Guidance

Traineeships: framework for delivery 2021 to 2022

Updated 5 August 2021

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Executive summary

1 In July 2019, the Government published investment for a refurbished and expanded traineeship programme to help young people, who are expected to be disproportionately affected by the economic fallout of Coronavirus (COVID-19), into work.

2 The key developments are:

- doubling potential numbers of extra traineeships in the 2020 to 2021 academic year
- an enhanced funding rate for Adult Education Budget (AEB) funded traineeships for the 2020 to 2021 academic year
- maximum duration of a traineeship extended to one year where learners need it
- young people with an existing Level 3 qualification taking eligible for a traineeship
- a more flexible work placement element with an employer (in multiple employers if it is more suitable for the trainee) of 240 hours
- an increased rate of eligibility to an occupational traineeship for young people apprenticeships and sector specific jobs
- a new Traineeship Employer Agreement
- employers providing work experience opportunities being offered an incentive payment of £1,000 per learner, for up to 10 learners in each of the 9 regions
- a new Traineeship Accelerator model, delivered with local partners, developed by the sector (capacity and scale pilot activities)

3 Annex A summarises where the Framework changed from September 2021.

4 In Budget in March 2021, the Government provided further investment of £90m to fund 16 to 19 year olds in 2021 to 2022 academic year to take up a place on a high quality 360 hours (including suitability of the new employer hosts).

5 Traineeships are a flexible offer that provides employers, education and training providers, young people and their families with a high quality work experience opportunity between August 2021. Delivery should be in line with the relevant Covid-secure guidance.

- For 16 to 18 year-olds (and 19 to 24 year-olds, and up to age 25, with an education and training plan agreed before the 25th birthday) **Referred to this document as the "Traineeship Framework"**
- For adult learners (19 and over) **Referred to this document as the "Traineeship Framework for adult learners"**
- Part time 24 year-olds (the DWP's Adult education bulletin) (NEW) **Referred to this document as the "ESFA AEB Funding Rules"**

What are traineeships?

6 Traineeships were introduced in 2013. They are an education and training programme with work experience for young people who are ambitious to find and succeed in a job but who lack the skills, experience and behaviours sought by employers. Unlike an apprenticeship, a traineeship is not a programme of learning and skills leading to a job with an employer.

7 Traineeships are a focused, flexible offer with a direct line of sight to employment. They allow young people to continue with a high quality work experience and training designed to help them to develop the skills and experience needed to secure a sustainable job with a good employer. Traineeships are a high quality offer that will reduce the proportion of young people not in employment, education and training and raise the participation of 16 to 18 year-olds in education and training.

8 The aim is to prepare young people for an apprenticeship or specific job, where they are not quite ready and need a transition period. It is young person's ready to start an Apprenticeship, but pre-employment must not be delayed.

9 The occupational learning element may reduce the duration of the apprenticeship they undertake, but it is not a requirement. Employers may also use a traineeship to specifically shape or duplicate the content of an Apprenticeship standard, and the minimum duration requirement on an Apprenticeship must always be met.

10 Further details are in Annex A.

Who are traineeships for?

Age range

11 We have added paragraph 18 in response to queries received.

12 Traineeships are available for young people aged 16 to 24 (NEW)(19) and for young people with an EHC plan or who are looked after (up to 25). Assessments up to academic age 25.

13 The age of the learner on 31 August is the funding year determining whether the learner is funded through **the ESFA AEB Funding Rules** (for individuals aged 19 to 24) or **the ESFA 16 to 19 education funding guidance** (for individuals aged 16 to 18).

Target group

14 The core target group for traineeships in the 2020 to 2022 academic year will be young people who, regardless of their background:

- are not currently in full time employment and have little work experience, but who are focused at work on the prospect of it
- are at risk of NEET (Not in Education, Employment and Training) and Care Leaver (CL) and qualify as hard-to-reaching (NEW)(20) and
- providers and employers believe they have a reasonable chance of being ready for an apprenticeship or other employment within 6 months of completing a traineeship

15 Being ready for an apprenticeship or other employment within 6 months of completing a traineeship is a key feature of the Traineeship Programme. This allows trainees up to 6 months to achieve a pre-defined successful outcome if they cannot progress to an straight away.

16 Traineeships are not intended for:

- the most disengaged young people, who require very intensive support
- those who have high level qualifications, skills and experience needed to start an apprenticeship or find a job
- those already in full time employment

17 A traineeship may be an option for young people with some previous employment but who lack the skills, experience and behaviours needed to secure a sustainable job with a good employer.

- Full time study is not a barrier to engage with a training provider
- full time work or volunteering (20 hours or more) combined with part time education and training is not a barrier to engaging with a provider
- A apprenticeship, traineeship, T Level is expected 16 hours

18 A supported internship, rather than a traineeship, may be more suitable for young people with complex needs who require additional support to learn to work independently. Supported internships are a type of study programme specifically aimed at young people with learning difficulties and disabilities, including those with an Education Health and Care (EHC) plan, who want to move into employment and need intensive support to do so. They are available as employer-based provision, supported by job coaches, or college-based provision, ideally placed to have the opportunity to directly study job-related skills.

19 Providers delivering traineeships to 16 to 19 year olds will want to read the Framework alongside the study programme principles and the 16 to 19 funding guidance.

20 This document applies to traineeships in England only and should be read along with the funding guidance and rules published by the ESFA affecting the delivery of traineeships from 1 August 2021 onwards.

Fit with the benefit system

We have added a link to DWP contact information in the last paragraph.

21 Many young people who want to take part in a traineeship aged 16 to 24 (25 with an EHC plan or who are looked after) will be in receipt of benefits and will need additional help to make ends meet while they work to find work.

22 We have deliberately designed the programme to have the flexibility to enable providers to work with local Jobcentre Plus offices to support their learners in receipt of benefits. This enables young people to receive Universal Credit and Jobseekers Allowance unemployment benefits whilst taking part in a traineeship.

23 When providers and employers design traineeships to suit and intend to offer places to benefits claimants, providers must still consult Jobcentre Plus in advance to ensure that the offer is suitable and that it will count as a work placement.

24 Providers must ensure learners are aware of any requirements to the DWP to accept guidance and rules.

25 It's vital that young people will be able to participate in a full time course and maintain their entitlement to benefit, as necessary.

26 It is also vital that trainees in the work experience element of traineeships in the work experience placement section below.

27 To support an increase in skills for those in low skill jobs, providers are encouraged to consider how they can offer traineeships to those who are in receipt of benefits and who are in the ESFA AEB Funding Rules (for individuals aged 19 and over), or the ESFA 16 to 19 Funding Guidance as appropriate.

28 Work preparation training should also be focused on preparing the young person for the specific work experience placement they are undertaking.

Work experience placement

The ESFA AEB Funding Rules for 2020 to 2022 reflect the end of the DWP Work Programme and Work Placements programmes. Work Placements and Work Programme payments are normally 30 to 240 hours but they can be extended up to 320 hours if an offer of an apprenticeship place is offered and accepted. As part of the Work Programme and Work Placements, DWP provided a wraparound support service, which was a contract that ensured that we would not expect the work experience placement to be with the provider or college delivering the traineeship.

29 The purpose of traineeships is to prepare young people for an apprenticeship or employment so that they can progress successfully to apprenticeships and other sustainable work.

30 The independent of employers is crucial to the success of traineeships. A work experience placement with an external employer is the sector in which the young people want to work and is a key part of their preparation for employment.

31 Work experience is a mandatory element that provides young people with a real workplace in-depth to develop the skills, knowledge, confidence, attitudes, and behaviours they need to succeed at work.

32 Work Experience Placements must be with an employer. This should be with an employer in the sector in which the young person is preparing to work and should be a meaningful work experience and an external site. There are very few exceptions, this that will be funded (NEW)(21). For example, it must not adhere with a training venue where the provider delivers training to other learners. It must not be with a provider of work experience which department which are equivalent to the training or education and external work experience.

33 It is important that the work experience placement is for with the provider or employer delivering the traineeship. A work based placement should be with a specific employer, outside of the learning environment's organisation with independent management. This is to ensure that the young person can gain the valuable experience of being with an employer and the different expectations, behaviours and opportunities this brings.

34 In these cases, providers will need to make a judgement about whether their work placements genuinely provide students with the experiences they need to develop the skills and behaviours sought by employers. Providers should also be prepared to talk about the suitability of these arrangements through inspection and quality assurance.

35 Sometimes activity in an artificial environment may form a helpful part of learner's preparation but will not count as work experience for the purpose of traineeships.

36 A traineeship must include a work placement element with an employer for a minimum period of 70 hours.

37 There is flexibility for providers and employers to design programmes which meet the needs of young people and enable work experience placements to take place over a period of time, for example, one day a week, or in blocks of 2 or 3 days, in accordance with the maximum hours of activity per week as set out in the ESFA AEB Funding Rules (for individuals aged 19 and over), or the ESFA 16 to 19 education funding guidance (for individuals aged 16 to 18 and 19 to 24 with an EHC plan).

38 For 16 to 18 year-olds (up to age 25, with an education health and care plan) funded through the ESFA's young people's funding methodology for study programmes, the maximum length of a work placement is 240 hours, which should exceed 40 hours per week.

39 For 16 to 24 year-olds funded through the ESFA's Adult Education Budget funding methodology:

- An individual can have separate work placements in different organisations. These placements must last for a minimum period of 70 hours in total with each organisation and must be for a minimum of 70 hours in total. Providers should expect the 70 hours to be delivered in less than a 2 week period with the employer, but they can be delivered flexibly across the programme if needed.
- Providers should expect to deliver work placements of up to 240 hours (or between 70 to 240 hours) in accordance with the 320 hours in the ESFA AEB Funding Rules (for individuals aged 19 and over).
- Assessments of the outcomes (including work placements) are subject to a maximum of 20 hours activity each week to meet the requirement of a data lasting 6 weeks.

