



Resource 3

Employability

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

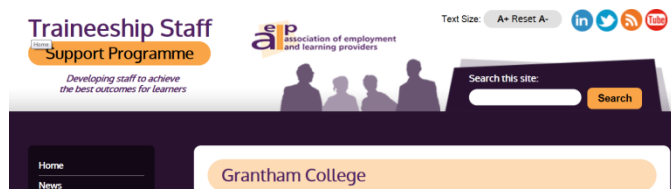
The resources have been produced to develop the confidence and skills of staff involved in the planning and delivery of traineeships.

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 employability skills has been developed to provide an overview of the Traineeship programme and information on how employability skills can be approached.

The resource is structured in the following way:

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

[Section 2 - Employability skills](#)

[Section 3 - Provider practice – Assessing employability skills](#)

[Section 4 - Programme design](#)

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[Appendix A – Example plan for development sessions](#)

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[Appendix C – Skills Scan - Example competency/knowledge checklist](#)

[Appendix D – Mentor/job coach job description](#)

[Appendix E – Eligibility checklist](#)

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 the 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 6 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. (See, [Appendix E - 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 - Employability skills

The CBI/EDI Education and Skills Survey 2010 reported that:

- Schools and colleges must ensure young people develop the knowledge and skills they will need for their future working lives. Employers do not expect schools, colleges and universities to produce 'job ready' young people – they recognise it is their responsibility to train employees to do their jobs. But at the very least, young people must enter the labour market literate, numerate and employable. Work experience has an essential role in helping young people understand the day-to-day importance of skills they acquire in education and developing employability.
- Schools and colleges must embed employability skills more fully into the curriculum. At present personal learning and thinking skills (PLTS) modules are used, but these do not place sufficient emphasis on ensuring students understand and articulate the skills they have learnt in ways that resonate with business and which reflect employers' views of employability.
- Employers value the experience gained through volunteering or work experience and believe that gaining practical experience is the most valuable step young people can take to improve their prospects.

The CBI definition of employability skills:

- self-management;
- team-working;
- business and customer awareness
- problem solving;
- communication and literacy;
- application of numeracy;
- application of information technology.

Employability skills within traineeships

The traineeship programmes concentrate on three core elements:

- work preparation;
- work placement and
- English and maths.

All delivering crucial employability skills.

The content of the work preparation training within traineeships is for providers and employers to design and agree. This is expected to include any personal and social skills that a young person needs to develop in order to achieve the most from their work placement and prepare them for future employment.

For 19-24 year olds the work preparation element must:

- consist of regulated provision, thus can include units, on the Qualifications and Credit Framework (QCF) up to and including Level 2;

- be approved for funding by the Skills Funding Agency (SFA) and
- be listed on the Learning Aim Reference Service.

It is important that work preparation training covers both the skills that young people will need to find and secure a job and the skills and attributes that they need to sustain that job. Initial training should also include preparation for the specific work placement that the young person will be undertaking.

English and maths form a key part of traineeships as employers are clear that literacy and numeracy are crucial employability skills. All young people undertaking a traineeship are required to study English and maths unless they have already achieved a GCSE at A*-C, or for those aged 19 and over, a functional skills qualification at Level 2.

Section 3 - Provider practice – assessing employability skills

Many providers have developed their own tools to identify an individual learner's employability skills needs, ranging from a simple checklist to a full internally devised process. There are a number of commercial programmes and tools available, which many providers already use. The following are two examples:

THE OUTCOMES STAR™

There are a number of resources available to assess young people and one such product is The Outcomes Star™ which is a unique suite of tools for supporting and measuring change when working with people. This Star Online portal gives access to a Star Licence, Star documents, guidance, on-screen Star completion, action plans and reports for individuals, projects and organisations.

The ladders or brief scales are integral to the system and users can hover over a number to see the more detailed descriptions of that scale point. When all the scales have been completed, simply use the Generate Star button and the Star completes itself.

There is also the facility to write notes, create an action plan and view up to three readings per client on one Star for an instant visual of progress.

