



association of employment
and learning providers

OVERVIEW OF TSSP AND ASSP RESOURCES ALISON SUMPTER SPRING 2015

Commissioned and funded
by

The
Education
& Training
Foundation

I WILL COVER

- An overview of the TSSP
- Details of how to access the resources
- Overview of a sample of the resources and support developed



TSSP

- The Education and Training Foundation made £715,000 available for the design and delivery of innovative and high quality professional development support, resources and materials for the wider education and training workforce in order to improve outcomes from traineeship programmes for learners and employers.
- 14 projects were commissioned to start development in April 2014.



THE STRANDS

1. Improving quality of teaching with a focus on English and maths, employability and basic occupational skills
2. Supporting employer engagement with a focus on SMEs and new sectors
3. Robust Initial assessment processes
4. Improving the quality of provision for learners from protected, vulnerable and excluded groups



A decorative graphic on the left side of the slide. It features a series of vertical stripes in shades of brown, tan, and grey. Overlaid on these stripes are several orange circles of varying sizes, arranged in a cluster that tapers towards the bottom.

ACCESSING THE RESOURCES

DOWNLOAD

The resources can be downloaded from the

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

The screenshot shows the Traineeship Staff Support Programme website. The main navigation menu includes Home, News, Helpful Information, Forum, Calendar, Help, and Projects Login. The central content area features a 'Welcome' message, a 'Latest news' section with a link to 'Traineeship Planner App from KM Training', and a 'Blog' section. A sidebar on the right contains a search bar and a list of resources. An orange arrow points to the 'Literacy Resource for Logistics.pdf' link in the table.

Traineeship Staff Support Programme
Developing staff to achieve the best outcomes for learners

Welcome

About TSSP

Latest News

Projects

TSSP Resources

Blog

Latest news

Traineeship Planner App from KM Training
(Blog entry)
29-Oct-2014
The really useful tool is now available to download and use from google app...

BC10 Draft Materials
(Blog entry)
02-Oct-2014
Final draft materials have been completed as part of the BC10 TSSP project...

e-Book Resources
(Blog entry)
09-Sep-2014
A range of preliminary resources have been developed for Dental Nursing, Health...

The project will also engage with the Logistics sector within Lincolnshire (a key LEP priority) to introduce new employers, in particular SMEs, to traineeships. We will work with employers and Skills for Logistics to secure work placements and develop and trial vocationally relevant English and maths resources to support providers in the delivery of high quality traineeships.

For further information contact Sarah Dakin at Grantham College on 01476 404305 or at sdakin@grantham.ac.uk

Please download our Literacy Resource for Logistics.

Please download our Numeracy Resource for Logistics

Please download our Case Study Resource

Please download our 6 theme-specific CPD resources, below.

In the spirit of TSSSP please note that these resources have been developed by providers not The Education and Training Foundation

Attachment	Size
Case studies pdf	2.68 MB
Literacy Resource for Logistics pdf	4.26 MB
Numeracy Resource for Logistics pdf	3.21 MB
CPD Resource Introducing Traineeships e-book.pdf	751.93 KB
CPD Resource Learner Assessment e-Book.pdf	927.71 KB
CPD Resource Employability e-Book.pdf	667 KB
CPD Resource Employer Engagement e-Book.pdf	550.69 KB
CPD Resource Using Technology e-Book.pdf	1.23 MB
CPD Resource Vulnerable and Excluded Groups e-Book.pdf	720.22 KB

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Association of Employment and Learning Providers (AELP)
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ACCESSING THE RESOURCES

- [www.traineeship-staff-support.co.uk/sites/default/files/TSSP%20Resources%20Booklet%20\(Online%20Version\).pdf](http://www.traineeship-staff-support.co.uk/sites/default/files/TSSP%20Resources%20Booklet%20(Online%20Version).pdf)



