



Department
for Education



Department
for Business
Innovation & Skills

Traineeships

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

Framework for Delivery

May 2013

Contents

Foreword	3
Executive summary	4
A. Introduction	8
B. Who are traineeships for?	9
C. What will traineeships provide?	12
D. How will traineeships be delivered and funded?	20
E. Conclusion	25

Foreword by Matthew Hancock MP, Minister for Skills



In January, we published a discussion paper setting out our proposals for a new programme of traineeships. These will support young people who are focused on work to gain the skills and experience that employers are looking for.

We wanted to make public our initial thinking on traineeships to provide an opportunity for the employers, providers and partners who will be critical to their success to influence the way the programme develops. Employers will be at the very centre of traineeships, running the programme or offering high quality work placements in partnership with a trusted provider.

I was delighted by the positive and constructive response we received to our discussion paper. More than 450 individuals and organisations provided written feedback and we met many of you directly to discuss your views and gather your thoughts on traineeships.

All of those conversations convinced me that this is absolutely the right way to go. Whilst we received a wide range of solutions and suggestions to the questions in the document, everyone I spoke to was clear that there was a need for a programme like traineeships to help young people equip themselves with the skills and experience to secure an apprenticeship or sustainable work. We will begin the programme from August 2013 for 16-19 year olds and will look to extend the programme up to 24 in due course.

I welcome both your positivity and your willingness to share views on how traineeships should be developed. This Framework for Delivery draws on the feedback we received to set out how traineeships will work in practice. With your ongoing support and involvement, I know that traineeships will make a huge difference to the skills and aspirations of young people in this country.

A handwritten signature in blue ink, appearing to read 'Matthew Hancock'. The signature is fluid and cursive, with a long, sweeping underline that extends to the right.

Matthew Hancock MP
Minister for Skills

Executive summary

1. This Framework for Delivery provides employers, education and training providers and young people with information about traineeships. The executive summary brings together the key points marked in **bold** in the main document to provide an overview of the programme. The Education Funding Agency will include information on funding traineeships in its 2013/14 funding guidance.

Who are traineeships for?

2. Traineeships will be available for young people aged 16-19¹ and for young people with Learning Difficulty Assessments² up to academic age 25 from August 2013. We will look to extend traineeships to young people aged up to 24 in due course.
3. The core target group for traineeships will be young people who:
 - are not currently in a job and have little work experience, but who are focused on work or the prospect of it;
 - are qualified below Level 3; and
 - providers and employers believe have a reasonable chance of being ready for employment or an apprenticeship within six months of engaging in a traineeship.
4. Traineeships are not intended for:
 - the most disengaged young people, who require very intensive support;
 - those who are already ready to start an apprenticeship; or
 - those already in a job.

What will traineeships provide?

5. Traineeships are part of the same family as apprenticeships. Over time, employers will want to consider in the round the number of apprenticeships and traineeships they will offer as they plan their workforce development. Traineeships will be part of study programmes. This will ensure simplicity and enable young people to move between options.

¹ The age range '16-19' used in this document refers to young people aged 16, 17 or 18 on 31 August in the relevant funding year.

² These will be replaced by Education, Health and Care Plans, subject to the passage of the Children and Families Bill.

6. The core content of traineeships will be a high quality work placement, work preparation training and English and maths. Providers and employers will have the freedom to bring these elements together in the best way to engage and support individual trainees.
7. We expect the duration of the work placement within a traineeship to be at least six weeks and no more than five months. The involvement of employers and real workplace settings for the work placement are crucial to the success of traineeships. We expect the lead employer for the work placement to be identified before young people are recorded on a traineeship. We expect all traineeships to offer a guaranteed interview with the work placement host at the end of the placement³.
8. The content of the work preparation training will be up to providers and employers to agree. All young people undertaking a traineeship will be required to study English and maths unless they have achieved a GCSE A*-C in those subjects. In the majority of cases, we expect that functional skills will be the most appropriate qualifications for trainees to study in the first instance. We would expect young people to continue and complete these qualifications, together with any vocational qualifications they have begun, as part of their wider study programme.
9. We have set out a list of potential flexible content, which is not designed to be prescriptive or exhaustive, but may be useful to providers and employers as they design traineeship programmes.
10. The duration of traineeships will be a maximum of six months. The aim of traineeships is to secure young people's progression to an apprenticeship or sustainable job as quickly as possible. Where young people successfully progress earlier than anticipated, we will ensure that this is counted as completing the traineeship.
11. As traineeships develop, we will look to subsume or cease similar existing training programmes in order to simplify the system. The primary measure of success for traineeships will be securing positive outcomes for participants and we intend to hold providers to account against this. For at least the first year of national rollout, we will apply quality criteria for the providers that are able to offer traineeships.

