



Department
for Education



Department
for Business
Innovation & Skills

Traineeships

**Supporting young people to develop the
skills for apprenticeships and
sustainable employment**

Framework for delivery 2015 to 2016

March 2015



Contents

Forward by Nick Boles MP, Minister for Skills and Equalities	4
Executive summary	6
Who are traineeships for?	6
What do traineeships provide?	7
How are traineeships delivered and funded?	8
A. Introduction	12
B. Who are traineeships for?	13
Age range	13
Target group	13
C. What do traineeships provide?	16
Fit with apprenticeships and 16 to 19 study programmes	16
Core content	18
Work experience placements and employer involvement	18
Exit Interview	21
Work preparation training	22
English and maths	23
Flexible content	23
Duration	24
Ensuring quality	25
Achieving a traineeship	26
D. How are traineeships delivered and funded?	28
Funding – principles	28
Funding – employer routes	29
Funding – provider routes	29
Employment status and financial support for trainees	30
Increasing opportunities and referrals	31
Fit with the benefit system	32
E. How do I get involved?	33
Contacting us	35
ANNEX A	36
Policy changes affecting delivery of traineeships from 1 August 2015	36

Who are traineeships for?	36
What do traineeships provide?	36
How are traineeships delivered and funded?	36

Forward by Nick Boles MP, Minister for Skills and Equalities



Traineeships provide 16 to 24 year olds with an intensive period of work experience and training to give them the best opportunity of entering an apprenticeship or employment – this design reflects international evidence, and the views we gathered from employers, providers and young people. Almost two years since the programme started, we are now seeing evidence that the programme is delivering well for young people.

All those involved can be proud that over 10,000 young people took up opportunities in the first year of the programme, with a further 5,000 young people starting a new traineeship in the first three months of this second year of the programme.

However, a successful traineeships programme must be about quality as well as quantity. The key measure of whether traineeships are a success for our young people is whether the programme supports progression into an apprenticeship or sustainable employment. The initial evaluation from year one shows that this outcome is being achieved with 50% of trainees progressing into apprenticeships or other employment and a further 17% undertaking further learning.

We owe it to young people to retain this focus on quality outcomes, which is why we have strengthened the use of performance data from 2015/16. As announced in the Government's response to the funding consultation on traineeships, we will do this via a number of routes; provider funding, the publication of provider-level employment outcomes to inform young people's and employers' choices, and by setting minimum standards for progression to employment from traineeships.

We have listened to those delivering the programme and made a series of changes to make it easier to provide traineeships without sacrificing quality. These include wider eligibility criteria for 19 to 24 year olds and the option for all learners to do either regulated or non-regulated work preparation training, as best suits the needs of the individual and employer.

This Framework for Delivery consolidates recent policy changes in a single document, showcases best practice and highlights examples of how partners have developed their

offer. I am confident that we have created the conditions for the number of high quality places to continue increasing.

Traineeships is a growing programme. While Government has created a framework for traineeships, it is the partnership of employers and providers that delivers them to young people. Last year at the Skills Show, the Deputy Minister set a challenge to the FE sector to double the number of quality traineeship opportunities available in 2014/15. I look forward to seeing that challenge being met because it will mean over 20,000 young people are supported to compete more effectively for sustainable roles in the workplace now, and for many years to come.

Executive summary

1. This Framework for Delivery provides employers, education and training providers, and young people with information about traineeships and how they will be delivered from 1 August 2015. This executive summary highlights the key points about who traineeships are for, what they provide and how they are delivered and funded. Further details are available from page 12 onwards. Annex A provides a summary of the areas where the Framework has changed for 2015/16. All these changes have already been announced.

2. Further information on funding for traineeships in the 2015/16 academic year will be set out in the Education Funding Agency's (EFA) funding guidance and the Skills Funding Agency's (SFA) funding rules for 2015 to 16. The 2014 Traineeships Framework for Delivery¹, the [EFA funding guidance](#) and the [SFA funding rules 2014 to 15](#) remain current until 1 August 2015.

Who are traineeships for?

3. Traineeships are available for young people aged 16 to 24² and for young people with Learning Difficulty Assessments or Education, Health and Care Plans³ up to academic age 25.

4. The core target group for traineeships are young people who:

- are not currently in employment and have little work experience, but who are focused on work or the prospect of it;
- are aged 16 to 24 and qualified below level 3; and
- providers and employers believe have a reasonable chance of being ready for employment or an apprenticeship within six months of engaging in a traineeship.

5. Traineeships are not intended for:

- the most disengaged young people, who require very intensive support;
- those who already have the qualifications, skills and experience needed to start an apprenticeship or find work; or
- those already in employment.

¹ 2014/15 Framework for Delivery, available at: <https://www.gov.uk/government/publications/supporting-young-people-to-develop-the-skills-for-apprenticeships-and-sustainable-employment-framework-for-delivery>

² For the detailed definition of the 16-19 age range please refer to the Education Funding Agency's funding guidance, or the Skills Funding Agency's Funding Rules for the 19-24 inclusive age group.

³ Under the Children and Families Act 2014, Education, Health and Care plans began to replace Learning Difficulty Assessments from September 2014 in all local authorities.

What do traineeships provide?

6. Traineeships are an education and training programme with work experience. The primary objective and measure of success for traineeships is to secure positive outcomes for participants in the form of apprenticeships or other sustainable employment.

7. The core content of traineeships is a high quality work experience placement, work preparation training, and English and maths provision if required. Providers and employers have the freedom to bring these elements together in the best way to engage and support individual trainees.

8. Traineeships can last between six weeks and six months. The aim of traineeships is to secure young people's progression to a positive outcome as quickly as possible - where they were not ready to take this step without the preparation that the traineeship provides. A traineeship will be considered achieved when the learner progresses to one of the defined outcomes. Further detail is available in the Individualised Learner Record (ILR) guidance⁴.

9. Work experience within a traineeship should be a high quality learning experience tailored to the needs of each individual. We expect that traineeships will contain at least 100 hours work experience with an expectation that the work experience will not exceed 240 hours in total duration. Longer placements may be necessary to prepare young people for work, but these would need to be based on clearly identified learner needs.

