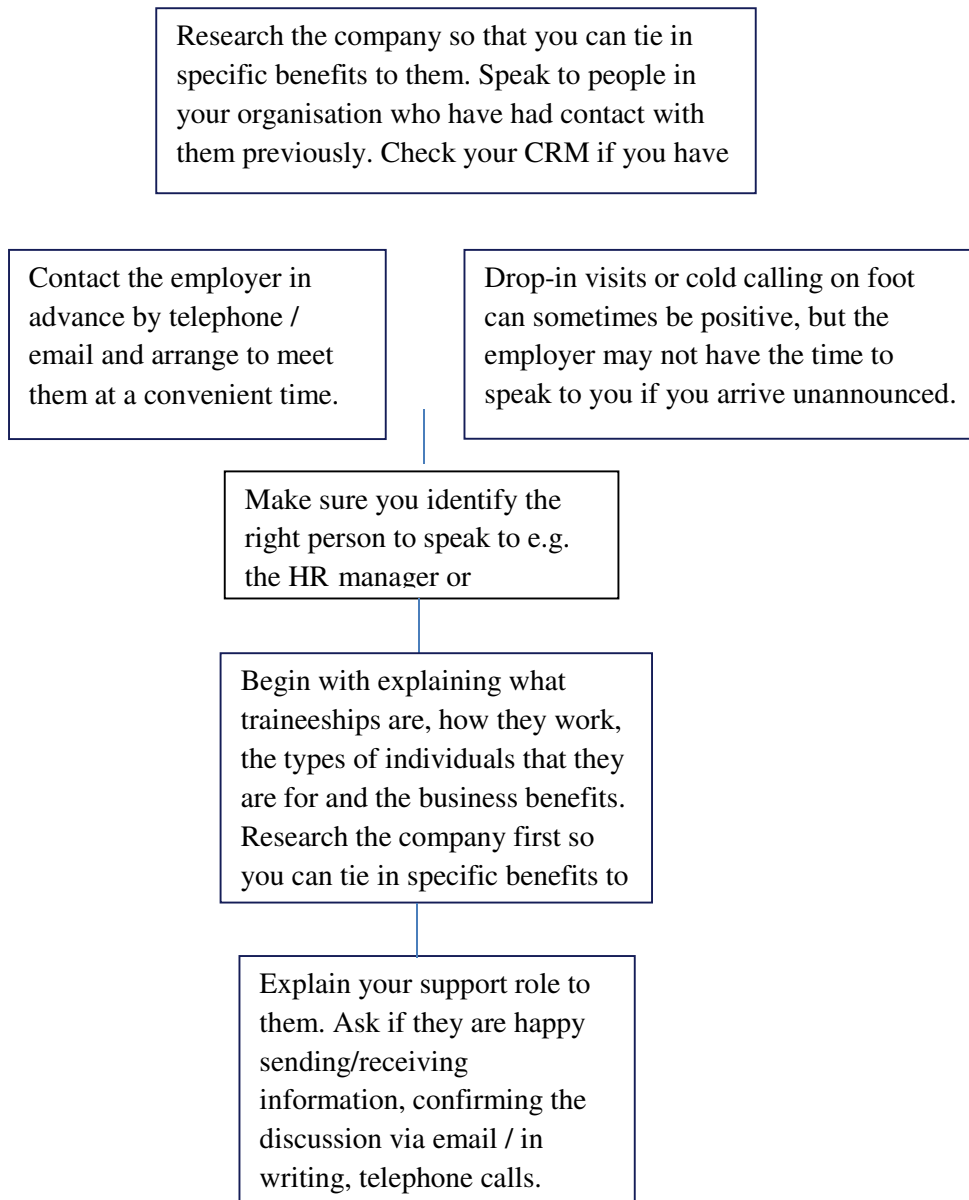
LEPs

LEPs are a key link to the business community. Make contact with your LEP to promote opportunities with employers in key growth sectors.

Section 5 - Employer engagement - making contact with employers and overcoming barriers

As traineeships are still fairly new it can be unclear to employers the difference between traineeships and Apprenticeships. Employers will want to discuss the opportunity in more detail and gain a better understanding of the commitment they would be making and the support available from the provider. An [Employer benefits checklist](#) can be found at [Appendix D](#) for this purpose.