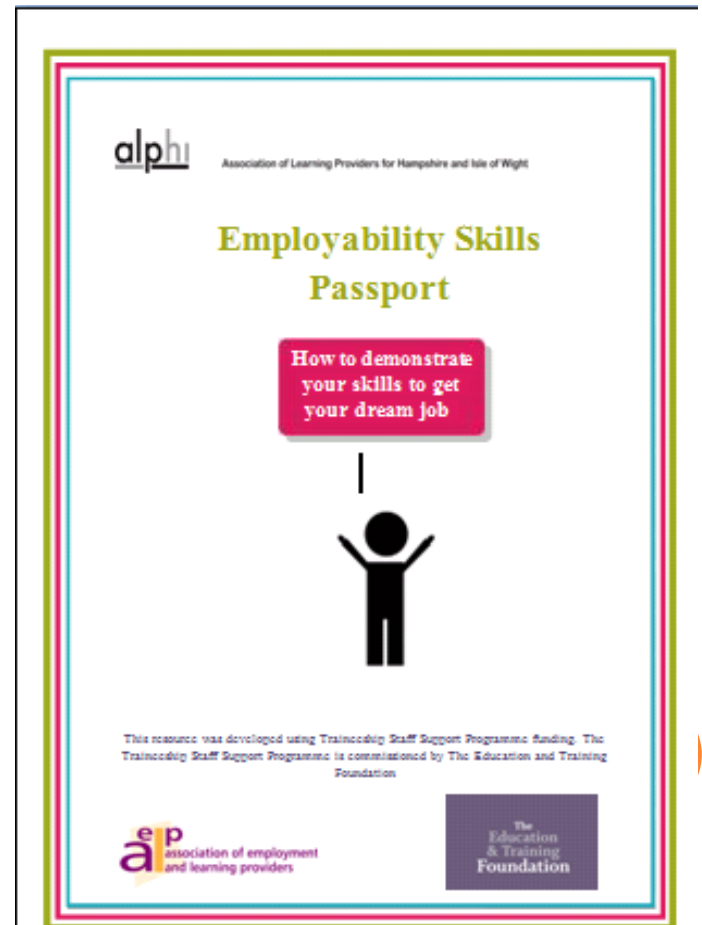


STRAND 1

Improving quality of teaching with a focus on English and maths, employability and basic occupational skills

ALPHI (PETA)

- Employability Skills Passport
- This resource collects, collates and supports the development of employability skills to show distance travelled to employers.
- Employability skills:
 - Communication skills
 - Making workplace decisions
 - Showing commitment
 - Workplace flexibility
 - Time management
 - Leadership skills
 - Creativity and problem solving
 - Being a team player
 - Accepting workplace responsibility
 - Ability to work under pressure



EMPLOYABILITY SKILLS PASSPORT

Our aim in producing this resource was to provide a document that:

- was manageable;
- would not put trainees off;
- would provide a snap shot of soft/employability skills to employers at interview;
- would offer simple assessments;
- would provide an opportunity to review skills before and after the traineeship;
- could be used as a way of prioritising skills development needs.

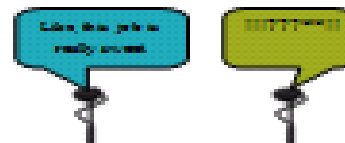


THIS RESOURCE INCLUDES, IN SECTION 1:

- A description of the skills.
- A simple assessment based on a set of statements. This assessment should be carried out before and after the trainees programme to show distance travelled.
- Five top tips for improving the skill.
- A text box containing activities to evidence or develop the skill.
- A trainee action plan for the improvement of that skill.



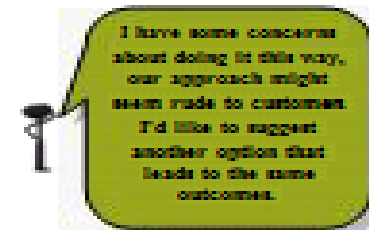
Communication



It's really important that you can get on with colleagues. Knowing how to talk to people depending on who they are and what they do is essential. You should normally talk the same way to your mate as to your boss.

You need to show that you can listen effectively and follow instructions. It is also important that you can put your point of view across without sounding aggressive.

If you've got good communication skills you are likely to be given more opportunities at work and will have a far better time in your work and home life.



Communications Assessment

Read each of the statements and put a cross in the box which most suits how you feel about the statement: often, sometimes or rarely. Fill out the green column at the start of your Training programme and the blue column at the end of the programme.

	Often	Often	Sometimes	Sometimes	Rarely	Rarely
I feel confident starting off conversations with people.						
I am confident asking questions when I am unsure about something.						
I communicate with people differently depending on who they are.						
I listen carefully to what others say.						
I feel confident about using my body language appropriately when I am talking to people.						

Evidence or improve your communication skills by:

- ✓ Offering to chair a team meeting;
- ✓ Talking to a new client;
- ✓ Writing a document for work using a specific layout;
- ✓ Giving a presentation at work;
- ✓ Talking to a customer who has a complaint.

Five top tips for successful communication

1. Be an assertive communicator. This does not mean shouting or being aggressive but being confident when you communicate and putting over your point clearly and concisely.
2. Always tailor your communications to suit the person you are communicating with and your relationship with them. Use words they will understand and refer to shared experiences and knowledge. Be warm but respectful.
3. Pay attention to the role your body language plays in communicating your message. Make sure you do not say something positive while your body is giving a negative message.
4. Listen, listen, listen!!!
5. Don't be afraid to ask questions if you don't understand or need further details. Remember a conversation is an interactive event, not a one-way dialogue!

SECTION 2 INCLUDES:

- A Certificate of Achievement to be signed by the programme leader/ manager.
- An employability skills summary, which can be printed out on the back of the Certificate of Achievement.
- A text box for qualifications.
- A section for each employability skill containing a summary of the skill for the employer; a bar chart of the trainee's ability in that skill before and after the traineeship.
- A section where the trainee can evidence an example of when they have used the employability skill successfully.



Employability Skills Summary

This table provides a summary of how this Trainee has grown and their employability skills during their training.

[illegible]

IMPACT ON STAFF

- Positive feedback on the usefulness of the content
- Like the ability to use part or all of the pack
- Learners like the self directed approach to planning their areas of priority
- The materials have been used more widely than Traineeships
- Employer feedback on the ability to have content on which to ask questions is positive.



ENGLISH AND MATHS

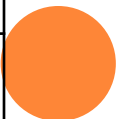
- We audited delegates against the key areas covered in the GCSE curriculum English and Maths
- Workshops were designed and run by LA specialists for English and maths
- The content was tailored to enable delegates to gain confidence in the areas before creating interactive resources to support teaching and learning.