10. The involvement of employers is crucial to the success of traineeships. Work experience in traineeships should give the young person exposure to a real workplace so they can develop the skills, knowledge, confidence, attitudes and behaviours they need to succeed at work. Simulated activity in an artificial environment may well form a helpful part of work preparation training but will not count as work experience for the purposes of traineeships. All trainees should be offered an exit interview with the work experience host at the end of the placement⁵.

11. The content of the work preparation training is for providers and employers to design and agree. We have given suggestions for potential additional content (paragraph 71), which is not designed to be prescriptive or exhaustive, but may be useful to providers and employers as they design traineeship programmes.

⁴ Available at <https://www.gov.uk/government/collections/individualised-learner-record-ilr>

⁵ This will either be a formal interview where a job vacancy has arisen or an exit interview with written feedback with the employer who provided the placement where there is not a formal vacancy.

12. 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.

13. Written feedback from the employer where the young person undertook their work experience, together with confirmation of any qualifications completed with their provider, is an appropriate form of recognition for completing a traineeship. Providers and employers are free to award locally-recognised certificates for traineeships.

How are traineeships delivered and funded?

14. Traineeships are applicable for a wide range of employers. In many cases, those employers will also offer apprenticeships. This provides an excellent opportunity for those businesses to plan their pipeline of skilled staff over a number of years. For 16 to 19⁶ year olds, traineeships are part of [study programmes](#) to ensure simplicity in funding and to enable young people to move between learning options. For 19 to 24 year olds, traineeships are part of the existing flexibilities within the Adult Skills Budget.

15. Eligible providers and employers have been able to deliver traineeships since August 2013. Traineeships should be delivered as a partnership between employers and education and training providers as both have a key role in engaging young people and enrolling them on the programme. Local authority services for young people, schools, colleges, Jobcentre Plus advisers, National Careers Service advisers and National Citizen Service⁷ providers also have an important role in referring interested young people to traineeship opportunities.

16. Traineeships can be delivered by education and training providers that currently deliver provision for 16 to 19 year olds and hold a contract either with the EFA or the SFA to deliver traineeships; and by those that currently deliver provision through the ASB, funded by the Skills Funding Agency, to deliver traineeships for 19 to 24 year olds.

17. Employers are able to lead the delivery of traineeships to young people if the conditions in paragraph 16 are met or:

- Through working in partnership with an existing eligible education or training provider; or

⁶ Throughout this document the term 16-19 year old also refers to those young people age 19 to 24 who are subject to a Learning Difficulty Assessment (LDA) or an Education, Health and Care Plan (EHCP) issued by their home local authority.

⁷ National Citizen Service is a Cabinet Office funded programme for 16 and 17 year olds. Over 100,000 people have participated and in 2013 76% felt more confident about getting a job after taking part. More information is available at: <http://www.ncsyes.co.uk>.

- Through working towards becoming an approved provider⁸ in their own right in future years.

18. To ensure that traineeships is a high-quality programme we will retain the requirement that providers must be graded Outstanding or Good by Ofsted and are able to offer traineeship provision which is compliant with this framework and in accordance with funding agencies' rules and guidance. We will continue to keep the Ofsted grade criteria under review as the programme develops. Further detail on provider eligibility is available in the Funding Rules.

19. For 16 to 19 year olds the EFA funding per student methodology will apply.

20. For 19 to 24 year olds traineeships are funded from the Adult Skills Budget (ASB). We have combined the funding available for this age group for work experience and work preparation components into a single funding rate, rather than funding these as separate components. A 20% achievement payment for the single work experience and work preparation rate is based on the learner progressing to one of the successful outcomes, rather than the achievement of a qualification.

21. English, maths and any additional qualifications added as flexible elements will be funded as separate components, at the rates as set out in the funding matrix, within the standard ASB arrangements, including the job outcome policy were appropriate.

22. The funding agencies have published⁹ new definitions for apprenticeship and sustainable job outcomes from traineeships that give a better indication of sustainability and ensure that the outcome is directly related to the programme. This includes the requirement that the employment has taken place for at least 8 weeks, at over 16 hours a week, within 6 months after the traineeship. To recognise and promote the value of enterprise and entrepreneurship in traineeships, self-employment is included as an acceptable job outcome.

23. If a young person continues their learning after their traineeship rather than going into employment, we will accept that destination as an acceptable outcome from traineeships, but there must be evidence that the learning they do is substantial in the

⁸ Providers looking to enter the traineeships market can find further details on the funding agencies' websites; EFA market entry link - <https://www.gov.uk/16-to-19-education-market-entry/> SFA register website <https://www.gov.uk/government/collections/sfa-register-of-training-organisations>

⁹ Further details are available in Traineeships funding in England – Government response at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/375832/bis-14-1099-traineeships-funding-in-england-consultation-government-response.pdf

form of a qualification recognised in the performance tables and of maximum value to support their future employment prospects. Acceptable further learning outcomes are defined in the funding agencies' rules and guidance.

24. Reflecting the primary purpose of traineeships, the funding agencies will introduce minimum standards for job outcomes from traineeships from 2015 to 16. To support providers to prepare for this the funding agencies will run 'shadow' arrangements based on traineeships delivered in 2014/15. Further details will be available prior to the 15/16 academic year.

25. In addition we will publish traineeship outcomes at provider-level based on programmes delivered from 2015/16 onwards. Our intention is to publish these as soon as possible after the corresponding academic year. This will increase transparency and give young people and employers access to timely data to help inform their choices. Reflecting the primary purpose of traineeships, the outcomes we publish will be progression to apprenticeships and other sustainable jobs.

26. As with other programmes, it is mandatory for further education providers to record young people taking part in and completing traineeships through the Individualised Learner Record (ILR). This includes the requirement to report the destinations of trainees. As learner progression to apprenticeships and employment will be reflected in minimum standards, providers are advised to ensure that their data submissions reflect learner progression. This will also help to demonstrate the overall performance of the programme, which all parties will be able to use to communicate its benefits in future.