³ This will either be a formal interview where a job vacancy has arisen or an exit interview and feedback with the employer who provided the placement where that is not possible. See paragraph 55.

12. A young person's traineeship will be complete at the earliest of:
 - the young person moving into employment, an apprenticeship or further education and training;
 - all elements of the young person's agreed traineeship programme being complete; or
 - the young person reaching six months on the programme.
13. A formal reference from the employer where the young person undertook their work placement, together with confirmation of any qualifications completed with their provider, is the right form of recognition for completing a traineeship. Providers and employers will be free to award locally-recognised certificates for traineeships.

How will traineeships be delivered and funded?

14. Providers and employers will be able to deliver traineeships for 16-19 year olds and young people with Learning Difficulty Assessments up to academic age 25 from August 2013. Traineeships should be a partnership between employers and education and training providers. Employers and providers will have a key role in engaging young people and enrolling them on the programme. Local authority services for young people, schools, colleges, Jobcentre Plus advisers, DfE Youth Contract providers, National Careers Service advisers and National Citizen Service providers will also have an important role in referring interested young people onto traineeships.
15. We want to provide opportunities for employers to lead the delivery of traineeships to young people. Employers will be able to do this through:
 - The Employer Ownership of Skills pilot.
 - Where large employers already have a contract with the Skills Funding Agency to deliver 16-19 apprenticeships, varying this to also cover traineeships.
 - Working in partnership with an existing education or training provider.
 - Working towards becoming an approved provider in their own right in future years.
16. Taking into account feedback from 2013/14, we will review employer access to funding to deliver traineeships and look to develop further opportunities where appropriate.
17. Subject to the quality criteria below, education and training providers that currently deliver provision for 16-19 year olds and hold a contract with the Education Funding Agency will be able to deliver traineeships. We will also

vary the existing Skills Funding Agency 16-19 apprenticeship contracts for eligible providers so that they can deliver traineeships.

18. In 2013/14, the delivery of traineeships will be limited to those providers who have achieved an Ofsted inspection grade of Outstanding or Good. Where this means that there is no eligible provider in a location, we will support efforts to ensure that Outstanding and Good provision becomes available in that area.
19. Providers will access funding for traineeships through their funding per student methodology. As with other programmes, providers will record young people taking part in and completing traineeships through the Individualised Learner Record (ILR).
20. Employers are not required to pay young people for the work placement under the traineeship. Traineeships fall under an exemption to the National Minimum Wage. Young people taking part in traineeships will be undertaking education and training and, where they qualify, will be able to access our existing programmes of financial support, including the £180 million 16-19 Bursary Fund.
21. We have deliberately designed the programme to have the flexibility to enable providers to design traineeships to meet the requirements of young people who are claiming benefits. This would enable young people to continue to receive Jobseeker's Allowance or the new Universal Credit while taking part in a traineeship.
22. The Conclusion of the Framework (pages 25-26) tells you more about why and how you should get involved in traineeships.

A. Introduction

23. On 10 January, the Departments for Education and Business, Innovation and Skills published a discussion paper entitled *Traineeships: Supporting young people to develop the skills for apprenticeships and other sustained jobs*⁴. This set out our initial proposals for the development of a new programme of traineeships to help young people to prepare for and secure apprenticeships and other sustainable employment.
24. We invited contributions to the discussion from employers, education and training providers, young people and those who work with them. We received over 450 written responses. We also held a series of roundtable discussions with representative organisations in order to gather wider views about the approach. Some of the key messages we received as part of that discussion process were:
- There is a real need for a programme to help young people who are focused on getting an apprenticeship or sustainable job but who do not yet have the skills or experience to compete successfully for vacancies.
 - Further clarity is needed on the target group of young people for traineeships, but there should be a degree of local discretion to allow providers and employers to target those who would benefit most.
 - It is right that traineeships should have a small and well defined core, with maximum flexibility for providers and employers to add content to meet the needs of employers and the local labour market.
 - A high quality placement in a real workplace will be the most important element of a successful traineeship.
 - Traineeships should be delivered as a partnership between employers and education and training providers.
 - The programme should be easy for employers and young people to understand and access.
25. The full range of feedback we received as part of the discussion has informed the development of the traineeships programme set out in this Framework. This document applies to England only, but the Government will work with the Devolved Administrations on any areas of shared interest.