ALPHI (PETA)

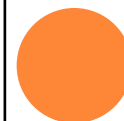
ENGLISH RESOURCES

Folder number and title	Folder content overview / index
1) Creative Writing	Creative writing activities Fairy tales and book extracts Writing for an audience
1) Letter Writing	Letter writing 1 Letter writing 2 Letter writing 3
1) Persuasive Writing, Counter argument and Bias	Persuasive writing – punctuation activities Persuasive writing and counter arguments Positive and negative descriptors
1) Sentence Types, Comprehension and Text Analysis	Comparing sentence structures Comprehension and text analysis
1) Writing to inform	Activity – writing to inform



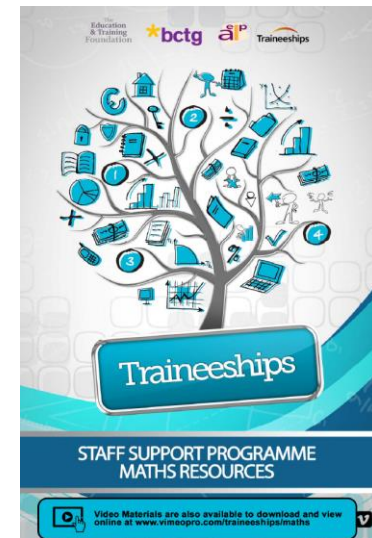
MATHS RESOURCES

Folder number and title	Folder content overview / index
1. Just Maths	<p>1A Areas of polygons Areas of Polygons Formulae Areas of Polygons Exercises</p> <p>1B Fractions Decimals & % Finding fractions, decimals & % Exercise - Fractions, decimals & % dice</p> <p>1C Triangles Proving Pythagoras Types of Triangles Exercise - Triangles</p>
1. Maths in context	<p>2A Areas Volumes & Ratios Eat Well - Parts of a circle – Lesson Exercise – Areas & Ratios Exercise – Areas & Volumes – Planning a room Exercise – Surface Areas 7 Volume – Nutridrink Shape Space Volume Lesson - Fridge Space</p> <p>2B Money Units of Measure & Probability Exercise – Common units of measure in sport Exercise – ERR Payslip practice Exercise – Horse Racing Probability & Chance</p> <p>2C Portions & Pricing Exercise – Planning a party Exercise – The cost of making sandwiches</p>



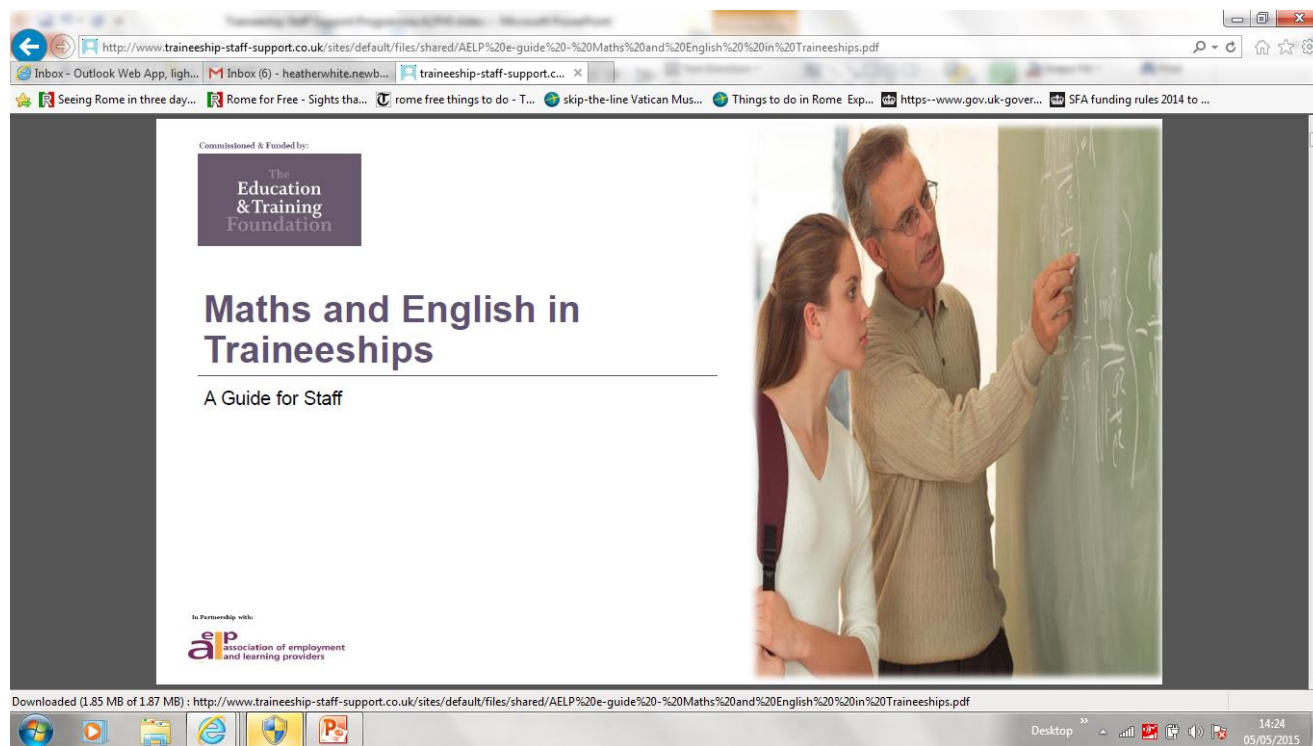
BCTG RESOURCES

- Developed materials to help Trainers in delivery of Traineeship
 - Initial Assessment
 - English & math's
 - Employability
 - Work Experience
 - Employer Engagement
- Created
 - 15 Videos – English, math's, Work Experience
 - 5 Workbooks



AELP INTERACTIVE GUIDE TO MATHS AND ENGLISH - INCORPORATING INFORMATION FROM ALL THE TSSP1 PROJECTS – FOUND ON THE ‘OTHER RESOURCES’ SECTION OF THE TSSP SITE.