Leading organisations and commissioners have helped adapt the Outcomes Star for their sectors:

Carer's Star	Community Star
Drug & Alcohol Star	Empowerment Star
Family Star	Family Star Plus
Life Star	My Star
Older Person's Star	Outcomes Star
Recovery Star	Recovery Star Secure
Spectrum Star	Teen Star
Well-being Star	Work Star
Young Person's Star	Youth Star

There is a facility to sign up for a 30 day trial to test out whether the process will benefit your learners. Below is an example of the questions for the Work and Learning Star and the Outcome Star produced.



OUTCOMES STAR for work related learning

Job specific skills

10 I have good job-specific skills and/or experience and know what to do to learn more and get on in life

9

8 I have enough work-related skills or experience to get a job or voluntary position but need more to do what I want to do

7

6 I do actually have some skills. I am learning new skills or gaining experience

5

4 I haven't got any specific skills or experience but we can look at what I might be good at

3

2 I don't have any skills or experience and there is no point in talking about it

1

Aspiration and motivation

10 I am working and/or learning. I am motivated and confident that I can do well without support

9

8 I know what I want and I'm keen to do well but I would like some help

7

6 I want to work and am taking steps in the right direction

5

4 I would like to work but don't think I can get a job

3

2 I don't know what I want to do. There is nothing I can do

1

Job search skills

10 I can identify and apply for appropriate jobs or learning without the project

9

8 I know how to identify and apply for work and learning but would still like some help

7

6 I am OK with some aspects of finding work or learning but have difficulty with other aspects

5

4 I don't know how to find work or learning but I'm interested and could do with some advice and guidance

3

2 I don't know where to start to look for work or training and am not interested in finding out

1

Stability

10 My life feels stable and I can deal with any difficulties myself

9

8 Things are mostly stable enough, but I want to keep in touch until I feel more settled

7

6 I am making progress with my housing, substance misuse, debt or other issues

5

4 I can't work now but maybe I could sort things out so I can

3

2 I cannot work because of housing, substance misuse, debt or other issues

1

Basic skills

10 I have good basic skills

9

8 My basic skills are good enough but I want to improve

7

6 I am doing things to improve my basic skills

5

4 I want to improve my basic skills but don't know where to start