⁴<http://www.education.gov.uk/childrenandyoungpeople/youngpeople/qandlearning/traineeships/a00219695/traineeships->

B. Who are traineeships for?

26. In our discussion paper we deliberately left open the question of exactly which groups of young people traineeships should focus on, both in terms of age range and eligibility for the programme. We wanted to get the views of employers and providers on this important issue.
27. Whilst there was a range of views on how we should describe the target group, many respondents felt that it was important for us to set a clear expectation of which young people traineeships are aimed at. They cautioned that making the target group too wide would dilute the concept of traineeships and make the new programme difficult to describe to young people and employers. At the same time, many organisations were clear that the young people we want to support through this programme will have a range of characteristics and circumstances. Being too rigid with eligibility criteria would get in the way of local discretion in deciding which young people would benefit most from traineeships.
28. We have aimed to find a compromise by setting out the age range and our expectations of the target group, whilst leaving significant flexibility to enable providers and employers to recruit the young people for whom traineeships would be the most effective intervention.

Age range

29. The discussion paper proposed an age range of 16 up to 24 for traineeships. Traineeships will begin in 2013/14 for 16-19 year olds. We will look to extend traineeships to young people aged up to 24 in due course.
30. Several respondents pointed out that young people with statutory Learning Difficulty Assessments will be able to access a range of education, training and support up to the end of the academic year in which they turn 25. They rightly felt that it would avoid creating an additional age boundary if the age range for traineeships were extended to academic age 25 for young people in this group.
31. Others raised the possibility of extending the age range down to young people aged 14-16. We recognise the importance of young people at that age having access to high quality vocational education as well as an academic core. That is why we are reforming vocational education, focusing performance tables on the most effective qualifications and supporting colleges to enrol 14-16 year old students in 2013/14. This offer will consist

of general education with vocational options and work experience, which we feel is best suited to the needs of that age group. We therefore do not intend to extend the age range of traineeships to this younger group.

32. **Traineeships will be available for young people aged 16-19 and for young people with Learning Difficulty Assessments up to academic age 25 from August 2013. We will look to extend traineeships to young people aged up to 24 in due course.**

Target group

33. We want traineeships to improve the quality of options for young people who are already engaged and also draw in young people who would not otherwise be in education, employment or training.
34. In the discussion paper, we made clear that traineeships would focus primarily on young people who are motivated by work or the prospect of it, but who do not yet have the skills or experience to secure a sustainable job or apprenticeship. Many of the responses we received sought greater clarity about the target group for traineeships, while advocating a significant degree of local flexibility.
35. There is a range of different programmes in place to support young people and we want to ensure that traineeships are targeted at those who will benefit most from the programme. **The core target group for traineeships will be young people who:**
- **are not currently in a job and have little work experience, but who are focused on work or the prospect of it;**
 - **are qualified below Level 3; and**
 - **providers and employers believe have a reasonable chance of being ready for employment or an apprenticeship within six months of engaging in a traineeship.**
36. For young people who are further from the labour market and would need more intensive support before they could engage, we are already providing additional help, for instance through the DfE Youth Contract and wider study programmes. Those who are very close to employment or already have high levels of attainment are likely to be successful in finding opportunities themselves. Traineeships aim to help the intermediate group, providing the skills and experience they need to move into sustainable employment. **Traineeships are not intended for:**

- **the most disengaged young people, who require very intensive support;**
 - **those who are already ready to start an apprenticeship; or**
 - **those already in a job.**
37. Responding to the feedback we received, we will give providers and employers the freedom to work with the individuals within this target group who they feel would benefit most from traineeships. This will enable them to respond to individual and local circumstances. We want traineeships to help young people who meet the criteria of the programme regardless of their background and we expect employers and providers to support this aim. Once the programme has begun, we will review learner information on disability, gender, ethnicity and other relevant characteristics to monitor progress.

Scale

38. Traineeships are a new programme for young people, though they will build on many aspects of effective provision that are already being delivered around the country. We think that it is important that traineeships are able to respond to the needs of young people and employers and so we will not set numerical targets for the programme. Traineeships will begin to be delivered in 2013/14 and our expectation is that the programme will grow quickly and has the potential to provide opportunities for a significant proportion of young people who are focused on work and apprenticeships.

C. What will traineeships provide?

39. The discussion paper set out our initial proposals for the content of traineeships and asked employers and providers a number of fundamental questions about what they saw as the most important and effective elements of the model.
40. The responses we received overwhelmingly welcomed the core content of a traineeship – a work placement, work preparation training, English and maths. Respondents highlighted the particular importance of the first of these in making traineeships attractive and effective. There were a large number of suggestions for what might constitute wider flexible content in traineeships and we have brought these together to help organisations to consider options as they develop their programmes.
41. There was also a feeling, from employers in particular, that traineeships provide an opportunity to simplify the system and bring together or cease other similar programmes. They felt that focusing on a smaller number of high quality routes for young people would make it easier to understand the opportunities available.