Employer visits



Employer briefings and events

Organising an event is a good way to bring a group of employers together to present information and benefits of traineeships, you can explain the commitment that will be involved on their part and your

part as the learning provider and it gives you an opportunity to discuss the details of the programme, duration, structure, support mechanisms etc.

Having an employer as an advocate could be extremely positive. It would be effective to have an influential local employer who has taken part in a traineeship who is willing to speak to other employers about the benefits that they have found or anticipate and why they think it's a good programme to take part in.

The lack of awareness is the barrier we are faced with at the moment with regards to traineeships, also, the fact that there are a few different training programmes within existing organisations which are also called "Traineeships" this can cause some confusion.

Employers need to be made aware that the employment side to traineeships is very important in their achievement and progression, it is more than just a work experience placement.

Marketing to employers

If they are a new employer, it would be particularly beneficial to carry out some research on the company before engaging with them for marketing purposes so that you are familiar with their business and the requirements they may need.

Know what you will be offering them and be clear with the employer about the commitment they will be making. As well as reassuring the employer to always feel supported throughout the programme, this helps with the working relationship especially if this is a new placement and the view is for them to progress on to an Apprenticeship. Focus on the flexibility of traineeships and that the employer can help with the delivery of a successful programme.

Produce marketing literature/written material to send or leave with the employer after your visit or employer event so that they have the details of traineeships outlined so they can refer back if any questions arise. Include contact details for someone who will be able to speak about traineeships in detail and be clear about where more information can be found.

Have leaflets created, either by your own marketing team, or you could personalise the existing literature that has been produced which is available here:



www.apprenticeships.org.uk/partners/brandcentre

Social media is a great way to reach employers and let them know about the traineeship work placements that you are trying to line up. Ensure you have details on your website.

Attend marketing events, gain access to a table where you can showcase your leaflets and booklets, and general marketing goodies to help make your stand eye catching. Capture company details or enquiry

details and ask if they would be happy in receiving any updates or further information about traineeships.

Section 6 - Employer involvement in the design of the programme

The involvement of employers is crucial to the success of traineeships. It can be hugely rewarding for the employer if they are involved in helping to design the content of the traineeship. One approach could be to involve groups of sector specific employers in the design of a programme to meet their needs and rotate the learner around each of the employers to gain work experience.

Meeting the needs of the business

When at the planning stages of the traineeship discuss initially the employers' needs and wants of their business and how traineeships fit in to this need. It is important to outline and meet expectations of all parties at the initial planning stage so that the employer does not feel that they've been misinformed about how traineeships work.

Find out from the employer what they would like to achieve from the placement. For example, are they looking for a future employee? are they considering taking on an apprentice but nervous to take the plunge? do they need an extra pair of hands to help at the busiest times or help during an event? or perhaps they are looking to develop the leadership or mentoring skills of other members of staff?

Capture information about the company in order to plan a successful placement with them. An organisational training needs analysis will capture some of the basic information that you will need to discuss with the employer when planning the placement with them.

Planning the placement

It can be helpful to provide a template for the employer to use so they have confirmation of detail e.g. duration of the placement, which days/dates the learner will be attending, who the main contact should be and which departments the learner will be placed with during the placement. Also include contact details for the work placement coordinator/provider (See [Appendix C, Placement planner](#)).

Work placement mentor

Appointing a mentor to work closely with the learner during their work placement can be really positive. This doesn't need to be the manager or owner but could be an individual who is willing to provide support and guidance to the learner.

Ideally they would have the following attributes:

- willing to share skills, knowledge and expertise
- have a positive attitude
- an interest in mentoring/coaching
- enthusiastic about their job and the organisation
- be willing to provide guidance and constructive feedback
- review ongoing goals.

Workplace induction

Following the introductory visit the employer should be asked to provide an induction to the learner on their first day of the work placement. This should include:

- an introduction about the organisation e.g. the products and services
- a tour of the workplace
- an introduction to learner's mentor and supervisor
- an introduction to other people the learner will be working with
- told about domestic arrangements e.g. hours of work, canteen/lunch arrangements, facilities etc
- given health and safety information e.g. procedures relating to accidents, first aid, emergencies, assembly points, exits, use of protective clothing/equipment.

This can then be recorded in the learners work placement log book for evidence and future reference.