3

2 I can't work because I don't have some basic skills and there is nothing I can do about this now

1

Social skills for work

10 I am confident enough around other people. I am fine as part of a team

9

8 I am mostly OK working with other people but I would like some support

7

6 I mostly get on with people. I know how I am meant to behave at work but sometimes things go wrong

5

4 I have never had a job or it hasn't worked out when I have tried but I am hoping the advisor can help me

3

2 I have never held down a job – things just fall apart

1

Challenges

10 I can deal with any challenges for myself

9

8 I am in a position to work or study but would like some help

7

6 I am sorting things out so that I can get a job or do training

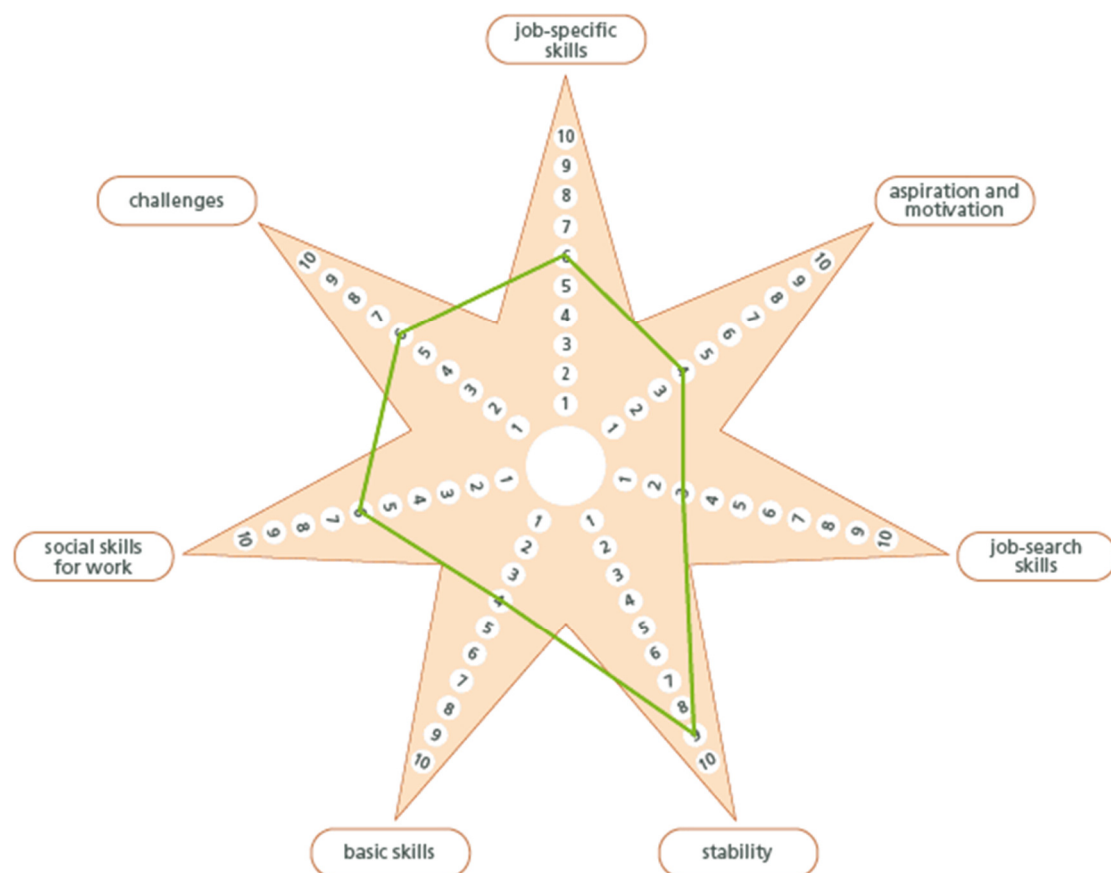
5

4 It is really hard for me to work or study at the moment but I am open to looking at what might be possible

3

2 I am not even thinking about getting a job because health issues, age, loss of benefits, disability or caring for my children or other reasons

1



NAVIGATE is an online software package for learners in schools, colleges and training providers. It is designed to support learners to assess and develop their employability, personal and social skills.

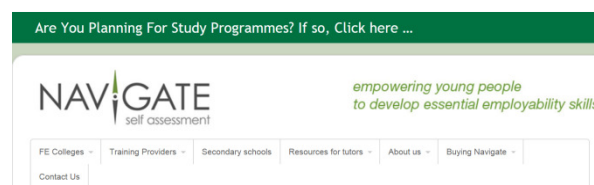
Navigate provides learners with an engaging initial assessment of their employability, personal and social skills. It then provides SMART targets and personalised action plans based on the skills that will most help learners to progress.

The six themes that underpin Navigate are:

- work
- finance
- health
- relationships
- emotion
- citizenship.

The following is an example of the work theme:

People skills	Customer service
	Leadership
	Delivering presentations
	Teamwork
Personal skills	Being motivated
	Setting goals
	Having a positive attitude
	Study skills
	Time management
Work skills	Understanding business
	Enterprise skills
	Job searching
	Problem solving
	IT skills



<http://www.navigationlearning.co.uk/>

Section 4 - Programme design

When designing an employability programme it is crucial to recognise that one size does not fit all learners, flexibility is key to a successful outcome. See [Appendix A for an example plan for development sessions](#).

Initial assessment is critical to identify individual needs; learner interviews to assess behaviours, issues, confidence and learning styles; [Work readiness checklist \(Appendix B\)](#); [Skills scan \(Appendix C\)](#) and English and maths assessment.

Use the following as a guide to ensure that consideration is given to learner and employer needs/expectations.

