

Readiness checklist for implementing Traineeships



This checklist was originally developed using input from over 350 delegates who attended AELP events around the country in February 2013. It has been reviewed and updated as a companion to the document, *Implementing study programmes (including Traineeships)*, released by AELP in October 2013.

The checklist offers a series of questions that will help you review and refine your implementation plans. Explore the questions through discussion with your key staff. Further questions will inevitably emerge as your experience with the implementation of these new programmes grow.

Staff and Systems	Needs action? ✓
1. Do you have the resources, including suitability qualified staff, to deliver the breadth of the Traineeship principles? If not, is collaboration or partnership working possible?	
2. Have you trained your staff (including sub-contractor staff) so that they understand your Traineeship approach including how you are implementing these programmes with your provision?	
3. Does an identified member of teaching/tutorial staff have overall responsibility for putting together and overseeing each individual learner's Traineeship?	
4. Are your systems and staff updated with the requirements of the updated ILP specification (for example, recording a learner's identified needs and all learning aims)?	
5. Have you updated your review systems cover each trainee and every part of their Traineeship identifying when an achievement has been met and/or personal goals reached?	
6. Do your tracking systems cover every trainee and every part of their Traineeship, identifying when an achievement has been met and/or personal goals reached?	
7. Do you have the appropriate controls in place to quality assure any sub-contracted provision?	

Programme structure and design	Needs action? ✓
1. Will each trainee embark on a programme that comprises a vocational, work-focused qualification and a non-qualification activity?	
2. Are your Traineeships individually tailored in terms of the combination, timing and length of the programme components to meet each trainee's needs, prior attainment and aspirations?	
3. Are your trainee's taking qualification(s) that are stretching rather than easy to pass and that allow them to progress to higher level of study than their prior attainment?	
4. Do programme durations take into account the time needed for a trainee to genuinely acquire the relevant skills and to minimise the risk of trainee lacking and immediate progression route?	
5. For trainees taking GCSEs, have you taken exam dates into account when agreeing the end date of their programmes?	

6. Does every activity on every trainee's Traineeships meet the general principles relating to planned hours?	
7. Are planned learning programme activities challenging and interesting?	
8. Does the range and content of programmes activities develop the skills and confidence individual trainee's need for their next step?	
9. Does an identified member of teaching/tutorial staff have overall responsibility for putting together and overseeing each individual trainee's Traineeship?	
10. Do your Traineeship's for older, unemployed trainees take into account the DWP benefit rules?	

Implementing the work experience element	Needs action? ✓
1. Are you fully prepared for the increased emphasis on work experience in your Traineeship provision?	
2. Do you have a work placement strategy for the sourcing, management and support of work experience placements?	
3. Are you clear how many high-quality work placements you will need so that all of your trainees participating in Traineeships have the opportunity to gain appropriate work experience?	
4. How do you ensure that your trainees' experience at work is purposeful and builds on all the other aspects of their individualised learning programme?	
5. Do you, together with the employer, assess trainee progress at work and give them constructive feedback on what they do well and what they need to do to improve further?	

Employer Engagement	Needs action? ✓
1. Have you a strategy in place to update local employers of all sizes so that they are fully aware of Traineeships?	
2. Are you actively building relationships with new employers to support the increased need for placements?	
4. Do you use your partnerships and networks effectively to help you develop the appropriate number and quality of work experience opportunities?	
5. Is it easy for employers to offer work placements for your trainees?	
6. Do employers understand their responsibilities relating to work placements under the requirements of Traineeships?	
7. Do you actively prepare employers for each work placement uptake, including any special needs that the trainee may have?	

Work preparation training	Needs action? ✓
1. Are you trainees fully prepared for their specific work placement? How do you know?	
2. Do all learning programmes give trainees the opportunity to gain not only the skills to help them prepare for work, but also additional skills they need to keep a job once they get one?	
3. Are the employers who are providing the work placements involved in the planning of the work preparation training that you offer?	