40 When we receive claims from an employer, we use the data on the ILR to check that the start and finish dates of the work placement are at least five working days apart.

41 Longer placements may be necessary to prepare young people for work, but these should be in exceptional circumstances and agreed in advance.

42 Multiple work placement opportunities are possible as part of a traineeship. Young people may want to experience working with different employers, in different environments, to gain a better understanding of what they want to do. Providers are encouraged to find opportunities with multiple smaller organisations, rather than one organisations.

43 Where there are multiple placements, they do not have to be done consecutively but to be eligible for an employer incentive, each placement with an employer must be for a minimum of 70 hours and must be completed (the 70 hours) in a period of less than 2 weeks (period with employer).

44 The provider will need to be clear with employers beforehand, carefully to ensure they will not be high-quality work experience or meet the Gatsby Benchmarks. Providers should be clear with employers that they are not a "free labour" scheme and that it is important that employers treat young people with respect and dignity. Providers should also be clear with employers about the suitability of these arrangements through inspection and quality assurance.

45 More information on the employer incentive payments available to support the provision of work placements and work experience for 16 to 19 year-old Transition Inspirations Participants sector-based and in the United Jewness.

46 Providers and employers will be free to agree how the placement fits best with the other components(NEW)(22). Some parties may need to focus primarily on ensuring the young person gains the experience they need to develop the behaviours that transparently before moving into the work experience placement. Others may benefit from starting their work experience with a supportive employer early in the traineeship, so that the young person can see the relevance of what they are learning in the part time.

47 Full time students with either prior attainment of GCSE grade 3 or grade 3 in English and/or maths must study GCSE to meet their mandatory requirement. Students who are in grade 2 or below in maths or English can study towards a pre-functional Skills Level 2 course, or GCSE, as part of their study programme. Providers will have to consider the best way to ensure that their students can meet their mandatory requirement.

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49 Providers should aim to support young people to complete their English and maths qualifications within their traineeship where possible. The extended duration of up to a year will provide more time for this to be achieved. Providers should work with their partner to achieve these crucial elements. Where needed trainees can and should be young people to continue and complete these qualifications after the formal traineeship programme has finished, if they need to do so to meet their mandatory requirement, or as part of their apprenticeship. Providers will need to consider the best way to support their learners to achieve this.

50 More information on the entitlement within study programmes is available in the 16 to 19 funding, maths and English guidance. Further information on the entitlement approved for teaching to 16 to 19 year olds who meet the condition of funding.

English and maths in 19 to 19 traineeships

51 The ESFA's maths and English condition of funding **the 16 to 19 funding maths and English guidance** (NEW)(23) sets out the ESFA's expectations for the delivery and of planning this standard, and get the necessary support to do so.

52 Students on a traineeship programme are subject to the condition of funding in the same way as students on other study programmes.

53 A change made to **16 to 19 funding: maths and English condition of funding** means that students who are 16 to 19 year-olds and who are on a traineeship programme will be required to study English and maths as part of their traineeship programme. Traineeships are part time. Traineeships are now treated in a consistent way with other study programmes and have adjusted timetabled hours (hours) for students who are part time.

54 Full time students with either prior attainment of GCSE grade 3 or grade 3 in English and/or maths must study GCSE to meet their mandatory requirement. Students who are in grade 2 or below in maths or English can study towards a pre-functional Skills Level 2 course, or GCSE, as part of their study programme. Providers will have to consider the best way to ensure that their students can meet their mandatory requirement.

55 Part time students can study towards a GCSE or a valid disapproving qualification, irrespective of prior attainment. Students who have not achieved a GCSE in English and a record in the Find a learning will determine that with suitable learning plan.

56 Providers should aim to support young people to complete their English and maths qualifications within their traineeship where possible. The extended duration of up to a year will provide more time for this to be achieved. Providers should work with their partner to achieve these crucial elements. Where needed trainees can and should be young people to continue and complete these qualifications after the formal traineeship programme has finished, if they need to do so to meet their mandatory requirement, or as part of their apprenticeship. Providers will need to consider the best way to support their learners to achieve this.

57 More information on the entitlement within study programmes is available in the 16 to 19 funding, maths and English condition of funding guidance. Further information approved for teaching to 16 to 19 year olds who meet the condition of funding.

English and maths in 19 to 24 traineeships

58 For young people aged 19 to 24, where the **ESFA AEB Funding Rules** support English and maths, providers should ensure that their learners who have not achieved a qualification aged 16 and over, who have not previously achieved a GCSE grade 4 or 5.

59 For 19 to 24 year-olds a functional skills qualification alone at Level 2 may be more appropriate than a GCSE, providers should consider the best way to support their learners.

Digital skills

60 Digital skills are a key element of additional investment for a refurbished and expanded traineeship programme to help young people, who are expected to be disproportionately affected by the economic fallout of Coronavirus (COVID-19), into work.

61 The key developments are:

- doubling potential numbers of extra traineeships in the 2020 to 2021 academic year
- an enhanced funding rate for Adult Education Budget (AEB) funded traineeships for the 2020 to 2021 academic year
- maximum duration of a traineeship extended to one year where learners need it
- young people with an existing Level 3 qualification taking eligible for a traineeship
- a more flexible work placement element with an employer (in multiple employers if it is more suitable for the trainee) of 240 hours
- an increased rate of eligibility to an occupational traineeship for young people apprenticeships and sector specific jobs
- a new Traineeship Employer Agreement
- employers providing work experience opportunities being offered an incentive payment of £1,000 per learner, for up to 10 learners in each of the 9 regions
- a new Traineeship Accelerator model, delivered with local partners, developed by the sector (capacity and scale pilot activities)

62 Annex A summarises where the Framework changed from September 2021.

63 Budget in March 2021, the Government provided further investment of £90m to fund 16 to 19 year olds in 2021 to 2022 academic year to take up a place on a high quality 360 hours (including suitability of the new employer hosts).

64 Traineeships are a flexible offer that provides employers, education and training providers, young people and their families with a high quality work experience opportunity between August 2021. Delivery should be in line with the relevant Covid-secure guidance.

- For 16 to 18 year-olds (and 19 to 24 year-olds, and up to age 25, with an education and training plan agreed before the 25th birthday) **Referred to this document as the "Traineeship Framework"**
- For adult learners (19 and over) **Referred to this document as the "Traineeship Framework for adult learners"**
- Part time 24 year-olds (the DWP's Adult education bulletin) (NEW) **Referred to this document as the "ESFA AEB Funding Rules"**

Occupational learning and qualifications

65 Occupational learning and qualifications are a key element of additional investment for a refurbished and expanded traineeship programme to help young people, who are expected to be disproportionately affected by the economic fallout of Coronavirus (COVID-19), into work.

66 The key developments are:

- doubling potential numbers of extra traineeships in the 2020 to 2021 academic year
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68 Budget in March 2021, the Government provided further investment of £90m to fund 16 to 19 year olds in 2021 to 2022 academic year to take up a place on a high quality 360 hours (including suitability of the new employer hosts).

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Duration

70 Traineeships are available for young people aged 16 to 24 (NEW)(24) and for young people with an EHC plan or who are looked after (up to 25). Assessments up to academic age 25.

71 The age of the learner on 31 August is the funding year determining whether the learner is funded through **the ESFA AEB Funding Rules** (for individuals aged 19 to 24) or **the ESFA 16 to 19 education funding guidance** (for individuals aged 16 to 18).

Target group

72 The core target group for traineeships in the 2020 to 2022 academic year will be young people who, regardless of their background:

- are not currently in full time employment and have little work experience, but who are focused at work on the prospect of it
- are at risk of NEET (Not in Education, Employment and Care Plan (EHCP)) and qualify as hard-to-reaching (NEW)(25) and
- providers and employers believe they have a reasonable chance of being ready for an apprenticeship or other employment within 6 months of completing a traineeship

73 Being ready for an apprenticeship or other employment within 6 months of completing a traineeship is a key feature of the Traineeship Programme. This allows trainees up to 6 months to achieve a pre-defined successful outcome if they cannot progress to an straight away.

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- those who have high level qualifications, skills and experience needed to start an apprenticeship or find a job
- those already in full time employment

75 A traineeship may be an option for young people with some previous employment but who lack the skills, experience and behaviours needed to secure a sustainable job with a good employer.

- Full time study is not a barrier to engaging with a training provider
- full time work or volunteering (20 hours or more) combined with part time education and training is not a barrier to engaging with a provider
- A apprenticeship, traineeship, T Level is expected 16 hours

76 A supported internship, rather than a traineeship, may be more suitable for young people with complex needs who require additional support to learn to work independently. Supported internships are a type of study programme specifically aimed at young people with learning difficulties and disabilities, including those with an Education Health and Care (EHC) plan, who want to move into employment and need intensive support to do so. They are available as employer-based provision, supported by job coaches, or college-based provision, ideally placed to have the opportunity to directly study job-related skills.

77 Providers delivering traineeships to 16 to 19 year-olds will want to read the Framework alongside the study programme principles and the 16 to 19 funding guidance.

78 This document applies to traineeships in England only and should be read along with the funding guidance and rules published by the ESFA affecting the delivery of traineeships from 1 August 2021 onwards.

Fit with the benefit system

We have added a link to DWP contact information in the last paragraph.

79 Many young people who want to take part in a traineeship aged 16 to 24 (25 with an EHCP or who are looked after) will be in receipt of benefits and will need additional help to make ends meet to help them get the skills they need to find work.

80 We have deliberately designed the programme to have the flexibility to enable providers to work with local Jobcentre Plus offices to support their learners in receipt of benefits. This enables young people to receive Universal Credit and Jobseekers Allowance unemployment benefits whilst taking part in a traineeship.

81 When providers and employers design traineeships to suit and intend to offer places to benefits claimants, providers must still consult Jobcentre Plus in advance to ensure that the offer is suitable and that it will count as a work placement.