27. Traineeships are not jobs and are therefore exempt from the National Minimum Wage. Employers are not required to pay young people for any work experience placement they undertake as part of their traineeship. However, young people taking part in traineeships are undertaking education and training and could qualify for existing programmes of financial support, including the 16 to 19 Bursary Fund, Free Meals, and Learning and Learner Support arrangements for 19 to 24 year olds. Access to Work funding¹⁰ from the Department for Work and Pensions is also available for young people for the work experience of their traineeship if they have a disability or health condition that affects their ability to do a job, or if they have to pay extra work-related costs.

28. We have deliberately designed the programme with the flexibility to enable providers to tailor traineeships to meet the requirements of young people who are claiming benefits. Young people can continue to receive benefits, including Jobseekers Allowance (JSA) or the new Universal Credit while taking part in a traineeship. All eligible

¹⁰ Further information on eligibility and applying for Access to Work funding is available from Gov.uk: <https://www.gov.uk/access-to-work>

young people will be able to participate on a full-time basis as necessary. To support an increase in referrals from Jobcentres, providers are encouraged to inform their local Jobcentre Plus of any traineeship opportunities they may have.

A. Introduction

29. Traineeships are an education and training programme with work experience for young people who are motivated to work but lack the skills experience and behaviours sought by employers. The programme is designed to help young people to develop the skills and experience they need to secure apprenticeships and other sustainable employment. Traineeships make an important contribution to reducing the proportion of young people not in employment, education and training since its primary purpose is to support progression into an apprenticeship or sustainable employment. Traineeships also support raising the participation of 16 to 18 year olds in education and training.

30. This revised Framework for Delivery sets out how traineeships will be delivered from 2015/16 academic year onwards. This includes changes set out in the government response to the traineeship Funding in England – Funding Reform Technical Consultation¹¹ where we explained what actions we will take to increase the importance of trainees' progression to apprenticeships and other sustainable employment, bring greater consistency across the age groups, and widen eligibility. We will minimise disruption for providers by doing this within existing funding systems and will keep the core elements of traineeships.

31. The changes we have made for 2015 to 16 are detailed in Annex A. In summary we will:

- Improve and make better use of destination and progression data to support minimum standards;
- Improve outcome definitions of apprenticeships, sustainable employment and further learning;
- Streamline the funding for 19 to 24 year olds; and
- Make further learning an acceptable progression outcome for 19 to 24 year old as is the case for 16 to 18 year olds.
- From 1 Jan 2015 we widened the eligibility for 19 to 24 year olds qualified below a full level 3.

32. This document applies to England only and should be read along with the funding guidance and rules published by the EFA and the SFA affecting the delivery of traineeships from 1 August 2015 onwards. The [2014 Framework for Delivery](#), the [EFA funding guidance](#) and the [SFA funding rules: 2014 to 15](#) continue to apply until 1 August 2015.

¹¹ Full consultation response available at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/375832/bis-14-1099-traineeships-funding-in-england-consultation-government-response.pdf

B. Who are traineeships for?

33. This Framework sets out the intended target group for traineeships, while signalling a significant degree of local flexibility to enable providers and employers to recruit the young people for whom this provision would be the most effective intervention.

Age range

34. Traineeships are available for young people aged 16 to 24 inclusive, including young people with Learning Difficulty Assessments or Education, Health and Care plans.

35. Young people aged 19 to 24 with an Education, Health and Care plan or Learning Difficulty Assessment are eligible to access traineeships, provided they start before their 25th birthday.

Target group

36. We want traineeships to improve the quality of options for young people who are nearly ready to enter an apprenticeship or other sustainable employment and also draw in young people who would not otherwise be in education, employment or training.

37. Traineeships are intended primarily for young people who are motivated to work but lack the skills, experience and behaviours sought by employers to secure an apprenticeship or other sustainable employment.

38. A range of different programmes support young people, so we want to ensure that traineeships are targeted at those who will benefit most from the programme.

39. The core target group for traineeships for 2015 to 16 will be young people who:

- are not currently in employment and have little work experience, but who are focused on work or the prospect of it;
- are age 16 to 24 and qualified below a full level 3;¹² and
- providers and employers believe have a reasonable chance of being ready for an apprenticeship or other employment within six months of starting a traineeship.

40. For young people who are further from the labour market and need more intensive support before they can engage, additional help is available through 16 to 19 study programmes (including supported internships), wider training provision and the Work

¹² Currently a full Level 3 is the equivalent of two A levels. Vocational education equivalents are outlined in the Qualifications and Credit Framework (QCF). Qualifications that constitute a full Level 3 are flagged within the Simplified Funding Rates Catalogue.

Programme. Those who are very close to employment or already have high levels of attainment are likely to be successful in finding opportunities themselves. Traineeships aim to help the intermediate group, providing the skills and experience they need to move into sustainable employment. Traineeships are not intended for:

- the most disengaged young people, who require very intensive support;
- those who already have the qualifications, skills and experience needed to start an apprenticeship or find work; or
- those already in employment.

41. Supported internships may be more appropriate than traineeships for young people with Learning Difficulty Assessments or Education, Health and Care plans, who may have more complex needs and require more time and additional in-work support from expert job coaches to learn a role¹³.

42. Providers and employers have the freedom to work with individuals within the target group whom they feel would benefit most from traineeships. This will enable them to respond to individual and local circumstances. We want traineeships to help young people who meet the criteria of the programme, regardless of their background, and we expect employers and providers to support this aim.

43. We will continue to review learner information on disability, gender, ethnicity and other relevant characteristics to monitor progress to ensure that all young people who meet the criteria are able to access and benefit from traineeships. In *Traineeships: First Year Process Evaluation* (March 2015) most providers said that they offered, or planned to offer, traineeship provision that was targeted at particular groups, most commonly young people who are NEET (not in Education, Employment or Training (84%) and/or benefit claimants (81%); as well as young people with learning disabilities (64%), young people with Special Education Needs (SEN) (64%) and Black and minority ethnic young people (62%).