Delivering post-16 English and Maths	Needs action? ✓
1. Will you be adding any GCSEs to your offer?	
2. Do you have the in-house expertise (staff with appropriate qualifications and experience) to support the full range of your English and Maths offer? If not, do you need to consider working with another provider to offer this, or will you be able to improve the capabilities of your existing staff?	
3. Do your initial assessments effectively identify and underpin trainees' English and Maths study requirements?	
4. Does every learner programme incorporate appropriate English and Maths to meet each individual trainee's needs and prior attainment?	
5. Are you registering as many trainees as possible for stretching English and Maths qualifications?	
6. Do you have an effective strategy for communicating to learners the importance of studying English and Maths in order to overcome the 'negative' perception of these subjects and motivate learners to see the value of studying these rather than forced to do?	
7. Are your vocational contributing to the development of English and Maths skills?	
8. Do you use a variety of methods to help trainees develop the English and Maths skills they need?	
9. Is the teaching of English and Maths vocationally focused and integrated into other aspects of trainees' programmes?	
10. Are the vocational learning materials adapted for those trainees with literacy support needs?	
11. Where needed, do you build up trainees' skills in English early on in their programmes to help them cope with other learning aims?	
12. Where it would be beneficial, are trainees encouraged to continue their study of English and Maths post Level-2, even though this is not a formal requirement of Traineeships?	
13. Do you have a strategy in place to monitor achievement rates in English and Maths and to take action if these are poor?	

Additional programme content	Needs action? ✓
1. Do all learners participate in a range of value-added activity?	
2. Is all the additional content planned, timetabled, organised and supervised by your staff?	

Marketing to learners	Needs action? ✓
1. Will your Traineeship offer have a particular branding or name?	
2. Are you marketing the offer to prospective trainees as a step to positive future that builds on their skills and potential?	
3. Have you a strategy in place to inform young trainees—and their parents—of the differences between study programmes, traineeships, supported internships and Apprenticeships, and their suitability for different learner needs, abilities and aspirations?	
4. Are your current referral sources effective and appropriate to your new offer or do they require review?	
5. Have you informed your local authorities and referral agencies such as JobCentre Plus and the National Careers Service about your offer?	
6. Are there systems in place to make sure that all your Traineeships are linked to an identified employer and advertised on the Apprenticeship vacancies website?	

Information, advice and guidance	Needs action? ✓
1. Are your IAG staff trained and ready to advise directly every trainee in relation to your new offer and local context?	
2. Does your (ideally face-to-face) IAG for trainees result in programme offer that is coherent and genuinely meets their individual development needs and their aspirations?	
3. Do you have appropriate signposting arrangements to refer trainees should your programmes not be suitable for their needs?	
4. Does your initial assessment process provide sufficient detail to determine each trainee's areas for development and the level of qualification they should be working towards?	
5. Does your initial assessment process highlight a trainee's strengths in a way that motivates them to work towards their next step?	
6. Is there sufficient and consistent access to high quality, impartial advice and guidance on progression opportunities for trainees at all levels?	

Recruitment	Needs action? ✓
1. Do your trainees understand the structure and purpose of their Traineeship programme?	
2. Are your recruitment strategies for Traineeships focused on trainees who are near work-ready rather than those who are interested in (or would benefit from) progression to further/higher education?	

Learner achievement and progression	Needs action? ✓
1. Is your Traineeship implementation focused on improving your achievement and progression rates?	
2. Are you on-programme progress reviews regular and sufficiently focused to keep learners on-target and reduce the risk of non-achievement of learning aims?	
3. How will you support non-achievement of English and Maths qualifications post Traineeship?	
4. To improve retention, achievement and progression are you collecting data on the following: <ul style="list-style-type: none"> • Attendance patterns across different groups and individuals, classes and tutors • Retention patterns for different groups, work areas and sites • Achievement rates across groups, tutors, vocational areas, and English/Maths qualifications • Work placement success for work areas • Progression rates across different groups and work areas? 	