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85 To support an increase in skills for those in low skill jobs, providers are encouraged to consider how they can offer traineeships to those who are in receipt of benefits and who are in the ESFA AEB Funding Rules (for individuals aged 19 and over), or the ESFA 16 to 19 Funding Guidance as appropriate.

86 Work preparation training should also be focused on preparing the young person for the specific work experience placement they are undertaking.

Work experience placement

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87 The purpose of traineeships is to prepare young people for an apprenticeship or employment so that they can progress successfully to apprenticeships and other sustainable work.

88 The independent of employers is crucial to the success of traineeships. A work experience placement with an external employer is the sector in which the young people want to work and is a key part of their preparation for employment.

89 Work experience is a mandatory element that provides young people with a real workplace in-depth to develop the skills, knowledge, confidence, attitudes, and behaviours they need to succeed at work.

90 Work Experience Placements must be with an employer. This should be with an employer in the sector in which the young person is preparing to work and should be a meaningful work experience and an external site. There are very few exceptions, this that will be funded (NEW)(26). For example, it must not adhere with a training venue where the provider delivers training to other learners. It must not be with a provider of work experience which department which are equivalent to the training or education and external work experience.

91 It is important that the work experience placement is for with the provider or employer delivering the traineeship. A work based placement should be with a specific employer, outside of the learning environment's organisation with independent management. This is to ensure that the young person can gain the valuable experience of being with an employer and the different expectations, behaviours and opportunities this brings.

92 In these cases, providers will need to make a judgement about whether their work placements genuinely provide students with the experiences they need to develop the skills and behaviours sought by employers. Providers should also be prepared to talk about the suitability of these arrangements through inspection and quality assurance.

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95 There is flexibility for providers and employers to design programmes which meet the needs of young people and enable work experience placements to take place over a period of time, for example, one day a week, or in blocks of 2 or 3 days, in accordance with the maximum hours of activity per week as set out in the ESFA AEB Funding Rules (for individuals aged 19 and over), or the ESFA 16 to 19 education funding guidance (for individuals aged 16 to 18 and 19 to 24 with an EHC plan).

96 For 16 to 18 year-olds (up to age 25, with an education health and care plan) funded through the ESFA's young people's funding methodology for study programmes, the maximum length of a work placement is 240 hours, which should exceed 40 hours per week.

97 For 16 to 24 year-olds funded through the ESFA's Adult Education Budget funding methodology:

- An individual can have separate work placements in different organisations. These placements must last for a minimum period of 70 hours in total with each organisation and must be for a minimum of 70 hours in total. Providers should expect the 70 hours to be delivered in less than a 2 week period with the employer, but they can be delivered flexibly across the programme if needed.
- Providers should expect to deliver work placements of up to 240 hours (or between 70 to 240 hours) in accordance with the 320 hours in the ESFA AEB Funding Rules (for individuals aged 19 and over).
- Assessments of the outcomes (including work placements) are subject to a maximum of 20 hours activity each week to meet the requirement of data lasting 6 weeks.

98 When we receive claims from an employer, we use the data on the ILR to check that the start and finish dates of the work placement are at least five working days apart.

99 Longer placements may be necessary to prepare young people for work, but these should be in exceptional circumstances and agreed in advance.

100 Multiple work placement opportunities are possible as part of a traineeship. Young people may want to experience working with different employers, in different environments, to gain a better understanding of what they want to do. Providers are encouraged to find opportunities with multiple smaller organisations, rather than one organisations.

101 Where there are multiple placements, they do not have to be done consecutively but to be eligible for an employer incentive, each placement with an employer must be for a minimum of 70 hours and must be completed (the 70 hours) in a period of less than 2 weeks (period with employer).

102 The provider will need to be clear with employers beforehand, carefully to ensure they will not be high-quality work experience or meet the Gatsby Benchmarks. Providers should be clear with employers that they are not a "free labour" scheme and that it is important that employers treat young people with respect and dignity. Providers should also be clear with employers about the suitability of these arrangements through inspection and quality assurance.

103 More information on the employer incentive payments available to support the provision of work placements and work experience for 16 to 19 year-old Transition Inspirations Participants sector-based and in the United Jewness.

104 Providers and employers will be free to agree how the placement fits best with the other components(NEW)(27). Some parties may need to focus primarily on ensuring the young person gains the experience they need to develop the behaviours that transparently before moving into the work experience placement. Others may benefit from starting their work experience with a supportive employer early in the traineeship, so that the young person can see the relevance of what they are learning in the part time.

105 Full time students with either prior attainment of GCSE grade 3 or grade 3 in English and/or maths must study GCSE to meet their mandatory requirement. Students who are in grade 2 or below in maths or English can study towards a pre-functional Skills Level 2 course, or GCSE, as part of their study programme. Providers will have to consider the best way to ensure that their students can meet their mandatory requirement.

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108 Providers should aim to support young people to complete their English and maths qualifications within their traineeship where possible. The extended duration of up to a year will provide more time for this to be achieved. Providers should work with their partner to achieve these crucial elements. Where needed trainees can and should be young people to continue and complete these qualifications after the formal traineeship programme has finished, if they need to do so to meet their mandatory requirement, or as part of their apprenticeship. Providers will need to consider the best way to support their learners to achieve this.

109 More information on the entitlement within study programmes is available in the 16 to 19 funding, maths and English condition of funding guidance. Further information approved for teaching to 16 to 19 year olds who meet the condition of funding.

English and maths in 19 to 24 traineeships

110 For young people aged 19 to 24, where the **ESFA AEB Funding Rules** support English and maths, providers should ensure that their learners who have not achieved a qualification aged 16 and over, who have not previously achieved a GCSE grade 4 or 5.

111 For 19 to 24 year-olds a functional skills qualification alone at Level 2 may be more appropriate than a GCSE, providers should consider the best way to support their learners.

Digital skills

112 Digital skills are a key element of additional investment for a refurbished and expanded traineeship programme to help young people, who are expected to be disproportionately affected by the economic fallout of Coronavirus (COVID-19), into work.

113 The key developments are:

- doubling potential numbers of extra traineeships in the 2020 to 2021 academic year
- an enhanced funding rate for Adult Education Budget (AEB) funded traineeships for the 2020 to 2021 academic year
- maximum duration of a traineeship extended to one year where learners need it
- young people with an existing Level 3 qualification taking eligible for a traineeship
- a more flexible work placement element with an employer (in multiple employers if it is more suitable for the trainee) of 240 hours
- an increased rate of eligibility to an occupational traineeship for young people apprenticeships and sector specific jobs
- a new Traineeship Employer Agreement
- employers providing work experience opportunities being offered an incentive payment of £1,000 per learner, for up to 10 learners in each of the 9 regions
- a new Traineeship Accelerator model, delivered with local partners, developed by the sector (capacity and scale pilot activities)

114 Annex A summarises where the Framework changed from September 2021.

115 Budget in March 2021, the Government provided further investment of £90m to fund 16 to 19 year olds in 2021 to 2022 academic year to take up a place on a high quality 360 hours (including suitability of the new employer hosts).

116 Traineeships are a flexible offer that provides employers, education and training providers, young people and their families with a high quality work experience opportunity between August 2021. Delivery should be in line with the relevant Covid-secure guidance.

- For 16 to 18 year-olds (and 19 to 24 year-olds, and up to age 25, with an education and training plan agreed before the 25th birthday) **Referred to this document as the "Traineeship Framework"**
- For adult learners (19 and over) **Referred to this document as the "Traineeship Framework for adult learners"**
- Part time 24 year-olds (the DWP's Adult education bulletin) (NEW) **Referred to this document as the "ESFA AEB Funding Rules"**

Employer engagement

117 Employer engagement is a key element of additional investment for a refurbished and expanded traineeship programme to help young people, who are expected to be disproportionately affected by the economic fallout of Coronavirus (COVID-19), into work.

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Work preparation training

122 The content of the work preparation training is for providers and employers to agree, based on the needs of the young people and the specific work experience placement they need. We expect this to include personal and social skills that the young person needs to develop to get the most out of their work experience and prepare them for employment.

123 It is important that work preparation training covers both the skills that young people need to be ready for work and those they need to be successful in the workplace such as teamwork, CV writing and interview skills) and the skills and behaviours that they need to sustain that employment such as planning, timekeeping, team working, and how to manage themselves and their time.

124 Work preparation training should be focused on preparing the young person for the specific work experience placement they are undertaking.

Work experience placement

The ESFA AEB Funding Rules for 2020 to 2022 reflect the end of the DWP Work Programme and Work Placements programmes. Work Placements and Work Programme payments are normally 30 to 240 hours but they can be extended up to 320 hours if an offer of an apprenticeship place is offered and accepted. As part of the Work Programme and Work Placements, DWP provided a wraparound support service, which was a contract that ensured that we would not expect the work experience placement to be with the provider or college delivering the traineeship.

125 The purpose of traineeships is to prepare young people for an apprenticeship or employment so that they can progress successfully to apprenticeships and other sustainable work.

126 The independent of employers is crucial to the success of traineeships. A work experience placement with an external employer is the sector in which the young people want to work and is a key part of their preparation for employment.

127 Work experience is a mandatory element that provides young people with a real workplace in-depth to develop the skills, knowledge, confidence, attitudes, and behaviours they need to succeed at work.

128 Work Experience Placements must be with an employer. This should be with an employer in the sector in which the young person is preparing to work and should be a meaningful work experience and an external site. There are very few exceptions, this that will be funded (NEW)(28). For example, it must not adhere with a training venue where the provider delivers training to other learners. It must not be with a provider of work experience which department which are equivalent to the training or education and external work experience.

129 It is important that the work experience placement is for with the provider or employer delivering the traineeship. A work based placement should be with a specific employer, outside of the learning environment's organisation with independent management. This is to ensure that the young person can gain the valuable experience of being with an employer and the different expectations, behaviours and opportunities this brings.

