



YOUTH EMPLOYMENT GUIDE

FOR UNION REPRESENTATIVES



MARCH 2016

unionlearn
with the TUC

Introduction

Welcome to the *Youth Employment Guide*, a practical tool for union representatives highlighting the routeways into employment that Traineeships and Apprenticeships can provide for young people. The guide will provide evidence of the ways that partnerships between employers, unions and education and training providers of high-quality learning, training and work experience programmes can lead to sustainable jobs and future progression opportunities for young people.

Traineeships are a recently established government programme designed to help young people into Apprenticeships, employment or further study. As union representatives you may come across trainees in the workplace or your employer might want to discuss Traineeships with you.

This guide outlines the government Traineeship programme and also outlines the key components of a high-quality Apprenticeship. The guide summarises the key benefits of these programmes and shows the added value that union representatives can bring to the design, delivery and positive outcomes for young people. It signposts existing resources and tools available to reps and highlights good practice through case

studies of successful partnerships between a union, employer and provider.

It will steer unions through the process of how to take positive action to bargain for high-quality provision and outcomes for young people. It also shows how to evidence the role unions can play in helping young people, including those disadvantaged and under-represented groups, progress into union-supported and negotiated high-quality Traineeships and Apprenticeships and ultimately into meaningful work opportunities.

Each section is structured to offer useful background information, highlight the key role for the union and union representatives and includes a summary checklist for easy reference.

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What are Traineeships and Apprenticeships?

Traineeships

Traineeships are government-funded education and training programmes that support young people (16- to 24-year-olds) to develop the skills for Apprenticeships and sustainable employment. Where unions have been involved they have added significant value to the government programme.

Trade unions can negotiate key safeguards to ensure that young people are not exploited on work experience placements; that they receive financial support whilst undertaking a Traineeship; that union reps play a role in supporting trainees in the workplace and that Traineeships enable young people to progress to Apprenticeships or employment.

Unions are well placed to support recruitment and widen access to disadvantaged young people and some have developed traineeship programmes that have helped under-represented groups get access to learning opportunities.

Existing good practice in union-supported Traineeship programmes has recommended they should last no more than six weeks, with the work experience placements being of short duration, which helps to ensure that Traineeships are a genuine learning opportunity.

Quality, union-supported Traineeships support a young person's progression into an Apprenticeship or real employment.

The core target group for Traineeships is young people who:

- are not currently in employment and have little work experience, but who are focused on work or the prospect of it
- are aged 16 to 24 and qualified below Level 3, and
- providers and employers believe have a reasonable chance of being ready for employment or an Apprenticeship after engaging in a Traineeship¹.

Traineeships are not intended for the most disengaged young people who require intensive support i.e. those not in employment, education or training (NEETs).

The aim of Traineeships is to secure young people's progression to a positive outcome, namely a job, an Apprenticeship or further training.

The involvement of employers and unions is crucial in giving young people exposure to a real workplace with the support to develop the skills, knowledge, confidence, attitudes and behaviours they need to be successful in work.

The content of Traineeships is bespoke and should be designed in partnership between employers, unions and providers.

The core content of a Traineeship programme is: high-quality, meaningful work experience; focused periods of work preparation, including employability and personal development skills; and learning English and maths.

All trainees must study English and maths unless they have already achieved a GCSE at A*–C or, for those aged 19 and above, a functional skills qualification at Level 2.

Employers are not legally required to pay young people taking part in Traineeships but reps are encouraged to bargain with employers to ensure that trainees receive adequate financial support.

The key outcomes of a Traineeship should include:

- an interview for an actual job or an exit interview and an employer reference
- written feedback from the employer together with any qualifications completed with the provider, and/or
- a locally recognised certificate of achievement jointly endorsed by the employer, provider and union.

1: DfE/BIS (2015). Traineeships Framework for Delivery, executive summary

What are Traineeships and Apprenticeships?

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Apprenticeships

An Apprenticeship is a job with high-quality training. It allows the apprentice to gain technical knowledge, real practical experience and wider skills required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off-the-job training and the opportunity to practice new skills in a work context. This broad mix of transferable skills differentiates Apprenticeships from training delivered to meet narrowly focused job needs. An Apprenticeship must last a minimum of 12 months.

Apprenticeship levels

Level 2	Intermediate
Level 3	Advanced
Level 4–7	Higher

Most Apprenticeships are undertaken at Level 2 (intermediate) and Level 3 (advanced), depending on the sector and the prior educational achievements of the young person.