Fit with apprenticeships and 16-19 study programmes

42. One area where many respondents asked for clarity was the way in which traineeships fit with apprenticeships and 16-19 study programmes.
43. **Traineeships are part of the same family as apprenticeships**, which remain our high quality offer for those who are ready and able to secure work with recognised training. Following the Richard Review, we will take further action to increase the quality of apprenticeships and give employers a greater role in designing and delivering them. Traineeships will be a separate but linked programme that prepares young people to compete for apprenticeships and other sustainable employment. Apprenticeships will be one of the key outcomes from a traineeship, although participation in a traineeship cannot guarantee progression to an apprenticeship.
44. **Over time, employers will want to consider in the round the number of apprenticeships and traineeships they will offer as they plan their workforce development.** We will extend the role of the National Apprenticeship Service to include supporting employer involvement in traineeships.

45. We are introducing new study programmes from September 2013, which will focus on substantial qualifications, English and maths and work experience. **Traineeships will be part of study programmes. This will ensure simplicity and enable young people to move between options.** As with other study programmes and apprenticeships, traineeships will be a valid option for young people as we raise the age of compulsory participation in education or training to 17 this year and to 18 in 2015⁵. Providers will want to read this Framework alongside the study programme principles⁶.

Core content

46. The discussion paper proposed three core elements for a traineeship programme:
- **A high quality work placement** to give the young person meaningful work experience and develop workplace skills.
 - **A focused period of work preparation training**, covering areas like CV writing, interview preparation, job search and inter-personal skills.
 - **English and maths**, as these are seen as crucial employability skills.
47. There was overwhelming support for these core elements of content in the responses we received. **Providers and employers will have the freedom to bring these elements together in the best way to engage and support individual trainees.** Some young people may need to focus primarily on English, maths and work preparation at the beginning of their traineeship before moving into the work placement. Others may benefit from starting their work placement with a supportive employer early in the traineeship, with work preparation and English and maths built in alongside. We expect providers to work with young people at the start of the programme to assess their needs and determine the right combination, timing and length of programme to meet them.
48. A number of responses proposed additional areas of core content, the most popular being mentoring, wraparound support and careers guidance. We agree that these will be crucial for many young people, but would not want to be prescriptive about how they are delivered. We see these as integral to high quality work placements (paragraph 51) and work preparation training

⁵<http://www.education.gov.uk/childrenandyoungpeople/youngpeople/participation/rpa/g00222993/stat-guide-young-people-edu-employ-train>

⁶<http://www.education.gov.uk/schools/teachingandlearning/curriculum/a00210755/16-19-study-programmes>

(paragraphs 56-57), rather than being elements of the core content in their own right.

49. Similarly, many respondents proposed that vocational education should form part of the core content. Again, we recognise the value of good vocational education and in many cases it will be appropriate for high quality vocational qualifications to be started as part of traineeships. However, we are keen to ensure that we allow the maximum flexibility for traineeships to meet individual needs and so will include vocational content as part of flexible provision (paragraph 62) rather than in the core.
50. **The core content of traineeships will be a high quality work placement, work preparation training and English and maths.**

Work placements

51. There was a high degree of consensus in the responses we received about what should constitute a high quality and effective work placement. Drawing on this evidence, the table below sets out principles for good quality work placements as part of traineeships. It will be for providers and employers in partnership to agree how these principles are implemented in traineeships.

- **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 an understanding of young people’s circumstances that may 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.

52. We think that it is important to allow a significant degree of flexibility in the duration of the work placement to accommodate the varying needs of young people taking part in the programme. However, it is essential to set some boundaries on duration. **We expect the duration of the work placement within a traineeship to be at least six weeks and no more than five**

months⁷. This does not have to be taken consecutively. In some cases, such as where young people are undertaking their work placement in small or medium enterprises, it may be appropriate for them to undertake a number of separate work placements in different organisations totalling at least six weeks. This would need careful planning to ensure it adds up to the high quality work experience we expect for all trainees.