130 In these cases, providers will need to make a judgement about whether their work placements genuinely provide students with the experiences they need to develop the skills and behaviours sought by employers. Providers should also be prepared to talk about the suitability of these arrangements through inspection and quality assurance.

131 Sometimes activity in an artificial environment may form a helpful part of learner's preparation but will not count as work experience for the purpose of traineeships.

132 A traineeship must include a work placement element with an employer for a minimum period of 70 hours.

133 There is flexibility for providers and employers to design programmes which meet the needs of young people and enable work experience placements to take place over a period of time, for example, one day a week, or in blocks of 2 or 3 days, in accordance with the maximum hours of activity per week as set out in the ESFA AEB Funding Rules (for individuals aged 19 and over), or the ESFA 16 to 19 education funding guidance (for individuals aged 16 to 18 and 19 to 24 with an EHC plan).

134 For 16 to 18 year-olds (up to age 25, with an education health and care plan) funded through the ESFA's young people's funding methodology for study programmes, the maximum length of a work placement is 240 hours, which should exceed 40 hours per week.

135 For 16 to 24 year-olds funded through the ESFA's Adult Education Budget funding methodology:

- An individual can have separate work placements in different organisations. These placements must last for a minimum period of 70 hours in total with each organisation and must be for a minimum of 70 hours in total. Providers should expect the 70 hours to be delivered in less than a 2 week period with the employer, but they can be delivered flexibly across the programme if needed.
- Providers should expect to deliver work placements of up to 240 hours (or between 70 to 240 hours) in accordance with the 320 hours in the ESFA AEB Funding Rules (for individuals aged 19 and over).
- Assessments of the outcomes (including work placements) are subject to a maximum of 20 hours activity each week to meet the requirement of data lasting 6 weeks.

136 When we receive claims from an employer, we use the data on the ILR to check that the start and finish dates of the work placement are at least five working days apart.

137 Longer placements may be necessary to prepare young people for work, but these should be in exceptional circumstances and agreed in advance.

138 Multiple work placement opportunities are possible as part of a traineeship. Young people may want to experience working with different employers, in different environments, to gain a better understanding of what they want to do. Providers are encouraged to find opportunities with multiple smaller organisations, rather than one organisations.

139 Where there are multiple placements, they do not have to be done consecutively but to be eligible for an employer incentive, each placement with an employer must be for a minimum of 70 hours and must be completed (the 70 hours) in a period of less than 2 weeks (period with employer).

140 The provider will need to be clear with employers beforehand, carefully to ensure they will not be high-quality work experience or meet the Gatsby Benchmarks. Providers should be clear with employers that they are not a "free labour" scheme and that it is important that employers treat young people with respect and dignity. Providers should also be clear with employers about the suitability of these arrangements through inspection and quality assurance.

141 More information on the employer incentive payments available to support the provision of work placements and work experience for 16 to 19 year-old Transition Inspirations Participants sector-based and in the United Jewness.

142 Providers and employers will be free to agree how the placement fits best with the other components(NEW)(29). Some parties may need to focus primarily on ensuring the young person gains the experience they need to develop the behaviours that transparently before moving into the work experience placement. Others may benefit from starting their work experience with a supportive employer early in the traineeship, so that the young person can see the relevance of what they are learning in the part time.

143 Full time students with either prior attain

Digital skills

This section has changed to reflect the latest stage in the Department for Education's reform of essential digital skills, including the removal of GCSE Computer Science from the list of qualifications that can count towards English and Maths 2. More information is available following the link to the Digital skills qualifications funding rates and approval.

80. You should assess the digital skills of trainees aged 16 and over, where they are assessed as below level 1, you must support trainees to improve their digital skills, up to and including level 1.

81 If you provide training leading to an adult or higher level digital skills, the digital standards for vocational skills may be useful. There are skills statements at Entry Level and Level 1, for example using devices and managing and storing information.

Reform of essential digital skills qualifications

82 The Department is reforming essential digital skills to ensure learners have access to high quality courses that equip them with the digital skills they need for life and work.

83 New Essential Digital Skills Qualifications (EDSQs) were introduced from August 2020. These can be found on the Ofqual Register of Regulated Qualifications and on Gov.uk of qualifications approved for funding.

84 As part of our reforms, EDSQ funding approval is being removed from existing qualifications that do not meet the new Essential Digital Skills Framework.

85 We have included details below regarding how the Digital skills qualifications funding rates and approval and GCSE UK.

From **August 2021** Entry Level EDSQ funding approval will be removed for all IT and digital qualifications at entry and level 1 in the sector subject area CT for 16-plus learners. Adult learners aged 19 and over will be able to access Entry Level EDSQ courses and other IT and digital qualifications in the sector subject area. We will only approve for funding essential digital skills qualifications in this sector subject area. We will also approve for funding other qualifications in other sector subject areas (ST and digital skills qualifications at entry and level 1 in the sector subject area) where the purpose of the qualification is not linked to a specific occupational area or specific job role. We will approve for funding essential digital skills qualifications if linked to a specific occupational area or specific job role, but only if there will be the facility to provide this evidence to ESFA. Further details can be found in the ESFA Funding Rules and Guidance.

From **August 2022** Entry Level EDSQ funding approval will be removed for all existing ICT functional skills qualifications as a level 1.

86. We have published the list of IT and digital qualifications with removed funding approval on Gov.uk.

87. You can use our FAQ's page to find the latest information on available qualifications, including funding dates for courses after the last date listed on GOV.UK.

Digital skills in 16 to 19 traineeships

88 For eligible learners supported by the **16 to 19 education funding** partner, traineeships can include digital skills training. Digital skills training as part of the traineeship is the best way to engage and support individuals into work.

89 Qualifications should be delivered in accordance with the funding guidance, including the qualifications approved for teaching for 16 to 19 year olds from 1 August 2020.

Digital skills in 19 to 24 traineeships

90 For trainees aged 19 to 24, the digital element of the traineeship must be delivered in accordance with the funding guidance.

91. This includes the Digital Entitlement which was introduced from 1 August 2020. This is the legal entitlement to full funding for adults aged 19 and over, with no or low digital skills, as specified digital skills qualifications approved for funding.

92 Trainees who are eligible for the Digital Entitlement can complete this as part of their traineeship. This will contribute towards the mandatory 300 hours. You must assess, initial, diagnose and record any learning under the entitlement as confirmed in the section on the digital entitlement for those aged 19 and in the ESFA Funding Rules.

93. We will fully fund individuals aged 19 to 24 who have digital skills equivalent to a full level 2 qualification or lower. We publish a list of the current digital skills entitlement qualifications.

94. Trainees who are aged 19 to 24 who are not eligible for the Digital Entitlement, including the qualifications approved for teaching for 16 to 19 year olds from 1 August 2020 and the Digital Entitlement qualifications approved for funding, may be funded for a traineeship if they are not fully funded for other provision. Providers should use their discretion to decide if a trainee is eligible for a traineeship, taking into account the purpose of the qualification is to meet the needs of the individual and the purpose of the traineeship is to prepare the individual for work or further training. If the qualification is linked to a specific occupational area or specific job role, there will be the facility to provide this evidence to ESFA. Further details can be found in the ESFA Funding Rules and Guidance.

95. Traineeships will not be funded for qualifications that are not approved for teaching ICT functional skills qualifications as a level 1.

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Flexible vocational learning and qualifications

108 In addition to the four core elements, providers and employers retain the flexibility to add elements to traineeships depending on the needs of young people and the labour market.

109. We encourage providers to work with employers in those sectors where job opportunities exist.

110. To further support the transition from a traineeship to an apprenticeship, or sector based work academy programme, we encourage providers of vocational learning and occupationally focused learning.

111. Depending on the needs of a young person and linking to the local labour market, content should include the learner to acquire knowledge and skills that support the apprenticeship opportunities and sector specific employment.

112. This content can, for example, review the 20% of the off the job training requirement for apprenticeships.

113 In planning the occupationally focused element of a traineeship, the provider should discuss the learner's aspirations and the opportunities for the young person. The vocational learning in the traineeship should prepare the learner to progress successfully to the apprenticeship without putting at risk the interest and progress of the employer.

114. The Institute for Apprenticeships and Technical Education (The Institute) sets occupational standards [PHHHHH] which are available online. Some of these occupational standards are used in combination with end point assessment plans as part of the apprenticeship offer. The Institute for Apprenticeships and Technical Education Hub is The Institute website will include, for example, standards which are in development.

115. The values and criteria of the occupationally focused learning will depend on many factors including the learner's background and preferences, the length of the traineeship, and employment opportunities in the local labour market.

116. The flexible content of traineeships could include high quality relevant vocational qualifications, skills required by the local labour market or occupationally focused learning and preparation for work skills. These skills, for example, only 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.

117. The flexible elements do not release the 20% of the off the job training requirement on apprenticeship. It should however be considered when assessing any recognised prior learning through accreditation or certification for the learner, using the evidence mentioned.

118. As with English and maths qualifications, providers should aim to support young people to complete any qualifications which either their employer or training provider.

119. If they have begun but not yet completed them, we would expect young people to complete these qualifications after the broad traineeship is achieved. For instance, this could be in the form of a 'top up' programme, or as part of a further traineeship. Providers should also take into account the learner's aspirations and the opportunities for progression.

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124 Providers may want to work with young people who are not yet ready for a traineeship, or who need to gain work experience before they are ready to start a traineeship. Education Business Partnerships can help prepare for and manage work experience. In doing so providers must comply with the ESFA funding rules and ensure compliance with the 16 to 19 adult education and ensure there is progression in learning leads.

How are traineeships funded?

In Versions 1 to 4, information on funding was included at different points of the document. In Version 5 we have created one section with information on funding.