Issues to consider	Prompts
Some learners have complex needs which can arise from low skills levels, health/mental health difficulties, difficult personal circumstances, low self-esteem and confidence, and negative experiences of learning.	<ul style="list-style-type: none">• Know your learners – analyse their needs.• Consider learners’ additional and broader needs, eg financial, health, housing, transport as well as their skills needs and signpost as required.• Include mechanisms for 1:1 support and regular review.• Develop mentors and job coaches – see Appendix D.• Plan flexibility into your programme so that it accommodates learners’ personal circumstances.• Support staff to access appropriate training, for example in information, advice and guidance, counselling.
Designing a programme that is engaging, relevant and meets learner and employer needs.	<ul style="list-style-type: none">• Identify employability skills that are important to individual learners, initial assessment is key.• Be bold and experiment.• Positively promote and embed literacy, language, numeracy and ICT skills.• Involve employers eg speaking to learners or visits to employer premises.• Use active learning approaches (Geoff Petty - one of Britain’s leading experts on teaching methods has some excellent resources - Active Learning Geoff Petty).• Develop external partnerships that will enable your provision to be responsive to learners’ needs.

Issues to consider	Prompts
<p>Finding the time to plan and develop programme models, approaches and resources.</p>	<ul style="list-style-type: none"> • Identify qualifications, look beyond standard units eg CV writing, interview techniques, be innovative. • Be aware of the resources available to support you, eg awarding body resources and materials. • Set up collaborative working so that staff support each other and share skills in a peer-coaching model.
<p>Changing attitudes, raising awareness, developing staff skills to deliver learner responsive employability skills programmes.</p>	<ul style="list-style-type: none"> • Adopt a whole organisation approach to developing and embedding employability skills (consider if this is throughout the whole organisation or the traineeship programme). • Run awareness sessions to develop a whole organisation vision of and approach to employability skills. • Ensure management steer and support • Identify the skills your staff need and support them to access appropriate professional development.
<p>Dealing with a constantly changing learner group in a roll-on/roll-off model.</p>	<ul style="list-style-type: none"> • Ensure learners have individual targets. • Plan flexibility into your programme. • Include elements of online learning.
<p>Meeting individual learner needs and recognising individual progression within funded programmes that have prescribed:</p> <ul style="list-style-type: none"> • elements; • qualifications; • course length. 	<ul style="list-style-type: none"> • Develop individualised programmes. • Seek out additional funding opportunities. • Offer supplementary online learning, outside of required framework. • Tailor prescribed programme elements to meet individual needs interests and aspirations.

Section 5 - Award and certificate qualifications

There are a range of awards and certificates available from all major awarding bodies:

Entry Level Award in Employability Skills (Entry 3)

Entry Level Certificate in Employability Skills (Entry 3)

Level 1 Award in Employability Skills

Level 1 Certificate in Employability Skills

Level 2 Award in Employability Skills

Level 2 Certificate in Employability Skills

Personal Life Skills Entry Level 3 Award

Personal Life Skills Entry Level 3 Certificate

Personal Life Skills Level 1 Award

Personal Life Skills Level 1 Certificate.

Many providers use a combination of units from these qualifications, depending on the needs of the learner. Initial assessment is crucial in determining the starting point for learners and the level of their abilities, knowledge and confidence (see Resource 2- Learner assessment, in this series).

The awarding bodies have a range of resources available to assist in delivering employability skills units; some also have examples of traineeship programmes, which may include sector specific units.

Section 6 - Signposting to awarding body websites

The following table provides links to the main awarding body websites, with some basic information on the qualifications and in some instances, links to traineeship brochures, information sheets and delivery options. This list is not exhaustive, but is intended to give an overview of resources available.