Provider practice - develop and agree with the employer a specific project for the learner to take forward during their traineeship.

Section 7 - Employer relations and managing expectations

Business development staff who are engaging with employers need to be very clear about the content of the traineeship programme and the employer input. They need to explain to employers the differences between a traineeship and a traditional work placement that employers may have experienced before. Employers need to be aware of their commitments and what is expected of them. A useful fact sheet has been produced and is available at -



<http://www.apprenticeships.org.uk/~media/Documents/Traineeships/Traineeships%20Fact%20Sheet%20Employer%20FINAL%20061113.ashx>

Business development staff will need to establish how the business works in order to plan the most effective placement. Finding out what the employer wants to achieve from participating in the traineeship programme is essential when considering which learner to place. The employer may be looking for a future employee, an apprentice or a spare pair of hands to help out at busy times. Most employers will need to be supported to plan a high quality placement for the learner. Providers should not assume that employers have the time or capacity to plan the placement in detail. It can be helpful to provide a template as a guide and this will ensure that the essentials are covered. See [Appendix C Placement](#) planner.

In addition to this providers should provide guidance to the employer which could cover the following:

- Pre-placement information e.g. supplying a job description, carrying out a health & safety assessment and/or risk assessments;
- How the matching/selection process will work;
- Whether the employer is willing to offer a travel subsidy, subsidised meals or any other benefit;
- Whether the employer will be supplying a uniform or any dress code requirements;
- The process for providing regular feedback and involvement in learner reviews;
- The requirements of the final interview experience;
- The requirement to supply a written reference.

Introducing a Service Level Agreement

By creating a Service Level Agreement (SLA) it is an effective way to set out the roles and responsibilities of the employer, the training provider and also the learner.

An SLA is a tri-party agreement between the provider, the employer and the learner. It could specify the services that will be provided and any requirements of each of the parties. The SLA should be signed and dated by all parties. This could also be documented in the Individual Learning Plan which the employer will have a copy of, this should be signed and dated from by parties.

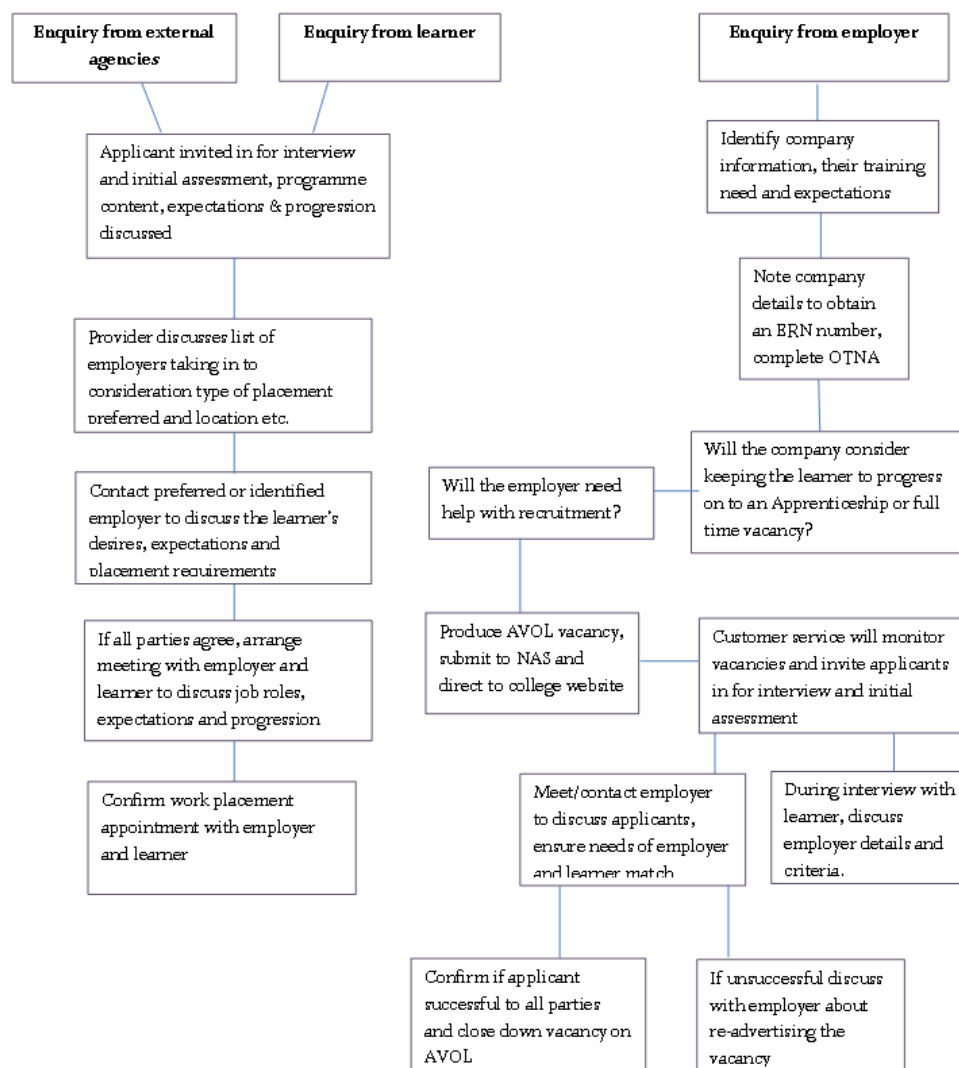
Advertising vacancies/linking the employer with the learner