125. The ESFA funds traineeships in two ways:

- For 16 to 18-year-olds (and those aged up to age 25 who have an education health and care plan or are care leavers), the 16 to 19 education funding partner is referred to in this document as the **16 to 19 education funding partner**.
- For 19 to 24-year-olds we fund through the 19 to 24 Adult Education Contract for Services. This scheme is referred to in the document as the **19 to 24 funding partner**.

126. Traineeships are funded through a Contract for Services procured by the Education and Skills Funding Agency (ESFA) on the Contracts Finder website (Bid Ref 2019-Traineeships). Bids were invited and initially funded contracted programme, with funds provided by ESFA, regardless of where trainees reside in England.

127. Providers delivering traineeships must do so in accordance with the relevant contract for services and funding agreement. Providers delivering 19 to 24 traineeships Delivery should always be read alongside these documents, especially how they affect the delivery of traineeships.

Funding – employer routes

128. Traineeships can be delivered by education and training providers that deliver provision for 16 to 19-year-olds and hold a contract with the ESFA to deliver traineeships, and by those that deliver provision through the ASB, funded by the ESFA, and have a contract for services with the ESFA.

129. Employers can lead the delivery of traineeships to young people who meet the conditions in the preceding paragraph or by:

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

130. We want employers to take part in traineeships and offer work experience opportunities because they see the value of the programme to their organisation and sector.

131. For traineeships in 2021 to 2022, Employer Incentive Payments continue to be available to support engagement. This information is available in the section on Employer Incentive Payments.

132 Traineeships are applicable for a wide range of employers. In many cases, those employers can deliver the traineeship themselves. Traineeships are available opportunity for those businesses to plan their pipeline of skilled staff now multiple years. For 16 to 19 year olds, traineeships are part of the existing flexibilities within the Apprenticeship levy employer incentive to fund the delivery of traineeships. For 19 to 24 year olds, traineeships are part of the existing flexibilities within the Adult Education Budget.

Employment status and financial support for trainees

133 Young people being part in traineeships are by definition not yet ready for employment. Traineeships are a high quality offer that provides the support young people needed in the workplace and benefit from gaining work experience in a real working environment where they can apply these skills.

134. Employers can benefit from having a pool of talent to engage suitable candidates for apprenticeships and other opportunities. Traineeships are available opportunity for those businesses to plan their pipeline of skilled staff now multiple years. For 16 to 19 year olds, traineeships are part of the existing flexibilities within the Apprenticeship levy employer incentive to fund the delivery of traineeships. For 19 to 24 year olds, traineeships are part of the existing flexibilities within the Adult Education Budget.

135. Young people being part in traineeships are undertaking education and training which, where they qualify, benefit from free or reduced fees. Young people, including the 16 to 19 learners but not apprentices, receive the 16-19 Bursary fund and Transport and Childcare Bursaries.

136. Access to Work funding [PHHHHH] from the Department for Work and Pressures is available for young people for the work experience placement of their traineeship if they are disabled and meet the eligibility criteria. Access to Work grant is not means tested, but has to pay extra workplace costs. Access to Work grant is not means tested, but has to pay extra workplace costs and enable to use public transport, and workplace support workers, including sign couriers. These are not means tested. The grant can cover much more.

Achievement, outcomes and progression

In Versions 1 to 4, information on achievement was included in a different section to information on outcomes and progression. In Version 5 we have created one section with information on achievement, outcomes and progression.

Achieving a traineeship

137. 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 a positive outcome for participants in the form of apprenticeships, sustainable employment or further learning.

137 Whilst we want most young people to progress from their traineeship into an apprenticeship, sustainable employment, or further learning, we recognise that this will not always be the case.

138. For these young people, traineeships will have significantly increased their skills, their confidence and their employability. Providers will need to work with these young people and employers to ensure that a return to traineeship, and/or other support, leading the traineeship to ensure that young people are in contact with organisations that can provide the support they need to progress into work. Providers should also consider Kickstart and early qualification offers for young people.

139. We continue to believe that written feedback from the employer where the young person undertook work experience, together with confirmation that a traineeship was completed with their provider, is the right form of recognition for achieving a traineeship. Providers should use this evidence, and the learner's own self-assessment and reflection process. We also encourage providers to support young people to accurately recognised certificates for traineeships, that recognise their achievements and learning.

Outcomes and progression

140. 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) or, if relevant, the school census. This includes the outcomes of traineeships. Further information is available in the Individualised Learner Record (ILR) Collection and GOV.UK.

141. To learner progression to apprenticeships and employment will be reflected in, for example, outcome based success measures, providers should ensure that their submissions reflect learner progression. This will also help to determine the overall success of the programme, which will provide data on the number of learners who achieve benefits in future.

142. For traineeships for 16 to 18-year olds, the definitions for successful outcomes are confirmed as part of the 16 to 19 education funding partners.

143. Successful outcomes will be either 6 months of learning completing a traineeship, for example:

- have had 6 consecutive weeks of employment or self-employment 16 hours a week or more, or 30 hours a week for an apprenticeship;
- have started on an apprenticeship by passing the qualifying period or 12 weeks, whichever is sooner;
- progressed on a further learning course at Level 2 or Level 3 by passing the qualifying period or such in learning, for further learning which include a substantial qualification recognised in the DfE performance tables.

144. The 16 to 19 education funding partner will confirm the successful outcomes for 19 to 24 year olds as part of the **19 to 24 funding partner**.

- an apprenticeship start that meets the minimum qualifying days delivered by 5.0 records or self-declaration by their employer;
- a job, including self-employed, for at least 16 hours a week and for 8 consecutive weeks, or 30 hours a week for an apprenticeship, evidenced by declaration from the learner and their employer;
- progression to another English or maths qualification, which is a longer than 3 months duration and at Entry Level 3;
- further learning progression to the 19 to 24 traineeship programme, for example this includes qualifications as part of the target entitlement, that:
  - Level 2 minimum qualifications and Level 3 or equivalent ICT Full Digital Entitlement Rules; or
  - a learner self-declares they are studying a Level 2 or Level 3 qualification of at least 150 guided learning hours.

145. If a young person continues their learning after their traineeship rather than going into employment, we will count this as a successful outcome for 16 to 19 year old traineeships. There must however be evidence that the learning is for a new course in the form of a qualification recognised in the performance tables and if maximum value is support from future employment prospects.

- For 16 to 18 learners a successful further learning outcome will be the study of a qualification recognised in the DfE performance tables, for example, a traineeship.
- For 19 to 24 year olds, progression will need to be a requisite substantial qualification at Level 2 or above that the ESFA 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 a level a level higher to those achieved through the 16 to 19 programme (the learner needs to achieve Level 2 if they achieved Level 1 in 16 to 19).

146. Acceptable further learning outcomes are defined in the ESFA rules and guidance.

147. The Statutory guidance learner progression measures provides a clear and consistent free outcome based success measures cover destinations Only employment and education, and sustained employment. Providers should use the Statutory guidance learner progression measures, include data on traineeships.

148 Key information and guidance about qualification achievement rates (QAR) and minimum standards are available in the Qualification achievement rates and minimum standards collection on GOV.UK. This includes information on our approach to the during Coronavirus (COVID-19).

Quality of traineeships

We have confirmed we are developing a quality strategy for traineeships which will contain advice and good practice.

149. There are no unique provider eligibility requirements for traineeships beyond the requirements within the funding guidance and contracts.

150. We are keen to ensure that traineeships remain a high quality training route for young people and employers. To support this, we are developing a quality strategy for traineeships, which we will publish in the Traineeships Collection.

151. We will use the Ofsted Inspection Framework, Inspection Principles and feedback from employers on good and in providing early experience programmes.

152 As with other forms of education and training provision, the Ofsted Education inspection framework (EIF) applies to the traineeships programme, which is therefore subject to inspection by Ofsted.

Increasing opportunities and referrals

We have updated this section as others we have been to support increasing opportunities and referrals.

We have also signposted here and elsewhere in the document that the Amazing Apprentices website needed to revert to 31 July 2021. The underlying Traineeships Hub, Employer Hub and Provider Hub will be available as resources. The Apprenticeship information can be found in the Find Apprenticeships website and there is a specific Traineeship resource site.

153 In July 2020 the Government provided incentives to triple the number of apprenticeships available to young people, including traineeships. Since then, after initial investment through to July 2022, traineeships should continue to be funded at the rate offer for young people starting an apprenticeship or other employment.

154. This is a young people and employers, and it is intended to support employers who are looking to offer work experience placements and who are looking to offer training providers.

155. There is also a role for employers and training providers to work together to offer high quality work experience placements and opportunities. Local authority services, Careers advisers and National Careers Service providers have a role in encouraging and referring interested young people into traineeships.

156. Training providers are encouraged to work closely with employers to offer work experience placements and opportunities.

157. We are other forums of education and training providers and employers with shared interests. We will continue to keep the sector informed of the Traineeships programme and work with young people with each to engage.

- We have shared information and guidance (via the Department of Work and Pensions and the National Careers Service to support work in making referrals. We will continue to work with DWP and NCS to support the referral process.
- We are making changes to the Find a Traineeship website, which will allow providers to advertise their traineeship opportunities for free on Gov.uk
- We have created a dedicated Traineeships website, for providers. We will keep this up to date.
- We published a range of information on a new Traineeships page on the Amazing Apprenticeships website. This page is no longer live, but information is available here on Apprenticeships.gov.uk.

158. The completion of a traineeship is not a standalone destination for a young person but is preparation for an apprenticeship, other sustainable employment or further learning. This gives employers and providers a way into training experiences of young people, engaging young people, and supporting them to remain and succeed on the programme.

Employer Incentive Payments

We have confirmed that the employer incentive is now available until July 2022.

We have included a link to the Employer Incentive Scheme guidance provided to each placement in part of a traineeship in the text below. We have provided a series which contained the Agreement in 5.6.