ABC Awards <u>Employability Skills Units</u>	<p>ABC's qualifications in preparation for life and work have been developed to allow learners to acquire a number of skills to be able to successfully find and retain a job, or to have a platform which allows them to undertake study. They are designed to offer the experience, confidence and the knowledge needed to deal with common situations in life and work</p>
ASDAN <u>ASDAN Resources</u> <u>Supporting Traineeships</u>	<p>The employability skills development course takes an activity-based approach to raising learners' awareness about employer expectations and the working environment. Developed in response to an increasing national focus on work-related learning, with a programme of activities to support learners in preparation for vocational training, for achieving an employability qualification, or for getting a job.</p> <p>Programmes to support learning and traineeship outcomes</p>
Apt awards <u>aptawards qualifications</u> <u>Traineeship Programme</u>	<p>The Apt awards employability qualifications are designed to:</p> <ul style="list-style-type: none"> • build the confidence and self-esteem of learners; • encourage the development of values, personal attributes and interpersonal skills that contribute to success in the workplace; • cultivate positive attitudes to work; • develop essential work skills and behaviours such as communication, teamwork and problem-solving; • empower learners to apply for, secure and sustain meaningful employment; • meet the needs of employers for staff by developing learners' understanding of relationships in the workplace and employer expectations.
Ascentis Booklet	<p>Ascentis offers a comprehensive range of qualifications within each of the three strands which make up the Foundation Learning curriculum, vocational, personal and social development and the full range of functional skills in mathematics, English and ICT from Entry 1 to Level 2</p> <p>Personal and social development qualifications are designed to enable learners to work towards independent living and supported employment.</p> <p>Employability and work skills booklet</p>
CACHE <u>Personal-and-Social-Development</u>	<p>These qualifications provide a flexible framework for developing and recognising personal and social skills and provide clear routes for further learning and work. They can be taken as stand-alone qualifications or as units used alongside other qualifications in the</p>

<p><u>Traineeships</u></p>	<p>Foundation Learning progression pathways such as vocational qualifications and functional skills. They have a range of units that allow the learner to achieve above and below the level of the qualification allowing clear routes for progression and are suitable for a variety of learners.</p> <p>Information and examples of delivering traineeships with CACHE.</p>
<p>City & Guilds</p> <p><u>Employability Factsheet</u></p> <p><u>Employability Units</u></p> <p><u>Traineeships</u></p>	<p>The award, certificate and diploma in employability and personal development are qualifications that help you develop key personal skills, qualities and attitudes required by employers and make progress in education. Depending on the level you take, there are also vocational taster units available from a wide selection of industries.</p> <p>PLEASE NOTE: Registrations for this suite of qualifications will close on 31/07/2014. City & Guilds are currently developing an improved replacement offer (5546) which will be available from 01/08/2014.</p> <p>Sample traineeship programmes</p>
<p>Future Quals</p> <p><u>FAQ Future Quals</u></p>	<p>FutureQuals suite of preparation for work qualifications are designed to provide learners with the essential skills that are vital to succeed in the competitive employment market. It gives learners the confidence, knowledge, understanding and skills required to enter, return to or progress in the workplace.</p>
<p>HABC</p> <p><u>Highfield abc</u></p> <p><u>Traineeships</u></p>	<p>HABC offers a range of personal development for employment qualifications as well as individual units which are available for those learners completing a traineeship framework.</p> <p>These qualifications and units have been developed to provide individuals with the knowledge and understanding to enhance their success in a range of different occupational sectors, preparing them for working life as well as providing ultimate flexibility for the employer, college and training provider. The content of these qualifications and units has been designed to be flexible for learners to achieve a variety of employment-based skills, along with a number of work-related tasters.</p>
<p>NCFE</p> <p><u>Employability Training</u></p> <p><u>Traineeship Builder</u></p>	<p>NCFE offers a wide range of vocational and employability qualifications that are suitable for unemployed learners from Entry Level 1 through to Level 1 and progressing to Level 2 and beyond.</p> <p>NCFE are offering a comprehensive “mix and match” package that can be tailored to suit your needs and the needs of your learners, with over 130 qualifications to choose from and a suite of maths and English qualifications.</p>