¹³ Supported internship study programmes may be a suitable option. Guidance is available at <https://www.gov.uk/government/publications/supported-internships-for-young-people-with-learning-difficulties>

Barking & Dagenham College – SEND traineeship

Whilst the College offers a range of traineeships, this particular opportunity was specially designed for students with Special Educational Needs and Disabilities (SEND). The trainees study for a BTEC in Catering and Hospitality at Level 1, whilst also gaining valuable work experience in a range of hospitality businesses. Elizabeth (aged 19) and Alfie (aged 17) worked at the Maples Resource Centre and at the Relish Café in Barking as part of the College's partnership with the London Borough of Barking and Dagenham.

For Elizabeth, the decision to become a trainee was an easy one to make. She says: *"I like cooking and a traineeship offered me a chance to learn new skills."* This is echoed by Alfie, who also saw the traineeship as an opportunity to learn about work.

The 26-week traineeship has seen the pair learn not only practical cooking skills but also other essential employability skills such as teamwork. Both Elizabeth and Alfie impressed staff so much during their work experience placements that they have both been offered apprenticeships with the Relish Café.

C. What do traineeships provide?

44. Traineeships are an education and training programme with work experience. The core content of traineeships is a high quality work experience placement, work preparation training, and English and maths provision where appropriate. The opportunity of a work experience placement with an external employer in the sector they are interested in is critical to making traineeships attractive and effective to young people.

Fit with apprenticeships and 16 to 19 study programmes

45. Traineeships are a key route for preparing young people to compete for and succeed in apprenticeships. Apprenticeships are jobs that provide high quality training to ensure that an apprentice can achieve full competency in their occupation and prepare them for a successful career. We are reforming apprenticeships to make them even more rigorous and responsive to the needs of employers¹⁴ and more than 1,000 employers are already involved in developing new apprenticeship standards through our Trailblazers¹⁵.

46. Traineeships offer progression opportunities that prepare young people to compete for apprenticeships and other sustainable employment, though participation in a traineeship cannot guarantee progression to an apprenticeship.

Hull College – strategic approach

Hull College offers a vocational programme that is closely aligned to the key growth sectors identified in the Humber LEP Employment and Skills strategy. Use of local Labour Market Information at a regional and national level helps inform the strategic direction and the provision it delivers. Having this flexibility allows them to meet the needs of all external stakeholders and learners. The innovative delivery model combines classroom based learning and e-learning, offering a flexible curriculum that links to more than 1,000 online job boards.

The College's Employment and Apprenticeship Services sub-divisions are closely aligned, ensuring progression routes are identified from the offset and a clear student journey is mapped. The College has linked the Humber LEP Careers Education, Information, Advice and Guidance strategy into both its engagement activity and growth strategy.

¹⁴ Details available at <https://www.gov.uk/government/collections/apprenticeship-changes>

¹⁵ Details available at <https://www.gov.uk/government/collections/apprenticeship-standards>

47. Traineeships are applicable for a wide range of employers. In many cases, those employers will also offer apprenticeships. This provides an excellent opportunity for those businesses to plan their pipeline of skilled staff over a number of years. The National Apprenticeship Service plays a key role in supporting the delivery of traineeships, alongside apprenticeships, by encouraging employer involvement and leading national marketing and communications activity for the programme.

Weston College – initial assessment and transition support

Weston College has refined its traineeships programme. The recruitment process has been made more robust ensuring that learners can realistically achieve a positive outcome within six months. Several assessments are conducted at the interview stage including functional skills assessments. This process change increased positive progression outcomes by 22%. Those not placed on a traineeship are enrolled on, or signposted to, other suitable provision.

The College has introduced a placement tutor into its traineeship staffing structure who not only assists learners on work placement but also visits learners who are transitioning to an apprenticeship or employment. The College has found this to be very successful, with learners who progress feeling more confident as a result.

48. Traineeships are a type of study programme for young people who want to progress to an apprenticeship or other employment relatively quickly. For 16 to 19 year olds, study programmes ensure that every young person undertakes a programme of education with qualifications and other activity focused on employment and career goals that reflect their ambitions and capabilities. For some this will mean taking substantial academic or vocational qualifications; for some it will mean an apprenticeship; and for others a traineeship, work experience or other employment-focused training will be more appropriate.

49. Students who have not achieved an A*-C GCSE in English and maths will need to continue to study these subjects towards achieving those qualifications as part of their study programme. As with other study programmes and apprenticeships, young people undertaking traineeships are meeting their duty to participate in education or training. Young people who left year 11 in summer 2014 are required to participate in education or training until at least their 18th birthday.

50. Supported internship study programmes are also available as employer-based provision, supported by job coaches for 16 to 24 year olds with a statement

of Special Educational Needs, a Learning Difficulty Assessment or an Education, Health and Care plan. This option may be more suitable for young people with complex needs who require additional support to learn in the workplace. Through supported internships, young people may have the opportunity to move directly into paid employment.

51. Providers delivering traineeships to 16 to 19 year olds will want to read this Framework alongside the [study programme principles](#) and the EFA's funding guidance for 2015 to 16.

52. For 19 to 24 year olds, traineeships can be delivered within the existing flexibilities of the Adult Skills Budget and providers should read this Framework alongside the [SFA funding rules: 2015 to 16](#).

Core content

53. Traineeships are made up of three core elements:

- A high quality work experience placement to give the young person meaningful work experience and to develop workplace skills.
- A focused period of work preparation training, covering areas like CV writing, interview preparation, job search and inter-personal skills.
- English and maths, if required, as these are seen as crucial employability skills.

54. Providers and employers have the freedom to bring these elements together in the best way to engage and support individual trainees. We expect providers 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 to 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.

Work experience placements and employer involvement

55. 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. Work experience in traineeships should give the young person exposure to a real workplace so they can develop the skills, knowledge, confidence, attitudes and behaviours they need to succeed at work. Ideally this should be with an external employer, external to the learning environment and at

an external site. There are very few exceptions to this that will be funded¹⁶.

56. Where exceptions occur providers will need to make a judgement about whether their placements genuinely provide students with the experiences they need to develop the work-related attributes expected of a traineeship. The funding agencies would initially judge where a work experience placement did not appear to be following their rules or guidance; and Ofsted would make judgements about the suitability of these arrangements through inspection and grading of providers.

57. Simulated activity in an artificial environment may well form a helpful part of work preparation training but will not count as work experience for the purposes of traineeships.