We are recommending that all claims for placements completed on or before 31 December 2021 are submitted before 31 January 2022 to allow time for any corrections to be made.

152. A traineeship must include a work placement with an employer for a minimum period of 70 hours, which can be delivered flexibly during the traineeship in accordance with the needs of the employer and the trainee. **The ESFA is funding the work placement in 2020-21 ESFA Funding Rules.**

153. In July 2020, the government announced that it would fund a new employer incentive payment for traineeships in 2020 to 2021. We are now providing guidance in 2021.

154. Employers hosting a learner for a work experience placement of 70 hours or more can apply for a £1000 incentive payment once the learner has completed the minimum 70 hours with them. The ESFA will make the payment to employers who take part in part of the traineeship programme in line with the learning plan.

155. Any decision to continue further with employer incentive payments beyond July 2022 will be made with HM Treasury.

156. In making a claim, employers agree to the ESFA Agreement for Employers providing a Work Placement in a Traineeship.

157. This Agreement applies to all employers who are seeking to claim an Employer Incentive Payment for providing a work placement in a traineeship in 2020 to 2021 in England. It sets out the terms under which an Employer may claim a payment, and the obligations they must meet.

158. The ESFA will ask some employers to provide high-quality work placements for learners and to help with the cost of providing work placements and training. For example administration costs or buying any Personal Protective Equipment (PPE) needed for trainees.

159. We would like to see employers utilising the incentive payments to develop work placements and opportunities that will lead to positions for apprentices in their business and in the future.

How and when to claim

160. If an employer wishes to claim employer incentive payments, supported by their training providers, can be found in Annexes B and C.

161. Based on early experience of processing claims from employers, there are some common errors that we want to avoid. We have provided a checklist to help employers and training providers to avoid errors and delays in processing claims by updating Annexes B and C and by sharing information in other ways such as in the Training Provider Portal. We have also provided a frequently asked questions about employer incentive payments in Annex A from 2 December 2021.

162. This section provides an overview of requirements that apply to employers and providers for claiming an incentive.

163. To claim an incentive payment, employers will need to register their details and submit a claim through the Employers employer incentive payments portal. The Employers portal will be available from 2 December 2021.

164. Payments can be claimed for placements that take place and are completed from **September 2020 up to and including the 28 February 2021.**

165. The incentive can only be claimed once the placement activity has been completed.

166. The window above allows the incentive to be claimed for trainees who may have started on programme before the 1 September 2020 but were unable to start their placement due to the impact of Coronavirus (COVID-19) and after 1 September 2020.

167. We have extended the window for claiming payments to 28 February 2021 to ensure that employers have the time to claim the payment. Previously the window, however, encouraged providers to ensure that employers submit their claims in time for the end of the academic year in July 2021. This was to ensure that subsequent payments are processed in time to meet payment dates for learners who cannot verify their claim. **We have therefore recommended to employers in Annex C that all claims for placements completed on or before 31 December 2021 are made by end of September 2021 to allow time for any errors to be corrected.**

170. Employer incentives are currently available until 30 July 2022. This means a placement must be completed by 31 July 2022 for the employer to be eligible for an incentive payment. If it is decided to make incentives available beyond 31 July 2022, we will provide further guidance.

171. We strongly encourage claims are made once the placement activity has been completed.

172. Where multiple placements are being delivered to benefit the trainee, the employer can still claim as payment following completion of the work placement, subject to the employer delivering for a minimum period of 70 hours.

173. There is no limit to the number of traineeship work placements that an employer can claim for providing, subject to the maximum of 70 hours. If the payments are capped at 10 payments per employer, per region across the 9 regions listed below:

- East Midlands
- East of England
- London
- North East
- North West
- South East
- South West
- West Midlands
- Yorkshire and the Humber

Connected Companies and Schools

174. Only the companies and charities will be capped at a maximum of 10 payments in each region.

175. For voluntary sector charities, foundation schools, free schools and academies, the governing body is the employer. So, they will apply the cap per region as above.

177. For other maintained schools, the local authority is the employer. The cap will apply to the local authority and not each individual school.

How do I find out more?

We have confirmed here and elsewhere in the document that the Bringing Apprenticeships website ceased to exist on 31 July 2021 with the content moving to apprenticeships.gov.uk

183. You will find a range of information for employers, training providers and young people at the Traineeships page on GOV.UK.

183 Traineeships information can be found in the Hospital and Influence section on GOV.UK. We have also added a link to the Employer Incentive Scheme guidance and there is a specific Traineeship resource also.

184. We will update this information when needed and look to add information which employers and providers have asked for in the consultation. We will also add more information from our ongoing content refresh with providers, employers, and representative organisations.

185. If you have any questions or frameworks that are not covered in the framework, please send it to us on our general enquiry form.

Annex A: Policy changes from 1 September 2020 to 31 July 2022

Unless indicated, the changes were introduced from 1 September 2020. It has since been confirmed that they will continue, including availability of the employer incentive, until 31 July 2022 unless stated.

- **Extend the eligibility to learners 16 to 24 year-olds who left school** in Summer 2020 to 31 January 2021 who are eligible if they have a Level 3 qualification or below. Previously learners aged 16 to 24 with EHCP's qualified up to Level 3 were eligible.
- **Extend the maximum duration** to a year. Traineeships should last between 6 weeks and 1 year. We will fund a longer duration where reasonable adjustments are required to reflect the needs of the learner. Previously, traineeships could last up to a maximum of 6 months. We made this change to support learners affected by the Coronavirus (Covid-19) and continued from 1 September 2020.
- **Reduced minimum hours for work placement.** Traineeships should have a work placement of at least 70 hours, which can be delivered flexibly in hours. Previously the work placement requirement was 100 hours.
- **Digital skills as part of preparation training.** Digital skills have been prioritised as provided as part of a traineeship in line with an individual learner's needs. This will ensure that learners are prepared for the world of work and have the digital skills employers expect.
- **Sector focused vocational learning that prepares the trainee for occupations** in high skilled, high wage and high demand occupations in the local area. To support progression into apprenticeships. How this is done is flexible and it could include a mix of GCSE and vocational learning that is linked to local jobs or occupations.
- **Extra English and Maths.** Ensure that English and Maths is a significant and important offer of traineeships with a strong knowledge of the local labour market and what employers need. This will include English and Maths as a contextual referral and traineeships with job opportunities.
- **Employer incentive payments.** Employers providing new work placements may be eligible for a payment of £1000 for each placement they offer to a young person. Claims of up to 10 employer incentives are currently only open for each region. We have extended the window to 28 February 2021 for training hubs available for claiming payments for placements that have taken place and have been completed as part of co-ordinating a traineeship in future years.

Annex B: How training providers can help employers claim incentive payments

We have added an extra bullet point at the end of the annex to confirm the importance of meeting the deadline for making claims for work placements that are completed on or before 31st July 2021.

In Annex C we have added a recommendation for employers that all claims are made by the end of September 2021 to allow time for any errors to be corrected.

We have also added a bullet point here to confirm that the process and forms may change as we make improvements to the process.

This annex must be read and used in conjunction with the section called Employer Incentive payments above.

What's the training provider's role in employer incentive claims?

The provider does not apply for the incentive claim. The application is made by the employer using the Employers portal. The provider will need to share information or evidence with the employer.

There are actions the provider must take to enable the employer to claim such as follows:

Processing of the First Claim to save some common errors. Errors have caused these and ensure claims being paid to employers without delay.

What must the training provider complete to enable an employer to make a claim?

- The incentive can only be claimed by the employer once the agreed work placement, lasting for a minimum period of 70 hours, has been completed.
- The training provider must have completed the Employer Incentive (ILR) to updated correctly as a monthly basis as per the traineeship requirements and in the Individualised Learner record (ILR) factoring the assessments, guidance and requirements for the Employer Incentive Scheme (EIS) in 2020 to 2021.
- Providers will need to ensure that the particulars for where the work placement takes place and the start and end dates for the work placement are agreed with the employer and recorded in the ILR. This will ensure that the employer can claim the appropriate payments when they apply. The matching process for the first claim will sometimes take common errors which we highlight below with a key message.

Common error 1: Postcode error not matching ILR records

The delivery location postcode of the work placement learning delivered on the ILR should be the location of the employer where the learner undertook their work placement.

We capture and compare the first learning aim (ZWRK00001) for the work placement and on the work placement record. The delivery location postcode recorded on the work placement record must match the postcode recorded on the ILR for the learner. If the postcode on the work placement record does not match, the system will reject the claim.

We are seeing different postcodes within this field, and this is showing as an error and not allowing the employer to process the claim. There are examples of where the postcode recorded is the training provider's postcode. This is not right as it is the employer not being able to complete the claim and may result in the regional pay being applied incorrectly.

If a learner completes more than 1 placement with a 2 or more employers, the provider can complete multiple records in the employer section within the ESF. The provider can create a copy of the WRT and the start and end dates of each separate placement.

You can find this entry on the ILR.

You can also find guidance for completion.

Key message: Providers should check the delivery location postcode of the work placement learning is the same as the employer will use for the location in their claim for the incentive.

Common error 2: Incorrect or incomplete dates with Work Placement Learning Aim Ref.

The work placement learning aim must be completed and the ILR records updated before the employer can apply for the incentive. We will not pay a claim if there are missing dates or if the end date of the work placement learning aim is incorrect. We are seeing this error on claims where the provider has not updated the ILR to reflect the completion of the work placement.

We would also expect to see the correct completion status against this field, we rarely and check the completion status 2 (learning aim is completed).

Key message: Check there are no missing Work Placement Learning Aim Ref. dates and that the Work Placement Learning Aim Ref. has the completion status 2 (learning aim is completed).