[HTTP://WWW.TRAINEESHIP-STAFF-SUPPORT.CO.UK/CONTENT/AELP-E-GUIDE-ENGLISH-AND-MATHS-TRAINEESHIPS](http://www.traineeship-staff-support.co.uk/content/AELP-E-GUIDE-ENGLISH-AND-MATHS-TRAINEESHIPS)





STRAND 2

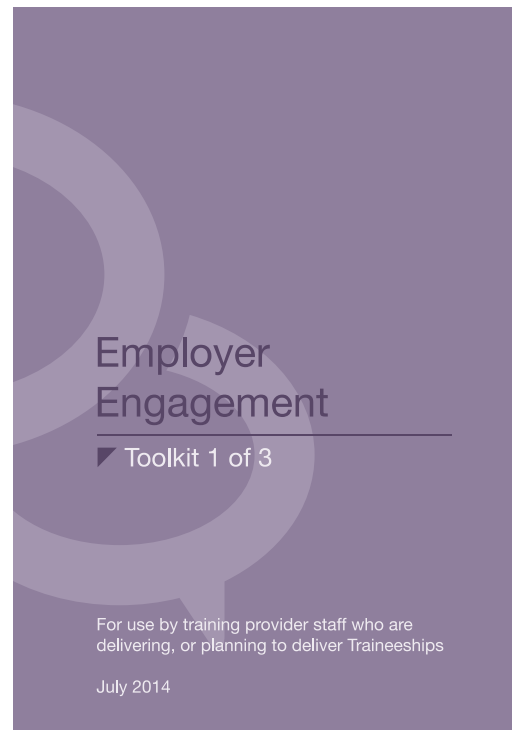
Supporting employer engagement with a focus on
SMEs and new sectors

KEITS Training Services

TSSP 1



✓ Strand 2



Strand 2 – Employer Engagement

✓ Guidance materials

✓ Flowcharts

✓ Example agreements

Appendix E Example Service Level Agreement

Appendix H Placement planner

Appendix J Development sheet

✓ Templates

✓ Prompt sheets

Section 2 Engaging employers

There are a number of different techniques that providers use to engage employers and to promote the benefits of the Traineeship programme. The following are the most successful ideas and approaches developed by providers.

Start with employers you know

It is always easier to make contact with an employer where there is an established relationship that you can build on. When considering which employers could make good Traineeship partners, speak to colleagues about which employers they are working with currently and which ones have lapsed and could be re-engaged through Traineeships.

Categorise employers into groups based on:

- If they already have an apprentice (and when the apprentice is due to complete)
- If they used to have an apprentice but have lapsed
- If they have never taken an apprentice
- If they have offered work experience
- If they are part of your supply chain

This will then help you to identify 'warm' employers where you might have a relatively easy start, whereas other employers might need a bit more development time.

Maximise succession planning

Employers with an apprentice coming to the end of their Apprenticeship can make really good work placement hosts, especially as the apprentice can also be involved in mentoring the trainee.

It may also be worth considering employers who have past apprentices who have completed their programme but may be looking for personal development opportunities to demonstrate supervisory skills.

You should also consider employers who have employees currently undertaking leadership and management qualifications.

Section 4 Contacting the employer

We all know that first impressions count. Whether you are contacting an existing employer or a new employer, they will need to see that you are confident in explaining the Traineeship business.

Visit the employer

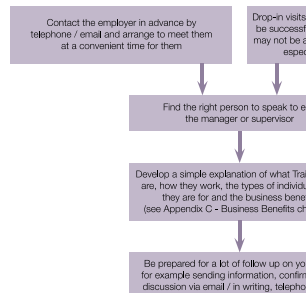
Traineeships are still relatively new and it can be confusing for employers to understand the difference between Apprenticeships, Traineeships and more traditional work experience. Employers respond positively to face-to-face personal contact where they can discuss the opportunity in more detail and gain a better understanding of the commitment they would be making. This flowchart outlines the simple steps for making contact with the employer.

Organise a visit

Organising an employer visit is a group of employers. Traineeships and more traditional work experience. Employers respond positively to face-to-face personal contact where they can discuss the opportunity in more detail and gain a better understanding of the commitment they would be making. This flowchart outlines the simple steps for making contact with the employer.

It can be very difficult for an employer who about the post they think they

See Appendix



Placement details					
Start date				End date	
Duration (no. of weeks)				Name of buddy / mentor	
Working pattern	Monday	Tuesday	Wednesday	Thursday	Friday
Start time					
Finish time					
Total hours					

NB: Hours per week should not exceed 30 for those aged 19-23 in receipt of JSA

Placement activities and tasks

It is a requirement of the Traineeship programme that regular review and feedback is provided to the trainee, and formally through a structured review involving the employer, provider and trainee.