58. Our expectation is 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.

59. There is flexibility to support providers and employers to design programmes which meet the needs of young people and enable work experience placements to take place alongside the other training elements of the traineeship. 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.

60. Work experience placements do not have to be taken consecutively. In some cases, such as where young people are undertaking their work experience in small or medium sized enterprises, it may be appropriate for them to undertake multiple shorter placements in different organisations. This would need careful planning to ensure it adds up to the high quality work experience we expect for all trainees.

61. Providers and employers will be free to agree how the placement fits best with the other components¹⁷. 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. We expect providers to 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

¹⁶ For details refer to the funding agencies guidance and rules

¹⁷ Where the trainee is claiming benefits, providers and employers should also work with Jobcentre Plus. Initial contact details available at <https://www.gov.uk/contact-jobcentre-plus>

them for future employment.

62. The table that follows sets out principles for good quality placements as part of traineeships. It will be for providers and employers in partnership to agree how these principles are implemented in traineeships.

Principles for good quality work experience placements

- **Choice and relevance** – Placement matched to the trainee’s areas of interest and aspiration, with young people undertaking high quality work experience rather than observation or mundane tasks.
- **Organisational readiness** – Commitment from senior managers or owner/manager and a low ratio of trainees to experienced staff.
- **Good preparation** – Thorough pre-placement preparation by the provider, employer and prospective trainee and, if relevant, an understanding of the trainee’s personal circumstances that might affect their workplace behaviour.
- **Written agreement** – Made between the trainee, employer and provider setting out mutual expectations and commitments, including the training plan and arrangements for reviews.
- **A planned placement** – A structured induction, clear objectives and integrated off-the-job training, with an identified mentor or buddy.
- **Feedback and review** – Regular constructive feedback from managers and formal reviews at key stages with the manager, provider and trainee.

Findings from *Traineeships: First Year Process Evaluation* (March 2015)

From the provider’s viewpoint there were four key facilitators to providing a good quality placement:

- i. Quick 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.

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

“We go out and meet all of our employers, they are given a traineeship handbook and we explain about traineeships. Employers are quite vocal as well, so as soon as there are any issues they will always come straight to us.”

(Provider – Childcare/Business Administration)

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

63. The involvement of employers is crucial to the success of traineeships. Work experience in traineeships should give the young person experience of a real workplace so they can develop the skills, knowledge, confidence, attitudes and behaviours they need to succeed at work.

64. We recognise that providers sometimes need a short period of time to work with individual young people to assess their prior attainment and to identify their aspirations and areas of interest before confirming the employer who will offer their work experience placement. Therefore we will continue to offer the flexibility for providers to identify the lead employer for the work experience placement within four weeks of the traineeship starting, rather than insisting this is at the outset. We still expect to see many providers identifying the lead employer in advance of the young person being enrolled, as a placement with a named employer is likely to attract many young people to take up opportunities.

Exit Interview

65. We expect all traineeships programmes to offer an exit interview with the work experience host at the end of the placement. Where possible, the young person should receive a real job interview where an apprenticeship or other post or has become available. However, we recognise that this will not always be feasible and in these cases a formal exit interview with the employer, who provided their placement, will help the young person to practise and prepare for future opportunities. In either case, young people should receive meaningful written

feedback from the employer reflecting the time spent on their placement to help them improve their performance.

Work preparation training

66. The content of the work preparation training is for providers and employers to design and agree. We expect this to 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.

67. 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.

Capita – traineeship model

Capita's traineeship includes a five week, full-time block of classroom based training with a focus on employability skills. This is followed by a work experience placement of up to 6 weeks with a range of businesses across customer service, finance, administration and hospitality sectors. Employers include Barclays, ATS Euromaster, Marriott Hotels and BT amongst many others. After their work experience, trainees receive support which includes continued coaching, learning and job search support.

There are regular review points throughout the programme. An individualised learning plan is created at the outset and the trainee receives regular feedback.

Trainees are regularly assessed against 8 key behaviours (attendance and time keeping; teamwork; communication and influence; decision making; professional behaviour; problem solving and analysis; reflective practice and self-awareness; and personal drive and motivation).

Review points inform further development to the learning plan including areas where additional support may be required; as well as areas that require stretch.

English and maths

68. Employers are clear that literacy and numeracy are crucial employability skills and so English and maths form a key part of traineeships. 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.

69. 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, but not yet required, to consider how teaching young people to work towards achieving these new qualifications will be incorporated in their provision in the future.

70. 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.

Flexible content

71. 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.

BT and Skills Training UK

Following a successful pilot programme, an innovative traineeships partnership between BT and Skills Training UK is to be further developed. The partnership enables young people on traineeships with Skills Training UK to gain an insight into new technology, the media and communications networks during two-week work placements. The work placements were piloted at the BT Tower in Central London and from April will be introduced at two further BT centres in London. BT apprentices and former apprentices who have progressed with the company are leading the traineeships project with Skills Training UK.

During the work placements the young people each have a BT 'host' employee to shadow and experience various technical, engineering, IT and customer service roles. As well as learning about different job roles, there is a focus on improving individual employability skills. The timetable includes mock interviews, practical thinking and business problem solving, with practical exercises. Each young person keeps a log and discusses learning points each day with their BT hosts.

Damian Brown, Ready to Work Programme Lead at BT, says: "We recognise that it's tough at the moment for young people to find jobs which is why we are delighted to be partnering with Skills Training UK to help their trainees gain the valuable experience they need to progress to employment."

One of the Skills Training UK trainees to do a work placement during the pilot programme with BT was Maera Khan, aged 18. She says: "It was a fantastic experience and a real opportunity to learn about global TV networks and broadcasting. I learned so much."

Duration

72. We expect traineeships to last between 6 weeks and 6 months. The length of the planned traineeship should reflect the needs of the learner. Traineeships are designed to ensure all trainees get substantial training and experience, while giving employers and providers the flexibility to tailor programmes to the needs of each individual. Where young people successfully progress earlier than anticipated, this will count as achieving the traineeship.