- Once the ILR has been completed, providers should then provide the employer with the information they need to apply for the incentive payment. This is the information in Annex B.
- The provider should share the information in Annex B with the employer. We confirm that the provider provided earlier the employer has been sent.
- Providers will need to share the relevant information in a secure and confidential way.
- This information is requested to enable the ESFA to carry out the necessary checks and processes to assess the validity of claims from employers. Therefore Providers must continue to ensure that the ILR is updated correctly for a monthly basis as set out in the ILR guidance.
- Once submitted the ESFA will use this information to conduct the required checks and assess approvals to prepare for and make payments of employer incentives. **Providers should encourage their employers to claim the incentive payment.** Providers will need to remind their employers that the 2020 to 2021 claim window closes on 28 February 2021 and that the window is to enable employers to meet this deadline. Providers should encourage employers to claim as soon as they can. Providers should encourage employers to claim once the placement activity has been completed.
- For Work placements that are completed on or before 31 July 2021, the incentive payment will be made available to employers who have completed their claim. Providers should encourage their clients to claim in time to allow for any errors to be identified and resubmissions. Any errors identified after 6th submission cannot be amended and will need to be resubmitted in the next month's ILR. We have also **made the recommendation** to employers in Annex C that all claims are made by the end of September 2021 to allow time for any errors to be corrected.

Improvements to the process

- We are regularly reviewing the process and forms. You may find that we have made changes from time to time to improve the process and respond to feedback we have received.

Annex C: Guidance for employers on claiming employer incentive payments

We have amended the information on the deadline for making claims to say that we recommend that claims for placements completed on or before 31st December 2021 are made by end of September 2021.

We have also added a bullet point to confirm that the process and forms may change as we make improvements to the process.

This annex must be read and used in conjunction with the section called Employer Incentive payments above.

What's the employer's role in claiming the traineeship employer incentive?

The employer makes the application for the traineeship employer incentive on the Employers portal on GOV.UK. The system includes key fields which are the clients in the claim process.

There are actions the training provider must take before you as the employer can make a claim. See Annex B for more information on what providers must do.

What must happen before an employer makes a claim?

- You must provide the training provider with the postcode of where the work placement will take place to identify the region in which it is taking place, not the postcode of your business. This is to ensure the correct payment is made. Check the ESFA's individualised learner record (ILR) guidance for more information and discuss supply when you apply for the payment on the online claim portal.

Common error: In many early incentive claims, the postcode used by employers was their own postcode and not the place where the work placement took place, so the LRS. The penalties are in place and stops the employer from completing the claim.

Key message: Please liaise with the provider to make sure you use the same postcode for the location of the work placement. If you get a postcode error message when you are making a claim, check with your provider to make sure the postcode you are trying to use is the correct learner's postcode.

- The incentive can only be claimed by the employer once the agreed work placement lasting for a minimum period of 70 hours has been completed.
- The training provider must have completed the ILR updates they need to apply for the payment(s). The training provider must first have updated the ILR to confirm that you have met the requirements of the work placement and are eligible to receive the incentive payment. The ILR will record:
  - Unique Learner Number (ULN)
  - work placement postcode that has been updated on the ILR. (This must be the postcode you provided earlier as described above)
  - hours that the provider has already made the ILR claim for incentives allowed for a maximum of 70 hours. (The provider will have confirmed that the learner is eligible for your claim earlier in the process)
  - You must not attempt to apply before the placement is completed and you have the confirmation from your provider. If you do, your claim will be rejected.

How to make a FIRST claim

- You must apply for the traineeship incentive payment on the online portal on the GOV.uk website.
- The online claim process has two parts.
  - The Employers Employer Incentive Portal, in which where you give as details of the eligible learner(s) and apply for the incentive(s). The Employer Incentive Portal will confirm:
    - Unique Learner Number (ULN)
    - work placement postcode that has been updated on the LRS. (This must be the postcode you provided earlier as described above)
    - hours that the provider has already made the ILR claim for incentives allowed for a maximum of 70 hours. (The provider will have confirmed that the learner is eligible for your claim earlier in the process)
    - You must not attempt to apply before the placement is completed and you have the confirmation from your provider. If you do, your claim will be rejected.

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    - The Employers Employer Incentive Portal - Bank Details Registration Form where you register your employer and bank details to allow us to make payments. This is a one-off form. Once you have completed this form and we have verified your details, and we are happy you have been verified.
  - If you have made an **Apprenticeship** incentive claim since August 2020, you will have already completed the Employer Incentive Portal - Bank Details Registration Form. This is a one-off form. Once you have completed this form and we have verified it. You can use this Herein Registration Number when you make your traineeship claim. Note that you can only use a Herein Registration Number if it was created after August 2020. Previous registrations may have expired if they were created before August 2020. Redeem you may have the incentive claim grants or incentives prior to August 2020, do not apply here.
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  - If you have made a claim before August 2020, you will have to create your employer and bank details when you make your first claim for a traineeship incentive. **When you make that first claim, just must complete the Employer Registration Form to give us the learner details PRIOR, then give us your bank details on the Employer Registration Form AFTER you have been verified.** You will complete your bank details once you have completed the Employer Registration Form but if you need to return and complete it at a later date, you can do so. We will contact you to let you know when we have verified your bank details and employer information. Keep your Herein Registration number to use on future claims. Keep your Herein Registration number to use on future claims. Keep your Herein Registration number to use on future claims.
  - We will only process payments to UK bank accounts. Payments cannot be made to overseas bank accounts.
  - The Employers Employer Incentive Portal - Bank Details Registration Form will ask for the learners that you have provided a work placement.
  - You will be required to agree to the terms and conditions set out within the Employer Incentive Scheme Agreement for providing a Work Placement as part of a Traineeship.
  - Individual employers who make the claim on behalf of their organisation must have the authority to do so and agree to the terms and conditions on behalf of their organisation.
  - Claims, you must ensure you have successfully completed the Herein Form and submitted your bank details or provided your vendor registration number if you have been previously verified.
  - We are encouraged to claim once the placement activity has been completed and you have the information you need from the provider.
  - You should be aware of the last date for making claims – see below.

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  - We are encouraged to claim once the placement activity has been completed and you have the information you need from the provider.
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  - The Employers Employer Incentive Portal - Bank Details Registration Form will ask for the learners that you have provided a work placement.
  - You will be required to agree to the terms and conditions set out within the Employer Incentive Scheme Agreement for providing a Work Placement as part of a Traineeship.
  - Individual employers who make the claim on behalf of their organisation must have the authority to do so and agree to the terms and conditions on behalf of their organisation.
  - Claims, you must ensure you have successfully completed the Herein Form and submitted your bank details or provided your vendor registration number if you have been previously verified.
  - We are encouraged to claim once the placement activity has been completed and you have the information you need from the provider.
  - You should be aware of the last date for making claims – see below.

Deadline for making claims

- You must make claims for eligible placements completed by 31 July 2022 **(31 October 2021. However, we would recommend that all claims are made by the end of September 2021 to allow time for any errors to be corrected.)** We will not pay claims that are made after this date and we reserve the right to claim back any payments that are made in error.

Improvements to the process

- We are regularly reviewing the process and forms. You may find that we have made changes from time to time to improve the process and respond to feedback we have received.

Annex D: Frequently asked questions about making employer incentive claims

I am an employer. How do I make a claim?

Your Training Provider will advise you when you have met the eligibility for the incentive payment. The work placement must be fully completed, and the provider has updated and shared with the ESFA before you make a claim. If you attempt to claim too soon, it will be rejected. Please see Annex C for more information on claiming the Traineeship employer incentive payment.

I am a training provider. My employers are receiving error messages when inputting the postcodes and ULNs?

We use the following fields within the ILR to verify the information that the employer is inputting in the claim form.

1. The postcode location of the work placement should be entered in the learning (lim postcode) field.
2. There must be a start and end date against this learning aim. The end date cannot be a future date.
3. The learner ULN (this learning aim must show a completion code (2), or where a Completion is recorded the original completion code must be 2 and the work placement date must have passed prior to the employer making a claim.

You must allow time for the ILR to be processed by us. If you submit changes to us then please allow your employer to have the claim sent at least 10 days after the ILR submission has been made. If the ILR has been submitted and the claim has been sent, it will be rejected because we are unable to verify the information.

The learner completed 2 work placements and both employers are eligible for the incentive payment. Can they both claim?

Yes, if they have both met the minimum hours required, then they are both eligible to claim for the incentive payment. The provider will need to ensure that all data is entered into the ILR as completed correctly. The Apprentice Payments we will check the fields but it is down to the provider to make sure that the ILR is updated correctly. Providers should ensure that all Work Placement records are updated with the correct completion status and we will only process and approve claims for completed placements, so any placements that are not completed will not be approved for payment.

Providers will need to ensure that the employer has made aware of the correct postcode that has completed with the fields on the ILR.

Annex E: Occupational traineeships

This annex has been added in Version 5 to provide guidance on the design and delivery of employer-led occupational traineeships.

This section is subject to potential amendment and clarification as the first occupational traineeships are evaluated.

About occupational traineeships

1: Occupational traineeships have the same eligibility and funding terms as regular traineeships. They are subject to all the requirements set out in this Framework for Delivery and age-appropriate funding rules. This annex explains occupational traineeships and highlights design and funding considerations.

What are occupational traineeships?

2: The aim of an occupational traineeship is to support progression into a target apprenticeship or occupation. For example, a Bricklaying traineeship can support progression to a Bricklayer Apprenticeship (L2), or an adult care traineeship can support progression to an Adult Care Worker Apprenticeship (L2 or L3). They are for vocationally declared young people who are not yet competitive in the local labour market.

3: Occupational traineeships contain the same four core elements of regular traineeships: work preparation training, a high-quality work experience placement, basic skills as needed, and flexible vocational learning. Each element is tailored to support progression into a specific apprenticeship or job, and they are aligned with occupational standard or standards.

4: Illustrative examples of occupational traineeships are included at the end of this annex. Further examples and case studies will be made available through the Traineeships Collection on GOV.UK as they become available.