During the initial discussions with the employer determine what the employer is looking for in a learner, ensure the criteria and expectations are reasonable, determine what sort of environment the work placement is and the locations, determine if the employer has had any apprentices before, this will make it slightly easier if the provider is matching the learner and the employer.

Adverts can be advertised on AVOL, The National Apprenticeship website, with help from the employer a job description is put together where prospective learners can apply to the locations or job descriptions they like the sound of.

Consider taking the learner to the work placement before any final agreements have been discussed. This will give them a chance to work out travel routes, see the workplace and meet some of the staff. This will hopefully motivate the learner or highlight any barriers they may face. It also gives the employer a chance to meet the learners in a slightly more informal way so they can gauge if they may be suited to their requirements also.

See the flow chart that follows for advertising and matching employers with learners.



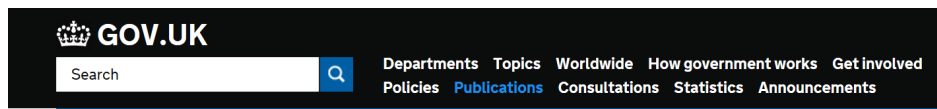
Health and safety

Some providers maintain that a full health and safety assessment must be completed prior to a learner starting a work placement, other providers prefer to utilise a combination of guidance from the Health and Safety Executive (HSE) and individual risk assessments based on the employer type and the individual learner. A number of free resources and guidance can be downloaded from: www.hse.gov.uk. This site also includes example risk assessments for various industries that can be downloaded.

At the very least the training provider has responsibility to ensure that the following is in place:

- appropriate insurances are held and have not expired
- a health and safety law poster is displayed and is clearly visible or each worker is provided with the equivalent pocket card
- a health and safety policy is in place (if more than 5 employees)
- employer is aware of workplace hazards and risks particular to their environment
- appropriate measures are in place to deal with hazards and risks
- emergency procedures are in place
- welfare facilities are available and accessible e.g. toilets and hand basins, drinking water, somewhere to rest and eat meals
- arrangements are in place for first aid, accidents and ill health e.g. first aid box and an appointed person to take charge of first aid arrangements.

For more guidance about the health and safety responsibilities of the employer, see the latest Traineeship Operational Guidance which can be found at -



Guidance

Traineeships: operational information

www.gov.uk/government/publications/traineeships-operational-information

Cost to the employer

Employers are not required to pay young people for the work placement undertaken as part of their traineeship, although they could do so if they wished. Learners can accept tips from customers or the assistance of the employer helping with lunch or travel money.

Employer evaluation and feedback

It is extremely important to maintain contact between the provider and the work placement to ensure all parties are happy with the progress, any issues can be identified and addressed early and the employer feels well supported. During the first meeting or induction with the employer gauge an agreement of when and how regularly both parties feel happy for visits to take place. Initially you could suggest three

week periods as a minimum, although this can be as frequent or as infrequent as the employer feels necessary (for example if the employer already has an apprentice they may feel that meeting with coordinators and assessors can become too time consuming).

During the first week of placement, it may be ideal to speak with the employer via telephone how they feel week one is going/has gone, you should be able to gauge from this conversation how successful the placement is so far.