73. Providers may wish to work with young people who are not yet ready for a traineeship, either as part of their wider 16 to 19 study programme or through their ASB offer for those aged 19 to 24, to help them prepare for and move into a traineeship.

Derwentside College – Nissan traineeships

Derwentside College and its partner NAC Group's traineeship model is a practical hands-on programme of learning. Traineeships are 12 weeks in duration and follow a two week pre-traineeship programme which allows the learners to have an important insight into automotive manufacturing, before committing to the full programme.

The traineeship consists of a practical manufacturing project, during which trainees develop manufacturing and warehouse skills on a simulated production line and learn supporting theories of lean production and continuous improvement. Improvement in maths and English is supported with the appropriate level of Functional Skills or an extended project allowing development and application of enhanced skills.

The programme is complemented by the inclusion of extra-curriculum learning which gives the opportunity for trainees to consider wider aspects of employment – i.e. nutrition for production; sleep patterns and shift working; physical conditioning; and reflective skills to support self-assessment.

The most essential part of the traineeship model is the work experience placement. This is on a manufacturing production line enabling learners to practise skills capable of adding value to a business.

The programme was designed in close liaison with two employers – Nissan (OEM) and Unipres (a key member of the supply chain). These employers took a leading role in promotion; engagement; selection; development of skills content; mentor interaction; and acknowledgement of successful work experience by awarding a certificate to everyone who successfully completed the work experience element of the programme.

Ensuring quality

74. We are keen to ensure that traineeships remain a high quality training route for young people and employers. To support this we have limited delivery to those providers which are graded 'good' or 'outstanding' by Ofsted. We will retain this arrangement in 2015/16 but continue to keep it under review as the changes we are making bed in.

75. Where this quality criteria means that there is no eligible provider in a location, we will support efforts to ensure that Outstanding and Good provision becomes available in that area.

76. To ensure a greater focus on getting the best traineeship outcomes for young people, data on progression from traineeships in 2015/16 will be used in:

- Provider funding;

- Publishing provider-level job outcome rates to inform young people's and employers' choices; and
- Minimum standards for providers based on progression to employment.

77. To support providers to prepare for the introduction of minimum standards for job outcomes the funding agencies will run 'shadow' arrangements based on traineeships delivered in 2014/15. Further details will be available prior to the 15/16 academic year.

78. If a young person continues their learning after their traineeship rather than going into employment (because a job is not available or they wish to gain further qualifications to increase their chances of achieving their employment goal), further learning is an acceptable outcome from traineeships. However, we want to ensure that subsequent learning is substantial and of maximum value to support their future employment prospects.

- For 16 to 18 provision a successful further learning outcome will be the study of a substantial qualification at levels 2 and/or 3 recognised in the performance tables.
- For 19 to 24 year olds, progression will need to be a regulated substantial qualification at Level 2 or above that the Skills Funding Agency has approved for funding outside of an apprenticeship.
- If new English and maths qualifications are started after the traineeship was completed, they will need to be at least a level higher to those achieved through the traineeship in order to progress the trainee towards achievement of GCSE A*-C.

79. As with other forms of education and training provision, the [Common Inspection Framework](#) applies to the traineeships programme, which is therefore subject to inspection by Ofsted.

80. To support providers to deliver high quality traineeships the Education and Training Foundation (ETF) launched its [Traineeship Staff Support Programme](#) (TSSP) in March 2014. The programme includes a range of resources supporting both the development and dissemination of good practice, and it offers an opportunity for providers to join communities of practice where experience and knowledge can be shared. The second phase runs until July 2015. Providers are encouraged to get involved and to access the good practice resources already available.

Achieving a traineeship

81. A young person's traineeship will be achieved when the learner progresses to one of the defined outcomes. The primary measure of success for traineeships is securing positive outcomes for participants in the form of apprenticeships or sustainable employment.

82. 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, traineeships 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.

83. We continue to believe that written feedback from the employer where the young person undertook work experience, together with confirmation of any qualifications completed with their provider, is the right form of recognition for achieving a traineeship and will have greater currency in the labour market than a separate certification process. Providers and employers are free to award locally-recognised certificates for traineeships if they wish, and traineeships-branded artwork is available for this purpose¹⁸.

The Source Academy @ Meadowhall – recognition on achievement

All young people who achieve their traineeship with The Source are invited to a graduation ceremony where they are presented with a certificate. Ceremonies usually take place at the provider's in-house lecture theatre but have taken place at external venues including local hotels when combined with the graduations from their apprenticeships programme. The names of all young people, who achieve a programme at The Source are engraved on a wall mounted plaque.

¹⁸ Providers eligible to deliver traineeships can access and make full use of traineeships branding by registering on the SFA identity site <https://brand.skillsfundingagency.bis.gov.uk>

D. How are traineeships delivered and funded?

84. Providers and employers have been able to deliver traineeships from August 2013, subject to the quality criteria (paragraph 74). Now traineeships are established we would like providers and employers to foster partnerships to grow the programme, ensuring young people have more quality local opportunities to build the skills for them to successfully enter an apprenticeship or other sustainable employment. Funding is available for 2015/16, subject to the quality criteria and there are opportunities for both providers and employers to lead and receive direct government funding for traineeships as set out below. New funding arrangements, including any use of outcomes, will only be applied to learners starting from 1 August 2015.

Funding – principles

85. Traineeships is a programme for 16 to 24 year olds and many providers deliver programmes that span this full age range. To support delivery across the full age range, we announced¹⁹ changes in November 2014 to create greater consistency across the programme, enabling more learners to participate and increasing the flexibility providers have to tailor their programmes.

86. In response to stakeholder feedback we agreed to make these changes within the current 16 to 18 and 19 to 24 funding systems rather than create a new funding system just for traineeships. This will enable providers and ultimately young people to benefit from the changes without the unnecessary disruption that a whole new funding system may create.

87. From 2015/16 we will:

- Fund work experience and work preparation training as a single programme for traineeships for 19 to 24 year olds through a single rate;
- Enable more young people to benefit by extending the learner eligibility from 1 January 2015 so that 19 to 24 year olds qualified below a full level 3 are able to do traineeships, on par with the current offer for 16 to 18 year olds; and
- Maintain the current arrangements for additional learner support funding available in the funding rules.