Design considerations

5: We encourage employers with live apprenticeship or job opportunities to collaborate with providers to design occupational traineeships. Employer recruitment criteria will inform both programme content and timing of delivery.

6: Employers are also encouraged to consider flexible apprenticeships and accelerated apprenticeships as a progression route, and to discuss design implications with their training provider. For more information on flexible and accelerated apprenticeships, with case studies from the construction sector, see Flexible Apprenticeships in Construction.

7: In addition to the expectations set out in the Framework, we expect providers and employers to work together to:

- Align the traineeship with an occupational standard(s) to support progression into a target apprentice(s) or occupation(s). The Institute for Apprenticeships and Technical Education owns occupational standards which are available on their website.
- Base the offer on local employers' recruitment criteria and the knowledge, skills and behaviours (KSBs) young people need to demonstrate in order to compete for the apprenticeship or job opportunity.
- Tailor work preparation training to cover the skills young people need to secure employment in the target apprenticeship or occupation, and the skills and attributes they need to sustain that employment.
- Ensure the work experience placement is in the relevant sector and will provide an opportunity for the young person to develop and demonstrate KSBs aligned with the target occupational standard(s).
- Ensure the English, maths and digital needs of each young person are assessed, and appropriate support provided. Providers are encouraged to incorporate sector-specific material when delivering English, maths and digital curricula.
- Include flexible vocational learning and qualifications where these are needed to enable the young person to compete in the local labour market. Flexible elements should be aligned with the target occupational standard(s). Providers should ensure vocational content does not create ineligibility for progression into a target apprenticeship.

8: Providers are reminded to consider the duration of any apprenticeship the learner may progress to. If an apprenticeship is reduced in duration due to prior learning, minimum requirements must still be met after the reduction. Minimum apprenticeship requirements are a duration of 12 months with 20% off the job training. Further guidance is available at: Apprenticeships: initial assessment to recognise prior learning.

9: Providers do not need approval from DfE or the Institute for Apprenticeships and Technical Education (IfATE) on the design or delivery of an occupational traineeship so long as it meets the criteria laid out in the Framework for Delivery and the funding rules (see below).

10: Up to 31 July 2022, providers are asked to inform DfE if their occupational traineeship model could lead to a reduction in the duration of a subsequent apprenticeship of more than 3 months. Please submit an ESFA enquiry form confirming that you wish to notify us of this. Your enquiry will be passed to the traineeships and flexible apprenticeships teams who will send you an Occupational Traineeship Knowledge Skills and Behaviours (KSB) mapping template with details of how to return it to us.

11: We hope to make the KSB Mapping template available online soon. As well as being immediately accessible for those who need to use it, this will also be of interest to anyone developing an Occupational Traineeships, especially when designing the programme and aligning it with a target occupational standard.

12: If any queries occur during the development of an occupational traineeship, please contact us by using the ESFA enquiry form. Explain that you have a query about developing an occupational traineeship and your enquiry will be passed to the traineeships team.

13: Some employer-led sector bodies are also developing occupational traineeships with input and support from employers and setting out progression profiles to accelerated apprenticeships. Employers and providers are free to develop their own programmes or to use a model developed by another employer-led sector body.

Funding considerations

14: Employers and training providers are reminded that, for learners on Universal Credit or Jobseeker's Allowance, the duration of their traineeship work placement can be extended if an offer of an apprenticeship place is accepted. Further details are given in the 'Work experience placement' section of this Framework.

15: Employers who take on a new apprentice following an occupational traineeship are eligible for the apprenticeship employer incentive. Further guidance is available at: Incentive payments for hiring a new apprentice.

16: Providers delivering any traineeships must do so in accordance with the 16 to 19 education: funding guidance for 16 to 19 traineeships or the Adult education budget funding rules for example AEB funding rules 2021 to 2022 for 19 to 24 traineeships. For courses delivered late in the academic year, providers are reminded to review candidates' funding eligibility.

17: If the trainee progresses into an accelerated apprenticeship, reductions in the content and duration of the apprenticeship must be factored into the price negotiated between the employer and provider. Further guidance is available at: Apprenticeships: initial assessment to recognise prior learning.

After an occupational traineeship

18: Where possible, the young person should receive a real job interview where an apprenticeship or other post is available. This should be a key feature of occupational traineeships.

19: Providers are encouraged to provide the trainee with a certificate of completion including a statement of the KSBs worked on and/or demonstrated during the occupational traineeship. If the traineeship has a progression profile, providers are encouraged to refer to this in the certificate of completion. Trainees are encouraged to give this document to a subsequent apprentice provider when undergoing assessment of prior learning. For further information see Apprenticeships: initial assessment to recognise prior learning.

20: For trainees who are not taken on by the employer offering the work experience placement, employers are encouraged to consider opening within their supply chain and/or to collaborate with sector bodies to identify potential opportunities.

Occupational Traineeships – Examples

21: The models below are illustrative examples of occupational traineeships. These summaries are from initial pilot models and are being refined as lessons are learned through delivery.

Rail Engineering Traineeship Aligned with Rail Engineering Operative (Level 2).

Occupational traineeships	Description
Work preparation training	Locally designed / personally tailored employability preparation and support
English, maths and digital	Diagnostic assessment and training as needed: • English and Maths • Functional Skills L1 or L2 • Essential Digital Skills L1
Flexible vocational learning	A selection of training from: • Personal Track Safety • Rail Industry Induction(s) (IL1) • CSCS Carding (war or adjacent to the DC conductor rail) • Forward Planning • Manual Handling • Emergency First Aid • Small Tools & Plant • Basic Signalling • ESOL • Rail Track Awareness (IL1) • IEL(s) Endorsement
Work experience	At least 70 hours work experience with an employer.

For further information on this Rail Engineering Traineeship model, contact NSAR.

Adult Care Traineeship Aligned with Adult Care Worker (Level 2) and Lead Adult Care Worker (Level 3).

Occupational traineeships	Description
Work preparation training	Locally designed / personally tailored employability preparation and support
English, maths and digital	Diagnostic assessment and training as needed: • English and Maths • Functional Skills L1 or L2 • Essential Digital Skills L1
Flexible vocational learning	A selection of training from: • Health and Safety • Infection control • Safeguarding • Nutrition and Hydration • Personal Hygiene • Dementia Awareness and Learning Disabilities • MCA/DoLS • Duty of care • Communication and record keeping • Safeguarding adults and children Qualification (examples): • Level 2 Preparing to work in Adult Healthcare • VR Results Certificate in Care
Work experience	At least 70 hours work experience with an employer.

For further information on this Adult Care Traineeship model, contact NSAR.

Bricklaying traineeship Aligned with Bricklayer (Level 2). Entrants to the pilot all had L1 Diploma in Bricklaying.

Occupational traineeships	Description
Work preparation training	Workshops covering: • types of employment in construction • CV and interviews • Interview techniques and CV completion • behaviours discussion and assessment • construction induction videos •correct use of PPE •Check knowledge • Health and safety in the workplace • Productive work practices • Planning handling and storing resources Attain CSCS Trainee Site Card
English, maths and digital	Diagnostic assessment and training as needed: • English and Maths • Functional Skills L1 or L2 • Essential Digital Skills L1
Flexible vocational learning	A selection of training from: • Planning, handling and storing resources • Setting a line and laying bricks and blocks to line and gauge – aiming to reach 25 per hour without supervision (this is the level required for employment) • Constructing a cavity wall and installing insulation materials and fire breaks where required • Building reveals and installing lintels • Preparing for and installing windows and establishment and opening • Installing damp proof course (DPC) • Installing cavity trays and weep holes
Work experience	At least 100 hours work experience with an employer, including
	• Induction - including the practical aspects of health and safety on site • Daily briefing • Tool box talks (one hour free PPE) • Meet the team and mentor • Site tour • Weekly debriefs and 1 to 1s • Workbook completion or a progress report on each skill for employer to update

For further information on this Bricklaying Traineeship model, contact CITB or BACHI

Annex F: Providing good quality work placements

Principles for good quality work experience placements

(From the 2015 Framework for Delivery document)

- **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.

Provider viewpoint on good quality work placements

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

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

1. 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.
2. 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)
3. Structured workbooks and progress diaries filled in by trainees alongside their employers to provide a joint record of aims and achievements.
4. 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.

Initial contact details available at jobcentreplus

1. Further education: outcome-based success measures, Academic Year 2017 to 2018 – Explore education statistics ↩
2. Apprenticeships and traineeships, Academic Year 2019/20 – Explore education statistics ↩
3. For the detailed definition of the 16 to19 age range please refer to the ESFA 16 to 19 education: funding guidance, and the ESFA AEB Funding Rules for the 19 to 24 inclusive age group. ↩
4. 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. ↩
5. The level of attainment for a full Level 3 is confirmed in the ESFA AEB Funding Rules. ↩
6. For details refer to the ESFA funding guidance and rules. During Coronavirus (COVID-19) restrictions, refer to the guidance on Actions for FE colleges and providers during the coronavirus outbreak - GOV.UK (www.gov.uk) ↩
7. Where the trainee is claiming benefits, providers and employers should also work with Jobcentre Plus. ↩
8. Institute for Apprenticeships and Technical Education - apprenticeship standards ↩
9. Further information on 16 to 19 education: funding allocations ↩
10. Further information 16 to 19 funding: maths and English condition of funding ↩
11. In this document the term 16 to 19-year-old also refers to young people aged 19 to 25 who are subject to a Learning Difficulty Assessment (LDA), or an Education, Health and Care Plan (EHCP) issued by their home local authority. ↩
12. This excludes traineeships delivered by 16 to19 traineeship providers with a standalone traineeship contract and without study programme funding ↩
13. Further information on eligibility and applying for Access to Work funding is available on the Preparing for Adulthood: (http://www.preparingforadulthood.org.uk/what-we-do/supported-internships/access-towork-fund) ↩

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