NOCN <u>Employability Level 1-2</u>	<p>With the issue of employability high on the national education and training agenda, NOCN's qualifications in employability have been devised to provide learners with the recognition of a range of employability skills. These qualifications encourage the skills, attributes, behaviours and values that learners need to enter and succeed in the world of work and are designed to be flexible, allowing learners to achieve at their own pace.</p>
OCR <u>OCR Datasheet</u> <u>Employability Brochure</u> <u>Traineeships Summary Brochure</u>	<p>The OCR award and certificate in employability skills have been developed to encourage learners to enter and progress in employment. They are aimed at all age groups, including those who have never previously been in employment, or those who are returning to employment after a break.</p> <p>Cambridge employability brochure.</p> <p>Traineeship brochure.</p>
OCNER (Gateway) <u>Gateway</u>	<p>The Gateway qualifications employability skills units feature in the suite of skills qualifications but can also be delivered as stand-alone qualifications.</p>
OCNWM <u>Employability Skills Guide</u>	<p>The qualifications in this suite are designed to offer Entry Level learners the opportunity to gain a range of skills to help them prepare for and progress in the work place. They are designed to provide a stepping stone, aiming to build the confidence and skills required to enter a work environment.</p> <p>The qualifications cover three areas of development: skills for independence, work skills and vocational skills.</p>
OCNLR <u>Qualification Guide L 1-2</u> <u>Qualification Guide Entry Level</u>	<p>The OCNLR Level 1 and 2 awards and certificates in employability have been developed to provide learners with recognition of a range of transferable work skills to enable them to enter and succeed in the workplace.</p> <p>The rules of combination for the qualifications allow providers to select units that meet the specific requirements of learners, depending on their existing skills and previous experience.</p> <p>Entry levels</p>
OCNYH (Certa) <u>Certa</u>	<p>A range of qualifications from Entry Level awards to certificates and diplomas.</p>
Pearson <u>Pearson Employability</u> <u>Pearson Skilled for Life Booklet</u>	<p>Employability skills are vital for everyone. An individual's skills are central to gaining employment, being successful at work and making a career. Offering a wide range of products aimed at developing employability skills.</p> <p>Traineeship toolkit.</p>

<p>Princes' Trust</p> <p><u>Princes Trust PDE</u></p>	<p>The Prince's Trust Award and Certificate in Personal Development and Employability Skills (PDE) recognises a breadth of personal skills, qualities and attitudes required by employers across a range of sectors.</p>
<p>SkillsFirst</p> <p><u>Skillsfirst qualifications</u></p> <p><u>Traineeships</u></p>	<p>In the current economic and employment climate, it is important that young people are given the skills and knowledge to gain initial employment. SkillsFirst have developed a suite of qualifications which focus on releasing the potential of learners. Flexible traineeship offer.</p>
<p>VCTC</p> <p><u>Qualifications</u></p> <p><u>Traineeships Summary</u></p> <p><u>Traineeships</u></p>	<p>VTCT offers a selection of qualifications a Level 1 and 2 that can be incorporated into a traineeship, including employability skills, work experience and specific sector units.</p> <p>Traineeships – summary information.</p> <p>Traineeship information.</p>

Appendix A - Example plan for development sessions

The following is an example of a one day per week, 26 week personal and social skills programme, mapped to key competencies and skills developed through activities.