53. Providers and employers will be free to agree how the work placement fits best with the other components. In some cases, it may be better for young people to undertake the work placement at the end of their traineeship, in others to begin this from early in the programme with the other components sitting alongside it. We expect providers to offer ongoing support to employers and young people as needed throughout the work placement.
54. **The involvement of employers and real workplace settings for the work placement are crucial to the success of traineeships.** Simulated work placements, such as in workshops within training providers may well form a helpful part of work preparation training but will not count as work placements for the purposes of traineeships. **We expect the lead employer for the work placement to be identified before young people are recorded on a traineeship.**
55. There was a range of views on whether to include a guaranteed interview in traineeships, with many responses suggesting that an interview provides vital experience to young people going on to seek work, but others highlighting the risk that a guaranteed interview could significantly reduce the range of employers willing or able to take part in the programme. **We expect all traineeships to offer a guaranteed interview with the work placement host at the end of the placement.** Where possible, the young person should receive a real job interview where a post or apprenticeship has become available. However, we recognise that this will not always be feasible and in these cases a formal exit interview with the employer will help the young person to practice and prepare for future opportunities. In either case, young people should receive meaningful feedback to help them improve their performance and a reference from the employer reflecting the time spent on their work placement (paragraph 74).

Work preparation training

56. **The content of the work preparation training will be up to providers and employers to agree.** We expect this to include any personal and

⁷ In exceptional circumstances, we are willing to consider a case from individual employers for a shorter period of work experience.

social skills that the young person needs to develop in order to get the most out of their work placement and prepare them for future employment.

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

English and maths

58. Employers are clear that literacy and numeracy are crucial employability skills and so English and maths will form a key part of traineeships. As with other study programmes, **all young people undertaking a traineeship will be required to study English and maths unless they have achieved a GCSE A*-C**. Young people who have achieved this level will not be required to continue to study English and maths, but we would encourage providers to consider offering higher level provision, particularly Level 3 maths qualifications, to these young people.
59. To fit with wider study programme principles, trainees will need to work towards GCSE A*-C in English and maths, including through the study of functional skills. **In the majority of cases, we expect that functional skills will be the most appropriate qualifications for trainees to study in the first instance**. As part of traineeships, young people can study these at Entry Level, Level 1 or Level 2 depending on their prior attainment. Where they have already achieved a functional skills qualification at Level 2, they will be required to work towards the achievement of a GCSE grade A* to C.
60. Providers should aim to support young people to complete their qualifications within their traineeship where possible. In some cases it may take longer for a young person to achieve these crucial elements. **We would expect young people to continue and complete these qualifications, together with any vocational qualifications they have begun, as part of their wider study programme.**

Flexible content

61. In the discussion paper we proposed that traineeships should have a clearly defined core with a high degree of flexibility around additional content. This would enable providers and employers to add elements depending on the

needs of young people and the labour market. Responses overwhelmingly welcomed the proposal that the traineeships model will give providers and employers this flexibility.

62. The responses we received provided a helpful range of suggestions about areas of additional content that providers may wish to include within traineeships. **We have set out a list of potential flexible content, which is not designed to be prescriptive or exhaustive, but may be useful to providers and employers as they design traineeship programmes.**

To meet labour market needs	To meet personal needs
<ul style="list-style-type: none"> • High quality and relevant vocational qualifications. • Skills required by the local labour market or particular sectors/employers. • Business, commercial and enterprise skills. • ICT skills. 	<ul style="list-style-type: none"> • Personal and social skills development, for instance independent working. • Team working activities. • Tasters in one or more sectors. • Impartial careers guidance, particularly focused on the local labour market. • Participation in National Citizen Service, for those aged 16-17. • Support for specific needs, for instance a disability.

63. Our approach to the vocational qualifications available and recorded in performance tables will match that for study programmes.

Duration

64. Our discussion paper proposed that traineeships would last around six months and the responses we received generally supported this proposal. Responses argued that there would need to be some flexibility depending on the existing levels of skills and experience of participants.
65. **The duration of traineeships will be a maximum of six months.** This reflects the target group for the programme and our definition of the minimum and maximum length of the work placement (paragraph 52). Providers may wish to work with young people who are not yet ready for a traineeship as part of their wider 16-19 study programme, to help them prepare for and move into a traineeship.
66. This does not mean that we expect all traineeships to last for a full six months. **The aim of traineeships is to secure young people's**

progression to an apprenticeship or sustainable job as quickly as possible. Where young people successfully progress earlier than anticipated, we will ensure that this is counted as completing the traineeship (paragraph 72).

Fit with other programmes

67. In our discussion paper, we made clear that we wanted traineeships to simplify the current policy landscape and make it easier for young people and employers to navigate. The responses we received overwhelmingly supported this objective and there was widespread feeling amongst employers in particular that having too many individual programmes for young people risks incoherence.
68. We recognise that it will take time to achieve this aim, but as a guiding principle, **as traineeships develop we will look to subsume or cease similar existing training programmes in order to simplify the system.** We will work on the presumption that these programmes should become part of traineeships or come to an end unless there is a clear rationale for a separate programme.