Review and feedback

Use this box to outline how informal feedback will be captured e.g. by the trainee work placement diary on a weekly basis etc.

Informal review	Formal review
How many reviews will you plan to hold during the work placement?	Review 1 Date: Time:
	Review 2 Date: Time:
	Review 3 Date: Time:

Use this development sheet as a template to capture the work place skills that the employer wants the trainee to develop. We have provided examples of tasks/activities below.

Tasks or activities	Has the trainee displayed the ability to do this consistently and to an acceptable standard?		
	Employer signature	Date	Comments
Meeting the public			
Answering the telephone			
Learning to use the company computer software			
Finding and printing a document			
Working with money e.g. on a till			
Checking stock numbers			
Dealing with an accident			
Dealing with a difficult customer			
Greeting customers			
Dealing with customer complaints			
Working as part of a team			
Attending team meetings			
Learning quickly how the place operates			

*Paving the way for equality of opportunity
in training, education and employment for all.*

WBTC



Apprenticeships

GREATSTART



Traineeships



Ofsted



Skills
Funding
Agency

Education
Funding
Agency

West Berkshire Training Consortium

Resources that support staff to engage
with employers throughout a
Traineeship work placement

Produced as part of the Traineeship Staff Support Programme, commissioned and
funded by the Education and Training Foundation.

The
Education
& Training
Foundation

www.traineeship-staff-support.co.uk

eip
association of employment
and learning providers

Our starting point:

What makes a good Traineeship placement?

**Shared objectives
and expectations**

**Structured and
purposeful work
experience**

**Partnership
between employer,
Trainee and training
provider**

**Supportive
mentoring**

**Preparation for
progression**

West Berkshire Training Consortium

Resources that support staff to engage with employers throughout a Traineeship work placement

Toolkit for securing the placements:

- information for provider staff
- power point presentation
- 3 case study videos
- employer information leaflet
- employer checklist

Toolkit for structuring the placements:

- everything needed for provider staff to produce a personalised placement record for each trainee and each placement while maintaining a common format within a provider

Audio guide - 'Supporting trainees in the workplace'.

- stresses the partnership approach
- Getting over the barrier of 'I wouldn't know what to do with a Trainee'
- Cost effective and time effective learning for provider staff and employer staff

All can be customised to include provider logos and contact details and adapted to include local examples.

<http://www.traineeship-staff-support.co.uk/content/west-berkshire-training-consortium>

ADDITIONAL TRAINEESHIP SUPPORT OFFER

WBTC is pleased to offer a bespoke provider to provider support service including:

- **Advice** on adapting and using the employer briefing toolkit to brief groups of employers and secure placements
- **Support** to adapt the structuring placements toolkit and traineeship placement record to meet individual provider needs
- **Resources** , format and structure for delivering mentoring training workshops to employer staff (based on the audio guide)

All support to be delivered by end June 2015

This support is offered as part of the Traineeship Staff Support Programme, commissioned and funded by the Education and Training Foundation.

www.traineeship-staff-support.co.uk



www.wbtc-uk.com

To request bespoke support, or for further information about the WBTC resources, please contact **HEATHER WHITE**
heather@wbtc-uk.com



To access the full range of resources available, visit the project pages on the TSSP website
www.traineeship-staff-support.co.uk



STRAND 3

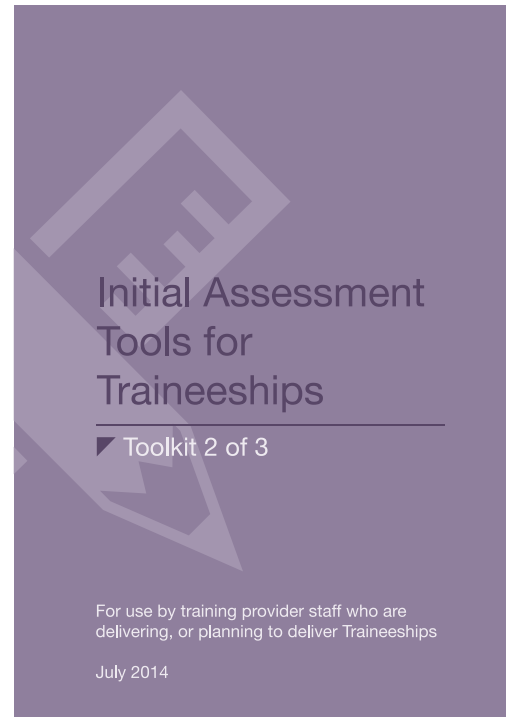
Robust Initial assessment processes

KEITS TRAINING SERVICES

TSSP 1



✓ Strand 3



STRAND 3 – INITIAL ASSESSMENT

✓ 7 sections of assessment

✓ Tried and tested free resources

✓ Includes free writing

Contents

Career exploration
Work-readiness
English and Maths
Information and Communication Technology (ICT)
Learning styles and memory tests
Free writing
Group activity
Group activity Observers checklist
Discussion template

How to use this tool

Activity and tool key

-  - Title of activity or tool
-  - The website for the tool
-  - Quick summary of the activity or tool
-  - Resources needed for activity or tool
-  - What you get at the end

Work-readiness

This section includes tools that identify an individual's readiness for work needs and positive attributes. These resources have been put together to access free tools. We are not responsible for the content of any of these

How good are your leadership skills?

www.mindtools.com/pages/article/newLDR_50.htm

Find out how good your leadership skills are. Identify where you are effective, and explore where your skills need further development. Questions to complete.