Week	Activity	Competencies/skills developed through activity
1	Team building/induction (see KEITS TSSP Initial assessment toolkit at http://www.traineeship-staff-support.co.uk/projects)	Team building /confidence /trust/respect /inter-personal behaviour / work co-operatively and effectively in teams/peer relationships/friendship skills/social comfort
2	Outdoor adventure activities. More team building plus water sport /mountain biking/climbing /raft building /orienteering /end challenge and/or community action project.	Problem solving /team building/self-reliant journeys and activities/sense of responsibility/independence/confidence/trust / respect/willingness to give and accept support /anti-social behaviour challenged /inter-personal behaviour/work co-operatively and effectively in teams/development of communication/decision making skills /self-esteem /self-efficacy/patience/peer relationships/independence/adventure and exploration/leadership/environmental awareness/spirituality
3		
4		
5		
6		
7		
8	Reflection (Conference – guest speakers/Industry work based discussions reflecting on personal journey to date)	Work co-operatively and effectively in teams/trust/respect/optimism/self-esteem/self-efficacy/reflection and personal development/development of communication
9	Healthy lifestyle and coaching. Nutrition/hospitality – cooking skills /gym and fitness /developing coaching skills which lead into an event for primary schools or cross college event	Problem solving/team building independence/confidence/trust/care inter-personal behaviour/work co-operatively and effectively in teams/development of communication/decision making skills/self-esteem/self-efficacy/patience/leadership
10		
11		
12		
13		
14		
15	Sports event (Indoors) for local primary schools or internal	Problem solving/team building/sense of responsibility/independence/confidence/trust/care/respect/ /tolerance/work co-operatively and effectively in teams/development of communication/decision making skills/patience/self-assurance/emotional stability/leadership values/social comfort
16	Reflection (Conference – guest speakers/industry work-based discussions reflecting on personal journey to date)	Work co-operatively and effectively in teams/trust/respect/ optimism/self-esteem/self-efficacy/reflection and personal development/development of communication
17	Outdoor camp craft and survival skills	Problem solving/team building/sense of responsibility/self-reliant journeys and activities/independence/confidence/trust/care/ respect/tolerance/work co-operatively and effectively in teams/ development of communication/decision making skills/anti-social behaviour challenged/patience/self-assurance/emotional stability/leadership values/social comfort/environmental awareness/adventure and exploration/reflection and personal development
18		
19		
20		
21		
22		
23	Camp 2-3 day trip, learners can put developed skills to use by budgeting for food, planning routes and complete challenges	
24	Reflection week 3 (Final conference – presentation to SMT/incoming learners?/ reflecting on personal journey made over the whole course	Work co-operatively and effectively in teams /trust/respect/optimism/self-esteem/self-efficacy/reflection and personal development/development of communication
25	Sports event (outdoors) for local primary schools	Problem solving/team building/sense of responsibility/independence/confidence/trust/care/respect /tolerance/work cooperatively and effectively in

		teams/development of communication/decision making skills/patience/self-assurance/emotional stability/leadership values/social comfort
26	Graduation/celebration of journey made (CD of journey/presentation)	Optimism/self-esteem/self-efficacy/reflection and personal development

Appendix B – Work readiness checklist

This checklist can be adapted to suit the traineeship programme eg:

- At the end of an initial block period (eg three weeks) completed by learner and tutor.
- Completed during induction and then again at the end of the block period to measure distance travelled.
- The beginning of the programme, for those who will go into work placement within the first week of the traineeship.

The checklist can be used by tutors, IAG and vocational champions to determine a learner's work readiness and by the learner to self-assess their perception of work readiness.

The results, with any learning outcomes and goals can then be recorded in the Individual Learning Plan.

An alternative is to use the STAR Outcomes model outlined in Section 3.

Learner name:		Optional methods of recording (choose your preferred method)		
		Yes/No	Scale 1-5	RAG
1	Work effectively both supervised and unsupervised			
2	Understand and follow a range of instructions			
3	Complete tasks as required			
4	Demonstrate appropriate communication skills across a range of settings			
5	Work to deadlines			
6	Work as part of a team			
7	Identify their own achievements and the achievements of others			
8	Punctual, polite, reliable and honest			
9	Considerate and supportive of the needs of others			
10	Knowledgeable about their own career path			

Tutor signature:	Learner signature:
Date:	Date:

Appendix C - Skills Scan - Animal care role competency/knowledge checklist

*Circle how confident you currently feel with each area
(1 = very unconfident 2 = unconfident 3 = ok 4 = confident 5 = very confident)*