Ensuring quality

69. **The primary measure of success for traineeships will be securing positive outcomes for participants and we intend to hold providers to account against this.** We expect traineeships to focus first and foremost on supporting young people into apprenticeships and other sustainable employment. Those aged 16-17 will need to undertake part-time training if they move into full-time employment as we raise the participation age. We also recognise that some trainees will want to undertake further study in order to achieve their employment aspirations and so further education and training will also be a recognised outcome from traineeships. We will develop success and destination measures for traineeships which we aim to publish and use for accountability purposes from 2015/16.
70. **For at least the first year of national rollout, we will apply quality criteria for the providers that are able to offer traineeships** (paragraph 85). We intend to review these regularly and relax them in future years as the programme develops. Over time, destination and success measures will become our main measure of quality and accountability.
71. As with other forms of education and training provision, the Common Inspection Framework will apply to traineeships. Ofsted will inspect the quality of provision amongst all providers and employers who offer these as

part of their overall inspection programme. We will work with Ofsted to ensure that traineeships receive sufficient focus within wider inspections and to consider the possibility of a future thematic review in this area.

Completing a traineeship

72. **A young person's traineeship will be complete at the earliest of:**
- **the young person moving into employment, an apprenticeship or further education and training;**
 - **all elements of the young person's agreed traineeship programme being complete; or**
 - **the young person reaching six months on the programme.**
73. Whilst we want the vast majority of young people to progress from a traineeship into work, an apprenticeship or further learning by the end of six months, we recognise that this will not always be the case. For these young people, traineeships will have significantly increased their skills and given them work experience and a reference to include in their CV, putting them in a much stronger position to find work. In these instances, we expect the provider leading the traineeship to ensure that young people are in contact with organisations that can help them find work or training opportunities and are supported to complete any qualifications begun on their traineeship.
74. Responses to the discussion paper put forward a range of views about the certification of traineeships and some respondents felt that trainees should receive some form of separate recognition for completion of a traineeship. Our view is that a central system of certification would risk increasing bureaucracy for providers and employers and may not be meaningful for young people or prospective employers. **A formal reference from the employer where the young person undertook their work placement, together with confirmation of any qualifications completed with their provider, is the right form of recognition for completing a traineeship** and will have greater currency in the labour market than a separate certification process. **Providers and employers will be free to award locally-recognised certificates for traineeships** if they wish, and we will make branded artwork available for this purpose.

D. How will traineeships be delivered and funded?

75. In the discussion paper, we set out proposals for two models – a provider-managed model through existing funding systems and an employer-led model through the Employer Ownership of Skills pilot.
76. The responses we received broadly supported the need for both of these funding routes, revealing a keen appetite from some employers to lead their own programmes (paragraph 81). Feedback emphasised that traineeships should be designed and delivered by employers and training providers together. Respondents also wanted traineeships to be simple for employers and young people to engage with.

Timetable for delivery

77. **Providers and employers will be able to deliver traineeships for 16-19 year olds and young people with Learning Difficulty Assessments up to academic age 25 from August 2013**, subject to the quality criteria set out below (paragraph 85). The 2013/14 academic year will be the start of a national rollout of traineeships and we will learn the lessons from the first year and develop the programme further for future years.
78. We agree with the feedback received from the discussion process that **traineeships should be a partnership between employers and education and training providers**. We want to ensure that there are opportunities to route funding for traineeships directly to both providers and employers. We have set out below how each of these routes will work.

Referrals to traineeships

79. We expect that traineeships will quickly become part of the core offer for young people aspiring to apprenticeships or work. Many young people will proactively seek out traineeship opportunities where they have not yet been successful in finding work. **Employers and providers will have a key role in engaging young people and enrolling them on the programme**. They will want to market traineeships to young people as preparation for apprenticeships and sustainable employment rather than as a destination in their own right.
80. There will also be an important role for organisations working with young people to refer them to traineeships programmes where appropriate. In particular, **local authority services for young people, schools, colleges,**

Jobcentre Plus advisers (paragraphs 95-97), DfE Youth Contract providers, National Careers Service advisers and National Citizen Service providers will also have an important role in referring interested young people onto traineeships.