Short paragraphs on your results. Signposts to further tests and opportunity to sign up to news

Self motivation

www.mindtools.com/pages/article/newLDR_57.htm

Are you motivated to achieve what you really want in life? Are you push yourself to get things done? Completing this short quiz will help you to identify your level of motivation.

12 questions focussed around an individual's motivation. Total score the individual can refer to a grid showing their level of motivation

How good is your time management?

www.mindtools.com/pages/article/newLDR_88.htm

How often do you find yourself running out of time? Weekly, monthly, or many people, it seems that there's just never enough time in the day to get everything done. 15 questions to complete.

Short paragraphs on your results. Signposts to further tests and opportunity to sign up to news

Consider using these free tools as part of your initial assessment

Free writing

A hand written piece of writing by an individual can often tell you a lot about them. Although screening and diagnostic tests can give you an approximate idea of what that need improving, a complete piece of writing can give you an exact

Free writing activity

- Decide on the topic
- Introduce the activity to the individual
- Allow plenty of time for the activity to be completed. We have suggested 45 minutes, but it will depend on the individual
- Look at what they have written
- Identify strengths and weaknesses
- Give feedback to the individual

Below is an example of a free writing activity that one Traineeship or Hospitality themed Traineeship programme.

Please use the space below to answer **ONE** of the following questions as much as you can about the question.

Please write about **ONE** of the following questions:

- What is the best meal you have ever eaten and why?
- What is your current career aspiration and why?
- Who is your favourite celebrity chef and why?
- When have you succeeded working in a team, why was this and what did you feel about it?
- What is your favourite recipe and why is it so special to you?

Analysing the writing

The following checklist is based on the toolkit contained within the 'Initial Assessment Toolkit for key skills and Skills for Life' published and written in 2007.

It may be helpful to use the literacy model in the core curriculum as a basis for analysis which identifies three dimensions to writing:

Text focus – logical sequencing, style, suitability for audience, overall meaning

Sentence focus – use of complete sentences, correct grammar, punctuation

Word focus – Spelling, appropriate vocabulary

Free writing analysis checklist

Text focus

- Does the style fit the purpose?
- Is the language appropriate for the audience?
- Are the overall format and layout right?
- Are ideas in a logical sequence?
- Is the amount of detail or information about right?
- Are paragraphs used?
- Are paragraphs used correctly?

Sentence focus

- Is it written in complete sentences?
- Are any complex sentences used (i.e. are two ideas joined together with a conjunction such as 'and' or 'but')?
- Do sentences begin with a capital letter and end with a full stop?
- Are verbs in the correct tense?
- Is there subject-verb agreement?
- Are pronouns used correctly?

What punctuation is used:

- comma?
- apostrophe?
- question mark?
- exclamation mark?
- speech marks?
- Is punctuation used correctly?
- Are simple words (e.g. can, end) spelt correctly?
- Are common words spelled correctly?
- Are suffixes correct?
- Are double letters used correctly?
- Are vowel combinations correct?
- Are technical terms used correctly?
- Are any words of more than one syllable? (Note how they are written)
- Are words of more than one syllable written correctly?
- Is the writing legible?

Group activity Observers checklist

Name:				Date:
Positive Behaviours	Rating scale & evidence			Negative Behaviours
	High ✓	Medium ✓	Low ✓	
Leadership skills: Championing new and better ways of working				
<ul style="list-style-type: none">Constantly seeks a better way of workingMakes suggestions to streamline processAnalyses task to identify most efficient and effective way to do thingsComes up with many creative and practical ideas	Evidence:			<ul style="list-style-type: none">Finds it difficult to think around the problemOffers a limited number / no different approaches or solutionsRushes in and does not discuss most efficient approachesProduces a limited number of ideas
Leadership skills: Leading and supporting change				
<ul style="list-style-type: none">Is open to change and new ideasIs willing to try new approachesSpeaks out when things are not okActively adapts to meet the needs of the challengeTakes a share of responsibility to implement changesCopes well with change, even when working under pressure	Evidence:			<ul style="list-style-type: none">Resists changePlays it safe by taking a back seatFails to participateUnable to adapt to meet the needs of the challengeTakes on little/no responsibility within the taskStruggles to cope well when working under pressure
Communication skills: Working as a team				
<ul style="list-style-type: none">Shows awareness of others objectives and takes these into accountDemonstrates a willingness to take on tasksShows an interest in others and treats them with respect	Evidence:			<ul style="list-style-type: none">Shows no awareness of objectives of others in the teamIs reluctant to work outside own area of knowledge or share thought processShows no interest in others