Area	How confident you currently feel					Notes:
Understanding of role	1	2	3	4	5	
Basic animal care	1	2	3	4	5	
Keeping animals clean	1	2	3	4	5	
Cleaning pens/ enclosures	1	2	3	4	5	
Knowledge of safe disinfectant to use	1	2	3	4	5	
Safely locking closures/ pens	1	2	3	4	5	
Health and safety policies	1	2	3	4	5	
Infection control policies	1	2	3	4	5	
Knowledge of the needs of rescued animals	1	2	3	4	5	
How to care for sick animals	1	2	3	4	5	
How to safely handle animals	1	2	3	4	5	
Knowledge of why some animals might not be able to be handled	1	2	3	4	5	
How to care for baby animals	1	2	3	4	5	
Grooming animals	1	2	3	4	5	
Animal/ species recognition	1	2	3	4	5	
Customer services/ showing customers round	1	2	3	4	5	
Understanding of the importance of knowing an animal's background and history	1	2	3	4	5	
Taking phone calls responding to emails	1	2	3	4	5	
Animals' developmental needs	1	2	3	4	5	
Animal's oral hygiene	1	2	3	4	5	
How to safely transport animals	1	2	3	4	5	
Take animals to a local vets	1	2	3	4	5	
Updating social media (company's website and facebook)	1	2	3	4	5	
Knowledge of licences people need to have certain pets.	1	2	3	4	5	
Knowledge of specific needs of certain animals ie. cold-blooded reptiles	1	2	3	4	5	
Basic knowledge of first aid	1	2	3	4	5	

Appendix D – Job description and person specification

Job title: Mentor/Job coach

Purpose of the role

- To work within curriculum areas within a team providing learning and personal support to learners.
- To use motivational techniques which encourage and assist young people to attend regularly and become effective learners.
- To liaise with learners who show signs of non-attendance and/or are identified as being 'at risk', with the aim of encouraging them to attend regularly to succeed.
- To promote enrichment activities and encourage participation.
- To be enthusiastic about working with young people, pro-active, organised and a skilled communicator and a motivator.
- To set up work placement arrangements.
- To provide job mentor support.

Key accountabilities and duties

- To develop and deliver employability skills sessions and workshops.
- To develop and maintain positive relationships with employers to establish successful work placement opportunities.
- To encourage and monitor time keeping and attendance.
- To contact learners if they fail to attend on a regular basis. This can include punctuality and communicating with students via letter, phone, text, email with guidance from the programme head.
- Providing positive support as required for learners who may be identified as 'at risk'.
- Develop the organisational skills of individual learners and support with target setting.
- Assist learners to access VLE and other information technology to support their course.
- Encourage participation in enrichment activities.
- To liaise closely with course and personal tutors over learners' progress and personal development. Liaising with tutors and learners and helping resolve issues.
- To assess the barriers to learning and develop and monitor action plans for students and update tutors of progress.
- To deal with general behaviour issues.
- To report safeguarding concerns and understand the college procedure.
- To attend student services, learning coach and curriculum area meetings.
- To refer to specialists both within and outside the college as appropriate and act as a point of reference for these services. To assist with the pastoral care and welfare of learners, having some awareness of the benefits, welfare and housing systems.
- To be involved in educational trips, enrichment days and open events.
- To deliver teambuilding sessions to targeted groups, college tours and other activities.
- To manage learner support fund, bursary and travel claims.
- To undertake a developmental role within the learning coach team e.g. volunteering links with external agencies, peer mentoring, sharing of best practice.

- To be a key contact person for information on all college services and activities, to be aware of college events, services and information to share with learners.
- To attend forum meetings as a representative of student services.
- Delivering introductions/tours to groups.

Experience

- A relevant Level 4 qualification eg. a degree of equivalent learning support, training or youth work qualification.
- Recent experience of working with young people.
- Experience of working as an effective member of a team.
- Experience of negotiating with and on behalf of others.
- Experience of using IT packages including word-processing, spreadsheets and databases.

Skills and abilities

- Ability to relate to and motivate young people from diverse backgrounds and with diverse educational experiences.
- Ability to communicate effectively with a range of learners both on an individual basis and in group settings.
- Ability to develop the study skills of learners individually and in workshops.
- Be able to identify situations where referral is appropriate.
- Ability to liaise effectively with tutors and outside agencies.
- Ability to produce materials and guidelines which can be used by other members of staff.
- Ability to produce clear and accurate statistical and written reports to agreed deadlines.
- Ability to work unsupervised and on own initiative.
- Ability to work within college policies on confidentiality and child protection.
- A broad knowledge of equality issues and an ability to implement equal opportunities initiatives.
- A broad knowledge of the issues facing young people in post-16 education.

Appendix E – Eligibility checklist