Use the workplace learner log book to capture the different activities and tasks that they have learnt each week, they can detail what they have enjoyed most, where they feel they need to improve, and what they have completed in working towards achieving their goals and objectives. It is also a useful tool to gather employer feedback. By receiving employer feedback contained you can ensure that you are gaining a good outlook as to how the placement is progressing.

When you do arrange with the employer to visit the work placement, you may like to use progress assessment questionnaires. Ask both parties to complete the questionnaire to capture information such as; performance levels in housekeeping duties/assisting with tasks/using appropriate PPE or equipment/ability to use own initiative etc. Also ask them to assess personal skills such as time keeping/motivation/self-confidence/general behaviour, etc. If you have asked the employer and the learner to complete the assessment questionnaires you can compare answers, as you may find how the learner feels they are progressing may not match what the employer thinks and vice versa. This could then highlight a need for support for either parties.

Section 8 - Managing the final stages of the placement

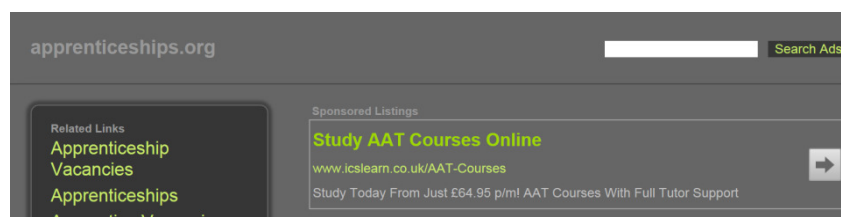
Maintaining energy and enthusiasm with both the learner and employer is important even in the final stages of the placement.

Traineeship guidance requires the employer to provide a formal reference and an interview with meaningful feedback.

The formal reference should reflect on the time spent in the work placement, together with confirmation of any qualifications completed with the training provider. Ideally the formal reference should:

- be on letter headed paper, including the address of the employer;
- confirm the dates during which the work placement took place;
- outline some of the basic tasks and activities undertaken by the learner;
- where appropriate, provide a comment or judgement on the ability of the learner to complete these tasks;
- be signed and dated.

Guaranteed interview with meaningful feedback – an interview provides vital experience for learners who are going on to seek work. There is an expectation that the work placement host will offer a guaranteed interview with the learner at the end of the placement. Where possible, this will be for a real job or Apprenticeship, however this will not always be feasible and in these cases, a formal exit interview with the employer will suffice and should help the learner to prepare for future opportunities. In either case, the learner should receive meaningful feedback to help them improve their performance. An interactive interview feedback form can be downloaded from –



www.apprenticeships.org/uk/-/media/Collateral/Exam-results/InterviewFeedbackTool-PDFv1.ashx

Provider practice - issue a certificate to the young person stating that they have completed a traineeship and include the employers name and logo.

Progression and achievement

With traineeships, the employer does not necessarily have to have a job opportunity or an offer of an Apprenticeship placement for the individual to progress onto on completion, although it is ideal for both parties if they do. Always discuss the options for progression with the employer from the very beginning so that they are clear about the nature of the programme and how they can help the individual to progress.

Employers may be eligible for the Apprenticeship Grant for Employers (AGE) of £1500 if they take the learner on to an Apprenticeship after completion of the traineeship (if they haven't had an apprentice within the last 12 months). Additional funding may also be available through Local Authorities of LEPs to incentivise employers to take on apprentices

It is expected that the work placement will last between 100 and 240 hours. Where a young person successfully progresses earlier than anticipated, this will be counted as completion of the traineeship. Recognised successful progression will be:

- apprenticeship, employment, further education or training;
- completion of all agreed elements of the traineeship;
- completion of six months on the programme.

In order for the learner to have achieved the work placement element they must have:

- completed the work placement as planned, or left early **and**
- progressed to an eligible job or progressed to an Apprenticeship.

Providers should aim to support young people to complete their qualifications within their traineeship, in some cases it may take longer for this to be achieved or the traineeship may finish earlier than planned as a result of a successful progression. The expectation is that young people are supported to continue and complete their English and maths qualifications, together with any vocational qualifications they have begun, after the traineeship is complete. This could be as part of their study programme or Apprenticeship or through Level 2 entitlement for those aged 19-24.