✓ What to look for in free writing

✓ Includes group activities



STRAND 4

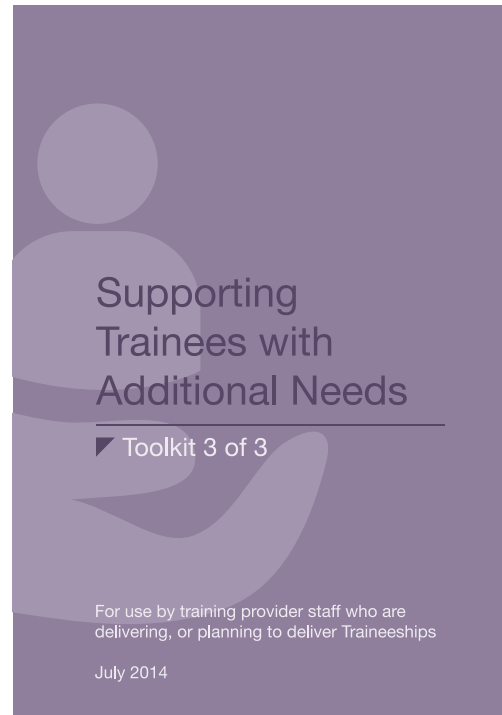
Improving the quality of provision for learners
from protected, vulnerable and excluded groups

KEITS Training Services

TSSP 1



✓ Strand 4



Strand 4 – Additional Needs

✓ Practical tools

✓ Give staff confidence

✓ Prompts for consideration

Appendix B
Example letter of permission

Appendix C Discussion template

Name: _____

Who do you live with? ☐ Parents ☐ Grandparents ☐ With friends ☐ Other (please specify) ☐ Carers

Emergency contact details

Name(s): _____ What relationship? (e.g. parent, grandparent) _____

Emergency Contacts First Language: _____ Telephone: _____

Address: _____ Mobile: _____

Email: _____

Do you consider yourself to have a learning or physical disability or difficulty? ☐ Yes ☐ No If yes please give details: _____

Did you receive free school meals? ☐ Yes ☐ No Do you receive any other support? (e.g. income support, Job Seekers Allowance, Disability Living Allowance, Universal Credit) _____

Is a Bursary required? ☐ Yes ☐ No Have you been awarded a Bursary? ☐ Yes ☐ No If yes, please give details: _____

Are you taking any medication or do you have any allergies? ☐ Yes ☐ No Details: _____

Do you have any other health needs (e.g. mental, emotional or physical)? ☐ Yes ☐ No Details: _____

Do you have any caring responsibilities? ☐ Yes ☐ No Details: _____

What is the most recent learning provider / school that you have attended? (include start and end dates) _____ School / Provider Name: _____ Address: _____

What did you study there? _____ Did you receive any support at school? _____

Section B Considerations when recruiting trainees with additional needs

Developing effective recruitment and initial assessment processes are key to the success of the programme. Considering and planning for all support needs will shape the programme. This section explores ideas specifically linking to individuals with additional needs.

Effective marketing & recruitment techniques

The ideas developed by training providers for attracting and recruiting individuals with additional needs to Traineeships are no different to when trying to attract any young person to their provision. The majority of young people will respond positively to the following marketing techniques:

- Use modern images and graphics (including infographics)
- Use simple language in small blocks of text
- Provide links to social media e.g. QR codes, Twitter, Facebook
- Use existing trainees to provide feedback on the design style and content to tell you what they like (and don't like)

The Government has written some accessibility guidelines on the Gov.uk [website](#) which includes all sorts of advice for organisations creating marketing materials. The advice includes:

- Make sure paragraphs are well spaced and avoid blocks of text
- Avoid using green, red and pink
- Use a minimum font size of 12pt
- Avoid using busy backgrounds underneath text

If using social media, the following ideas could be considered:

- Keep messages short and to the point
- Try to include interactive content such as photos or videos
- Always seek the permission of individuals, in writing, to include them in any social media content

Recruitment

In addition to the ideas developed by training providers for attracting and recruiting individuals with additional needs to Traineeships are no different to when trying to attract any young person to their provision. The majority of young people will respond positively to the following marketing techniques:

- Advertise on social media
- Working offices, 24 Adv working and dis Advisor
- Linking with training providers

Involvement

Many providers have a parent/carer to the company to provide details of their experience of working with young people. Parents/carer can provide information about your person's experience of working with young people. Remember to discuss this with the person before speaking to their parent/carer.

Section E Funding the support

There are a range of different funding mechanisms available to support individuals participating in a Traineeship. This section outlines the different types of funding, and how you might access them.

Disadvantage funding 16-19

Under the EFA's funding methodology, disadvantage funding is made up of two blocks

Block 1 – takes account of an individual's economic deprivation

Block 2 – takes account of a prior attainment in English & Maths

Refer to the EFA's funding guidance for more details by clicking [here](#).

High-needs student (HNS) funding (16-25)

High-needs funding is for trainees who need more support than normal to get access to, progress towards and successfully achieve their learning goals. If you have a trainee with high, complex learning difficulties and/or disabilities, he/she may be eligible. For more information, click [here](#). This page provides high needs funding information to local authorities and institutions, including academies, for high needs students aged 16 to 18, or 19 to 25 with a learning difficulty assessment (LDA) and / or education, health and care plan (EHCP) post-16 guidance.

If you are unsure, speak to your Local Authority or funding body.

Care to Learn (16-19)

Care to Learn helps will help young parents who are otherwise able to access information is available Education (DfE) sector.

Bursary Fund (16-25)

The Bursary Fund is for individuals who are eligible for a bursary of up to £1,200 30 weeks or more (or less than 30 weeks). It is for vulnerable groups:

- In care or a care leaver
- Claiming Income Support
- Disabled and receiving Support Allowance (or the new Personal Independence Payment)

Discretionary

- Awarded to young and circumstances transport, meals, etc.