¹⁹ Available at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/375832/bis-14-1099-traineeships-funding-in-england-consultation-government-response.pdf

88. Trainees are subject to the 16 to 19 English and maths condition of funding²⁰. Any trainee starting a traineeship of 150 hours or more, aged 16 to 18, or aged 19 to 25 if they have a Learning Difficulty Assessment or Education and Healthcare Plan, and donot hold a GCSE grade A*-C or equivalent qualification in English and/or in maths, are required to be studying these subjects as part of their traineeship programme.

Funding – employer routes

89. Employers can lead the delivery of traineeships to young people where they meet the conditions in paragraph 16 or by:

- Working in partnership with an existing funded education or training provider that meets the quality criteria; or
- Working towards becoming an approved provider²¹ in their own right for future years.

90. We want employers to take part in traineeships and offer work experience placements because they see the value of the programme to their organisation and sector. Some employers are being funded to directly deliver traineeships through the Employer Ownership of Skills (Round 2) pilots. We will not offer central financial incentives to organisations hosting work experience placements as part of traineeships, but providers might choose to use the funding they receive to offer support and incentives locally if they decide that is what is needed to generate high quality placements from other employers.

Funding – provider routes

91. Arrangements for providers will remain as in 2014/15. This means that, subject to the quality criteria:

- Education and training 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 student²².

²⁰ Further details are available at <https://www.gov.uk/16-to-19-funding-maths-and-english-condition-of-funding>

²¹ If you are interested in becoming an approved provider further details are available at <https://www.gov.uk/16-to-19-education-market-entry/> and <https://www.gov.uk/government/collections/sfa-register-of-training-organisations>

²² Further information is available at: <https://www.gov.uk/16-to-19-education-funding-allocations>

- Apprenticeship providers who currently deliver provision for 16 to 19 year olds but who do not hold an EFA contract are given a separate 16 to 18 traineeships 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.

92. Contractual funding obligations will be in accordance with the EFA's 2015 to 16 funding guidance and the SFA's 2015 to 16 funding rules. The funding methodology and rates for traineeships build upon the existing systems for 16 to 19 year olds and young adults. Full details are available in the guidance and rules of the funding agencies.

93. As with other programmes, providers record young people taking part in and completing traineeships through the ILR. We have refined the way we capture and record traineeship data on the ILR in 14/15. Details on this can be found in the [14/15 ILR Specification and Guidance](#). Providers are required to record learner destinations on the ILR for traineeships. Further details of how the achievement and destinations fields will be used in minimum standards will be available prior to the 15/16 academic year.

Employment status and financial support for trainees

94. Young people taking part in traineeships are by definition not yet ready for sustainable employment, but will benefit from developing core skills needed in the workplace and from gaining work experience in a real working environment where they can apply these skills. Employers are not required to pay young people for work experience undertaken as part of a traineeship. Traineeships are exempt from the National Minimum Wage. We encourage, but do not require, employers to consider providing trainees with support to meet their expenses such as travel costs.

95. Young people taking part in traineeships are undertaking education and training and, where they qualify, are able to access our existing programmes of financial support, including the 16 to 19 Bursary Fund, Free Meals, and Learning and Learner Support funding for 19 to 24 year olds. Access to Work funding²³ from the Department for Work and Pensions is available for young people for the work experience placement of their traineeship if they have a disability or health condition that affects their ability to do a job, or means they have to pay extra work-related costs. An Access to Work grant can help pay for travel when young people are unable to use public transport, and workplace support workers, including job coaches.

²³ Further information on eligibility and applying for Access to Work funding is available on the Preparing for Adulthood website: <http://www.preparingforadulthood.org.uk/what-we-do/supported-internships/access-to-work-fund>

Increasing opportunities and referrals

96. Traineeships are now an established, quality programme. This was recognised by the Deputy Prime Minister, Nick Clegg MP in November 2014 when he asked employers and providers to aim to double the number of traineeships so that over 20,000 opportunities would be available in 2014/15.

97. Traineeships should form part of the core offer for young people aspiring to apprenticeships or other employment. Many young people will proactively seek out traineeship opportunities where they have not yet been successful in finding work. However there is a key role for organisations working with young people to refer them to traineeships programmes where appropriate and available. In particular, local authority services for young people, schools, colleges, Jobcentre Plus Work Coaches, National Careers Service advisers and National Citizen Service providers also have an important role in referring interested young people onto traineeships. We will continue to work with these partners to provide an effective programme with which young people will want to engage.

98. The completion of a traineeship is not a standalone destination for a young person but a preparation for an apprenticeship or other sustainable employment. It is to this end that employers and providers have a key role in raising awareness of traineeships, engaging young people and supporting them to enrol and succeed on the programme.

99. Eligible providers can also advertise their traineeships opportunities for free on Gov.uk²⁴, using Apprenticeships Vacancies, and through local Jobcentre Plus.

²⁴ Full details available at <https://www.gov.uk/government/publications/traineeships-operational-information/traineeships-supporting-information>

Jarvis Training Management – working with Jobcentre Plus

The traineeship programme has been promoted through the use of advertising materials and staff having a presence in a number of Job Centres in different locations in the North West. The Jobcentre Plus (JCP) Work Coaches prepare a diary and arrange appointments with interested clients. The Jarvis Training Management (JTM) member of staff offers initial advice and guidance during these appointments and, if appropriate, invites the client into JTM for an interview.

JTM have recently had a presence at Huyton JCP for group sessions when JCP refer their claimants to attend the session. This predominantly attracts people with an interest in employability training generally, but a significant number of traineeships have been recruited in this way.

JTM invite claimants for appointment/interview; and if eligible, a date will be agreed to start the traineeship. This results in outcomes for JCP and instant referrals for JTM.

Fit with the benefit system

100. Many young people who want to take part in a traineeship and are aged 18 to 24 will be claiming JSA or Universal Credit. Traineeships can provide a high quality route to help them gain the skills they need to find work. We have deliberately designed the programme to have the flexibility to enable providers to meet the requirements of most young people who are claiming benefits. This enables young people to continue to receive benefits, including JSA or the new Universal Credit whilst taking part in a traineeship. When providers and employers design traineeships locally and intend to offer places to benefits claimants, providers must still consult Jobcentre Plus to ensure a suitable fit with the benefits system and local labour market requirements.