When a learner progresses to a positive outcome, it is important that the training provider records this on the ILR and obtains the necessary evidence which includes:

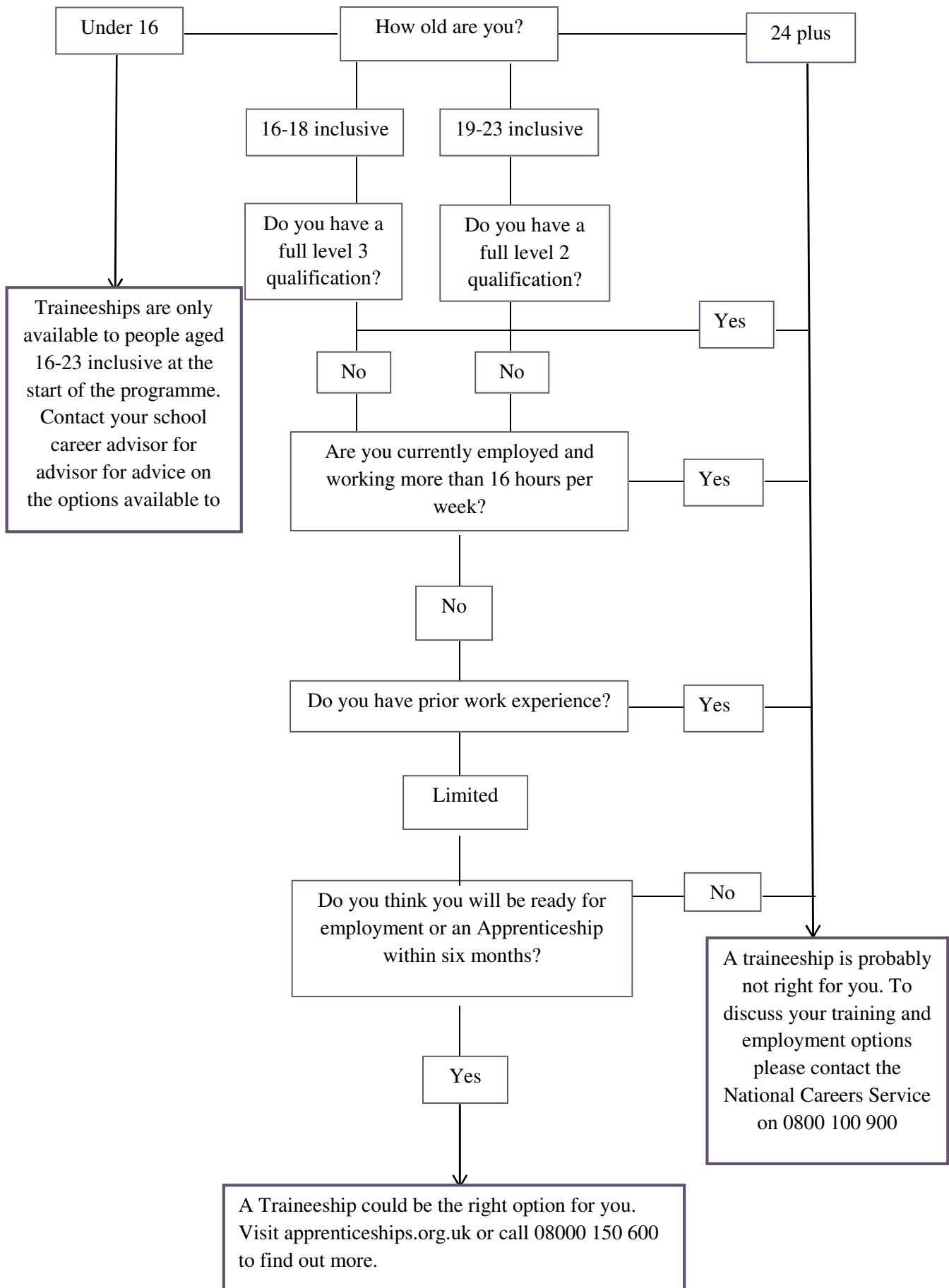
- a self-declaration (19-23 year olds);
- written confirmation from the employer, including start date;
- confirmation that the individual has sustained employment for 16 hours or more per week for six weeks or more;
- self-employment is also considered to be a positive destination, provided learners meet the Funding Rules criteria in relation to the number of hours a week they work to be classed as employed.