Funding – employer routes

81. Recognising employers' enthusiasm, **we want to provide opportunities for employers to lead the delivery of traineeships to young people. Employers will be able to do this through:**
- **The Employer Ownership of Skills pilot.** We signalled our interest in bids containing traineeships in the Discussion Document and in the Employer Ownership of Skills (Round 2) Prospectus. We will evaluate proposals for traineeship programmes alongside other bids and expect to announce the decisions in July 2013. Successful employers or groups will be funded to directly deliver a programme of traineeships for young people.
 - **Where large employers already have a contract with the Skills Funding Agency to deliver 16-19 apprenticeships, varying this to also cover traineeships,** subject to the quality criteria in paragraph 85.
 - **Working in partnership with an existing funded education or training provider** that meets the quality criteria in paragraph 85.
 - **Working towards becoming an approved provider in their own right for future years.**
82. **Taking into account feedback from 2013/14, we will review employer access to funding to deliver traineeships and look to develop further opportunities where appropriate,** with the intention of implementing any changes from 2014/15.

Funding – provider routes

83. To ensure simplicity and allow traineeships to be delivered from 2013/14, we want to keep a close fit with the wider funding system for 16-19 year olds. This means that, **subject to the quality criteria below** (paragraph 85), **education and training providers that currently deliver provision for 16-19 year olds and hold a contract with the Education Funding Agency will be able to deliver traineeships** within the new study programme arrangements on the basis of funding per student⁸.

⁸ Further information is available at:

<http://www.education.gov.uk/aboutdfe/executiveagencies/efa/a00210682/funding-formula-review>

84. We are aware that there will be a number of apprenticeship providers who have significant experience in this area and would not be able to deliver traineeships under these arrangements. **We will also vary the existing Skills Funding Agency 16-19 apprenticeship contracts for eligible providers so that they can deliver traineeships.** The Education Funding Agency's 2013/14 funding guidance will include information on funding traineeships and the Skills Funding Agency's funding rules (in relation to 16-19 apprenticeship providers) will be updated shortly to include information on traineeships.
85. An issue that was frequently raised as part of the discussion process was the need to ensure that traineeships are a high quality option from the outset in order to build and maintain their credibility with young people and employers. As set out above (paragraph 69), our medium-term aim is to use success measures based on progression to employment, apprenticeships and further learning as the key driver of quality for traineeships. To ensure a high quality start, we will implement a gateway for those providers that wish to offer and be funded for providing traineeships. **In 2013/14, the delivery of traineeships will be limited to those providers who have achieved an Ofsted inspection grade of Outstanding or Good.**
86. **Where this means that there is no eligible provider in a location, we will support efforts to ensure that Outstanding and Good provision becomes available in that area.** We will work with providers during 2013/14 to develop our approach further for 2014/15.
87. The funding methodology and rates for traineeships will also build upon the existing system. Where an education or training provider has an existing Education Funding Agency contract, **they will access funding for traineeships through their funding per student methodology.** This will mean that trainees are funded as part-time students (reflecting the fact that they will be full-time for part of the year) according to the number of hours the provider includes in their learning plan. Retention will account for around 50% of funding, but early movement into a positive outcome of employment, an apprenticeship or further training will not affect funding.
88. Where required, existing 16-19 apprenticeship contracts will be amended to allow for delivery of traineeships. Providers will access funding from the Skills Funding Agency via existing apprenticeship contracts at a comparable rate to those funded through an Education Funding Agency contract.
89. **As with other programmes, providers will record young people taking part in and completing traineeships through the Individualised Learner**

Record (ILR). We have added a new learning delivery monitoring code to the ILR for 2013/14 to identify and record all learning aims that are delivered as part of a traineeship. The Information Authority will publish guidance to help providers record traineeships on the ILR.

Employment status and financial support for trainees

90. Young people taking part in traineeships are by definition not yet ready for employment, but will benefit from gaining work experience in a real environment. Traineeships are an education and training programme that will provide opportunities for them to develop the skills that they need to apply successfully for an apprenticeship or other job.
91. **Employers are not required to pay young people for the work placement under the traineeship. Traineeships fall under an exemption to the National Minimum Wage.** We would encourage, but do not require, employers to consider providing trainees with support to meet their travel or meal costs.
92. If a young person taking part in a work experience placement shows the potential to become a productive member of staff, then we encourage employers and providers to support them to apply for an apprenticeship or other suitable vacancy.
93. **Young people taking part in traineeships will be undertaking education and training and, where they qualify, will be able to access our existing programmes of financial support, including the £180 million 16-19 Bursary Fund.**

Incentives for work placement hosts

94. We want employers to take part in traineeships and offer work placements because they see the value of the programme to their organisation and sector. Responding to employers' feedback, we have designed traineeships to be as simple as possible and to provide a range of routes for employers who want to engage more directly in delivery. We will not offer central financial incentives to organisations hosting work placements as part of traineeships, but there is nothing to stop providers using the funding they receive to offer support and incentives locally if they decide that is what is needed to generate high quality placements.