For more information please visit [www.gov.uk](#)

Appendix F Possible workplace adjustments

	Autistic Spectrum Condition	Physical Disability	Learning Difficulty	Mental Health	Social Need	Sensory Impairment
Arrange help from an external job coach / job mentoring	✓					
Appoint a colleague to act as a mentor, helping with any issues that might arise	✓	✓	✓	✓	✓	✓
Arrange Autism awareness training for staff	✓					
Introduce and keep to precise start and finish times as well as breaks and lunchtimes	✓			✓		
Be mindful that change within the workplace can upset the individual e.g. changing where files are kept / where people sit	✓	✓	✓	✓	✓	✓
Workstation redesign and provision of appropriate height adjustable seating		✓				
Keep corridors and walkways clear of obstacles		✓				✓
Provide access to accessible lifts, bathrooms, kitchens and meeting rooms		✓				✓
Provide a reserved parking space close to the workplace		✓				
Provide assistive technology to help with computer based work such as speech recognition software		✓				✓
Use pictorial aides e.g. flash/prompt cards			✓			
Provide adapted user-friendly versions of mandatory training documents to enable clearer understanding	✓		✓			
Introduce boundaries with regards to interaction, physical contact, clothing/uniform and personal appearance	✓		✓	✓	✓	
Provide a quiet space for breaks away from the workplace	✓		✓	✓	✓	
Provide clear, enlarged signage and text						✓
Provide regular help with time-management and personal organisation	✓		✓	✓	✓	
Avoid putting trainee 'on the spot' in group situations	✓			✓		

✓ Planning and funding additional support

✓ Checklists

TSSP 10 free webinars running in April and May

Contact details - KEITS



Anna Morrison

Anna@AMCSuk.com

Rebecca Diamond

Rebecca@KEITS.co.uk

Thurs 14 May 12pm – 12:30pm

Fri 23 May 3pm -3.30pm

FREE 30 MINUTE TRAINEESHIP WEBINAR

NATIONAL LAUNCH OF FREE RESOURCES FOR PROVIDERS

1

ENGLISH & MATHEMATICS

2

EMPLOYER ENGAGEMENT

3

INITIAL ASSESSMENT

4

SUPPORTING VULNERABLE LEARNERS

WEBINAR INFORMATION

This 30 minute webinar will promote and explain the wide range of free resources that have been developed through the Traineeship Staff Support Programme.

We will focus on four themes:

- English & Mathematics
- Employer Engagement
- Initial Assessment
- Supporting vulnerable learners

If you are offering Traineeships (or considering getting started) this webinar is a must for you.

DATES & HOW TO BOOK

We have 10 free webinars organised, simply click below to join us:

Friday 17th April, 9am – 9:30am	Saturday 2nd May, 2pm – 2:30pm
Wednesday 22nd April, 4pm – 5pm	Wednesday 6th May, 8am – 8:30am
Thursday 23rd April, 8am – 8:30am	Thursday 7th May, 5pm – 5:30pm
Monday 27th April, 8am – 9am	Thursday 14th May, 12pm – 12:30pm
Thursday 30th April, 5pm – 5:30pm	Friday 22nd May, 3pm – 3:30pm

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APPRENTICESHIP STAFF SUPPORT PROGRAMME

ASSP

- The *Apprenticeship Staff Support Programme*, commissioned and funded by The Education and Training Foundation will provide professional development support that will improve the quality and professional capacity of provider staff to deliver effective Apprenticeship programmes, through the production of resources for the vocational education and training sector to facilitate continuous improvement.
- Fourteen organisations have been awarded funding to take their projects forward.



THE ASSP STRANDS

1. Securing and further developing employer involvement in Apprenticeship delivery
2. Further improving curriculum development, and teaching, learning and assessment on Apprenticeship programmes



Apprentice Mentoring Handbook

To support
supervisors
with their
mentoring
role



DOWNLOAD

The resources can be downloaded from the
<http://www.apprenticeship-staff-support.co.uk/>

Apprenticeship Staff Support Programme

*Developing staff to achieve
the best outcomes for learners*



Text Size: A+ Reset A-



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Latest news

QA visit at In Touch Care

(Blog entry)

10-Nov-2014

Last month we have been working hard to create the resources and lesson plans...

New apprenticeship framework to...

(Blog entry)

10-Nov-2014

Gloucestershire College has recruited 13 new apprentices from the Employer...

ELATT's 30 Anniversary Celebrations

(Blog entry)

07-Nov-2014

On 4 November 2014 ELATT

The Apprenticeship Staff Support Programme is commissioned and funded by
The Education and Training Foundation

OVERVIEW GUIDE AND HOTLINKS

<http://www.apprenticeship-staff-support.co.uk/content/assp-resource-guide-booklet>



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AND FINALLY

COMMUNITIES OF PRACTICE

Join the Staff Support Programme Community of Practice

- Connect with colleagues who are delivering, are willing to share their experiences and knowledge, and who want to hear about yours.
- **Apprenticeships:** www.apprenticeship-staff-support.co.uk/cop-membership
- **Traineeships:** www.traineeship-staff-support.co.uk/cop-membership





THANK YOU

Alison Sumpter

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