It is essential to the success of future placements with employers that feedback is gathered and reviewed. Acting upon feedback from employers will give them the confidence to re-engage with the programme in the future.

With maintaining regular communication throughout the traineeship you should be aware of any uncertainties the employer has had. Even so, it is always a good idea to formally gather and record their feedback and reassure them of the changes that will be made in the design and/or management for future programmes. Ideally you will want to keep the employer engaged for future placements so assessing and reassuring them of the changes will be really useful.

An employer feedback form is a good tool to obtain robust evidence and ideas when you enter the planning stages for the next traineeship programme (see [Appendix F – Employer feedback form](#)).

Appendix A – Eligibility checklist



Appendix B - Pre-placement planner

The following checklist can be used to facilitate pre-placement discussions with the employer and learner.

- € Where is the employer located?
- € Are there regular and reliable transport services?
- € Is there car parking on site or nearby?
- € What are the working hours?
- € What will be the learner's pattern of attendance eg block placement?
- € What will be the duration of the work experience?
- € Who will be the workplace mentor?
- € What are the employer's expectations? eg sickness absence reporting, mobile phone and computer policies, lunch breaks
- € What is the dress code, are there any PPE requirements?
- € Does the learner have additional support needs? How will these be met?
- € Will an allowance be paid?

Appendix C - Placement planner

This planner can be used to outline the activities and tasks the learner will be working on and which personal skills they will be developing. It is useful for the employer to know what the learner is expecting from the placement.

The provider should meet with the employer and work through the planner to establish the tasks that the learner will be doing and how this links with the employability qualification that the learner is working towards.

	Hours	Activities/tasks	Personal skills	Other
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				
Week 9				
Week 10				
Week 11				
Week 12				
Week 13				

Any other comments?

Signed by			
Employer name		Employer signature	

Appendix D - Employer benefits checklist

This checklist can help you promote the benefits of a traineeship to the employer.

- € Flexible in duration to suit the needs of the business (maximum six months) and flexible approach throughout with regards to working hours and learner styles
- € No contract needed
- € No wage commitment
- € Free advertising and recruitment for the traineeship vacancy, managed by the provider or through Apprenticeship vacancies website: www.apprenticeships.org.uk
- € An opportunity to help the local community and support youth employment
- € Follows the idea of 'try before you buy', especially if the employer is looking to potentially offer the learner an Apprenticeship/paid employment if successful
- € The employer can select the hours of work experience to reflect the needs of their business and industry e.g. shift work/weekend work/help during an event or busy period
- € Opportunity to gain experience or improve mentoring/coaching skills for the person supporting the learner
- € The employer will be part of a brand new initiative supported by the Government
- € Free PR and case studies
- € Access to the Apprenticeship Grant to Employers (AGE) of £1500 if they take the learner on to an Apprenticeship (if they haven't had an apprentice within the last 12 months).

Appendix E - Organisational training needs analysis

ERN No:

CRM Ref No:

ORGANISATION DETAILS

Organisation Name:

Parent Organisation:

Address:

City/Town:

Postcode:

Telephone No:

Email:

Website:

No. of Site Employees:

Industry Sector:

Nature of Business:

Company Size:

Micro (1-9)

☐

Small (10-49)

☐

SME (50-249)

☐
(Total Employees)

Large (250-999)

☐

Very large (1000+)

☐

Macro (5000+)

☐

Company Status:

Not for Profit

☐

Limited

☐

Sole Trader/Self Employed

☐

CONTACT DETAILS

Main Contact Name:

Job Title:

Telephone No:

Mobile No:

Email:

INITIAL TRAINING NEEDS IDENTIFIED

Area of Interest:

Apprenticeships

☐

NVQ/QCF

☐

Skills for Life

☐

Short Courses

☐

Bespoke Training

☐

Other

☐

Additional Information (e.g. Customer Service, First Aid etc.)

Date of Enquiry:

A/C Manager:

Appendix F - Employer feedback form

Employer feedback form

Employer name	
Mentor / main contact name	
Learner name	
Start date	

Did taking part in the traineeship programme meet your expectations?
What did you feel worked well during the placement?
What do you think could be improved?
Would you like to be involved in the traineeship programme again?