Fit with the benefit system

95. Some young people who want to take part in a traineeship will be claiming unemployment benefits. This will apply particularly at age 18, but also to a

small group of 16-17 year olds. We want traineeships to be open to these young people because we think that the programme can provide a high quality route to help them gain the skills they need to find work.

96. **We have deliberately designed the programme to have the flexibility to enable providers to meet the requirements of young people who are claiming benefits.** There is scope for providers to design a programme for these young people that meets the core aims and elements of traineeships, but also fits with benefit rules. **This would enable young people to continue to receive Jobseeker's Allowance or the new Universal Credit whilst taking part in a traineeship.**
97. When providers and employers design traineeships locally and intend to offer places to benefits claimants, we encourage them to consult Jobcentre Plus to ensure a suitable fit with the benefits system and local labour market. That is essential to ensuring that traineeships will be able to meet both the needs of young people claiming benefits and local employers.

E. Conclusion

98. We have designed and developed traineeships through an open discussion process, but its success will depend on the engagement and involvement of employers, providers and young people. We want to be clear about why and how you can get involved in traineeships:

	Why get involved?	How to get involved?
Employers	<ul style="list-style-type: none"> You have told us that young people who apply for your vacancies often do not have the skills or experience you are looking for. Traineeships offer you the opportunity to shape their training and experience, creating a larger pool of high quality applicants for your sector to draw on. Traineeships also allow you to work with a young person over a significant period, helping to develop young people who will be best placed to be part of the future workforce in your sector. Traineeships are designed to be as simple as possible and we have created a range of routes so that you can decide how to get involved – from working with a provider to offer work placements to getting involved in designing and leading traineeships yourself. 	<ul style="list-style-type: none"> You can find out more by speaking to your contact in the National Apprenticeship Service (NAS) or getting in touch with NAS at www.apprenticeships.org.uk/Employers.aspx or on 08000 150 600. You can contact local education and training providers that meet the quality criteria (paragraph 85) directly to work in partnership with them to offer traineeship work placements. The NAS helpline above can put you in touch with local providers.
Education and training providers	<ul style="list-style-type: none"> You have told us that many of the young people you work with are motivated by work and want the opportunity to build the skills and experiences that employers are seeking. Traineeships offer you the opportunity to develop just such a programme, with flexibility to allow you to fit this to the needs of the local labour market and your learners. You can build on the best of your existing employer engagement and we will fund you to deliver traineeships as part of 16-19 study programmes. 	<ul style="list-style-type: none"> If you meet the quality criteria in paragraph 85, you can begin delivering traineeships as set out from the start of the 2013/14 Academic Year as part of study programmes. The Education Funding Agency 2013/14 funding guidance will include information on traineeships. The Skills Funding Agency will update its funding rules shortly in relation to 16-19 apprenticeship providers. If you have questions about delivery, contact details are included in paragraph 99.

Young people	<ul style="list-style-type: none"> • We know that many of you are keen to find an apprenticeship or a good job and that you want the opportunity to develop the skills and experience to enhance your CV and give you the best shot at finding work at a difficult economic time. • Traineeships are a route to help you get ready for an apprenticeship or job. You'll have the opportunity to polish up your literacy and numeracy skills as these as something that employers really value. But you'll also have the chance to undertake an exciting work placement in a real employer, giving you great experience and a reference to enhance your CV. 	<ul style="list-style-type: none"> • You can contact your local training provider to see if they plan to offer traineeships. • We will establish a website for traineeships shortly where you'll be able to find out more about the programme and where traineeships are available.
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99. Traineeships can be delivered from August 2013 and we will continue to work closely with providers, employers and representative organisations to ensure that they are a success. We would welcome ongoing views about progress, issues and success stories and you can send these to us at Traineeships.Discussion@education.gsi.gov.uk. If you have questions about the delivery of traineeships, you can contact your Education Funding Agency territorial team at:

- Southern: YPSouthern.EFA@education.gsi.gov.uk
- Western: YPWestern.EFA@education.gsi.gov.uk
- Eastern: YPEastern.EFA@education.gsi.gov.uk
- Northern: YPNorthern.EFA@education.gsi.gov.uk

100. We recognise that traineeships, as a new programme, will need to continue to develop and improve over the coming years. To help with that process, we intend to commission an external evaluation of the traineeships programme in its first years of operation.

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Any enquiries regarding this publication should be sent to us at: Traineeships.Discussion@education.gsi.gov.uk.

This document is also available from our website at: www.education.gov.uk/traineeships

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