101. All eligible young people will be able to participate on a full-time basis and maintain their entitlement to benefit as necessary. To support an increase in referrals from Jobcentres, providers are encouraged to inform their local Jobcentre Plus of any traineeship opportunities they may have.

E. How do I get involved?

102. The continued growth of quality traineeship opportunities depends on the commitment and involvement of employers, providers and young people.

	Why get involved?	How to get involved?
Employers	<ul style="list-style-type: none"> You have told us that young people who apply for your vacancies often do not have the skills or experience you are looking for. Traineeships offer you the opportunity to shape their training and experience, creating a larger pool of high quality applicants for your sector to draw on. Traineeships also allow you to work with young people over a significant period of time, to enable them to acquire the right skills to enter the future workforce in your sector. Traineeships are designed to be as simple as possible and we have created a range of routes so that you can decide how to get involved – from working with a provider to offer work experience placements, to getting involved in designing and leading traineeships yourself. 	<ul style="list-style-type: none"> You can find out more by speaking to your contact in the National Apprenticeship Service (NAS), emailing traineeships@sfa.bis.gov.uk, looking at the Gov.uk²⁵ website or calling on 08000 150 600 You can contact local education and training providers that meet the quality criteria (paragraph 74) directly to work in partnership with them to offer traineeship work experience placements. The NAS helpline above can put you in touch with local providers.

²⁵ <https://www.gov.uk/government/collections/traineeships-programme> You may also find the employer fact sheet helpful at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/394009/Traineeships_Fact_Sheet_Employer_NAS-P-100102_FINAL.pdf

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Education and training providers</p>	<ul style="list-style-type: none"> • You have told us that many of the young people you work with are motivated by work and want the opportunity to build the skills and experiences that employers are seeking. • Traineeships offer you the opportunity to develop just such a programme, with flexibility to allow you to fit this to the needs of the local labour market and your learners. • You can build on the best of your existing employer engagement and we will fund you to deliver traineeships as part of 16 to 19 study programmes and/or the ASB. 	<ul style="list-style-type: none"> • If you meet the quality criteria in paragraph 74 you can deliver traineeships now as part of study programmes and/or your ASB. • The EFA 2015/16 funding guidance and the SFA funding rules: 2015 to 16 includes information on traineeships. If you have questions about delivery, contact details are included below.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Young people</p>	<ul style="list-style-type: none"> • We know that many of you are keen to find an apprenticeship or employment; that you want the opportunity to develop the skills and experience to enhance your CV and give you the best shot at finding work at a difficult economic time. • Traineeships are a route to help you get ready for an apprenticeship or employment. You'll have the opportunity to polish up your English and maths skills and work towards achieving qualifications in these subjects as these are something that employers really value. But you'll also have the chance to undertake an exciting, challenging work experience with a real employer, giving you great experience and a reference to enhance your CV. 	<ul style="list-style-type: none"> • You can contact your local training provider to see if they are offering traineeships. • You can search for local opportunities on: https://www.gov.uk/find-traineeship • To discuss traineeships as an education and career option, you can contact the National Careers Service. Search online for 'National Careers Service' or call 0800 100 900.

Contacting us

103. We will continue to work closely with providers, employers and representative organisations to understand how more quality traineeship opportunities can be made available. We welcome ongoing views about progress, issues and success stories sent to us at the SFA at: traineeships@sfa.bis.gov.uk; or the relevant EFA territorial team at:

- Southern: YPSouthern.EFA@education.gsi.gov.uk
- Central: YPCentralSW.EFA@education.gsi.gov.uk
- Northern: YPNorthern.EFA@education.gsi.gov.uk

ANNEX A

Policy changes affecting delivery of traineeships from 1 August 2015²⁶

Who are traineeships for?

Extend the eligibility criteria to 19 to 24 year olds with a Full Level 2. Learners aged 19 to 24 are eligible if they do not have a full level 3. In 2014/15, those aged 16 to 18 qualified to a full level 2 were able to participate in traineeships, whereas 19 to 24 year olds with a full level 2 were not. *This change was implemented from 1 January 2015.*

What do traineeships provide?

Duration and intensity – Traineeships should last between 6 weeks and 6 months with the actual length of the planned traineeship planned to reflect the needs of the learner.

How are traineeships delivered and funded?

Work experience and work preparation training – Fund these elements as a single programme for traineeships for 19 to 24 year olds rather than funding each component separately

Content of work preparation training – All 16 to 24 year olds will be able to do either accredited or non-accredited work preparation training. In 2014/15, 19 to 24 year olds on traineeships had to undertake work preparation training that consisted of regulated units and qualifications on the Qualifications and Credit Framework.

Funding method for all learners that start a traineeship on or after 1 August – There will be combined funding for 19- to 24-year-olds for work experience and work preparation components into a single rate, rather than funding these as separate components. The 20% achievement payment for this single work experience and work preparation rate is based on the learner progressing to one of the successful outcomes (defined elsewhere), rather than the achievement of a qualification.

English, maths and any additional qualifications – These will be added as flexible elements and funded as separate components at the rates as set out in the funding matrix within the standard ASB arrangements i.e. with 80% of the rate paid on learner activity, and the 20% achievement payment based on the achievement of these

²⁶ Date correct unless otherwise stated

qualification. The job outcome policy will apply to these elements if any learners leave early because they find employment.

Focus on quality outcomes via a strengthening of the use of performance data - As announced in the Government's response to the funding consultation on traineeships, this will be introduced from 2015/16 and done via a number of routes; provider funding, the publication of provider-level employment outcomes to inform young people's and employers' choices and by setting minimum standards for progression to employment from traineeships.

Minimum standards for progression to employment from traineeships – To support providers to prepare for this the funding agencies will run 'shadow' arrangements based on traineeships delivered in 2014/15. Further details will be available prior to the 15/16 academic year.



Department
for Education



Department
for Business
Innovation & Skills

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