All Apprenticeship programmes include English and maths through a choice of GCSE or Functional Skills qualifications.

Higher and degree level Apprenticeships widen access to the professions. From September 2016 they will be posted on UCAS. They are designed by employers, universities and professional bodies and already exist across many sectors and professions.

Higher Apprenticeships are linked to higher education providers and are subject to different standards and outcome measures. See section 6 for more information.

Apprenticeship targets

Recent changes in government policy towards Apprenticeships are likely to increase the number of Apprenticeships significantly.

The three million target

The government has committed to delivering three million Apprenticeship starts over the course of this parliament. In the last parliamentary period there were 2.2 million Apprenticeship starts, so there will be a substantial increase.

Apprenticeship public sector targets

The government has introduced an Apprenticeship target for public sector organisations with over 250 employees. The target will require public sector organisations to work towards employing 2.3 per cent of their workforce as apprentices.

The Apprenticeship levy

The government will collect an Apprenticeship levy from all eligible employers (both private and public) in April 2017. Employers will pay the levy at a rate of 0.5 per cent of payroll from the point where their payroll exceeds £3m. There will be a £15,000 fixed annual allowance for employers to offset against their levy payment. It is anticipated that the levy will raise £12bn over the course of this parliament.

Employers will be able to recoup their levy contribution if they take on apprentices. The levy can be used to fund apprentices aged 16 and over. Apprentices can be new entrants or existing employees.

Apprenticeship levy example

An employer of 250 employees, each with a gross salary of £20,000, would pay:

Paybill: $250 \times £20,000 = £5m$

Levy sum: $0.5 \text{ per cent} \times £5m = £25,000$

Levy sum minus fixed annual allowance:
 $£25,000 - £15,000 = £10,000 \text{ annual levy payment}$

Employers will be able to use their funding (up to a cap which will depend upon the standard or framework that is being trained) >>

What are Traineeships and Apprenticeships?

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against) to cover the costs of an apprentice's training, assessment and certification. It will not be possible to use levy funds to cover any other costs. Overheads, supervision costs and apprentices' wages must not be funded by the levy.

The levy will be collected by HMRC. Individual employers' funding for Apprenticeship training in England will then be made available to them via a new Digital Apprenticeship Service (DAS) account. Employers will be able to use this to pay for training for apprentices. The service will also support employers to identify a training provider, choose an Apprenticeship training course and find a candidate.

The DAS will also enable employers to:

- select an Apprenticeship training course
- choose the training provider or providers they want to deliver the training
- post Apprenticeship vacancies.

Funding caps will be set which limit the amount of levy funds an employer can spend on training for an individual apprentice. The cap will vary according to the level and type of Apprenticeship (for example, more expensive, higher quality training is likely to have a higher cap).

Employers can only spend their levy funds on Apprenticeship training delivered by an approved provider.

Employers in England who pay the levy and are committed to Apprenticeship training will be able to get out more than they pay in to the levy through a top-up to their digital accounts. The government will apply a 10 per cent top-up to monthly funds entering levy paying employers digital accounts, for Apprenticeship training in England, from April 2017.

The introduction of the levy will undoubtedly lead to the creation of new Apprenticeships. This is a good opportunity for unions to become involved at the inception of Apprenticeship programmes and to negotiate high-quality opportunities.

Maintaining the quality of Apprenticeships

The increase in Apprenticeship opportunities should go hand-in-hand with a commitment to ensure all Apprenticeships are of high quality. The TUC Apprenticeship charter sets out the underpinning principles of a quality Apprenticeship².

Also, a new independent body led by employers, called the Institute for Apprenticeships, will be established. Its proposed role is to monitor the quality of Apprenticeships. The institute's role will be to advise on setting funding caps and approving Apprenticeship standards and assessment plans. It will be established in 2016 and will be fully operational by April 2017.

The TUC has said that the Institute should involve key stakeholders, including trade unions, to ensure apprentices are properly represented in the new structure. Genuine industrial partnerships, including all stakeholders within an industry, are needed to design and deliver high-quality Apprenticeships as is the case in other European countries.

2: www.unionlearn.org.uk/charter-Apprenticeships

What are Traineeships and Apprenticeships?

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Bargaining with employers

Bargaining ideas for union reps – Traineeships

Some unions have considered including the development of high-quality Traineeships on their existing bargaining agenda to encourage employers to help the young unemployed. It may be useful to put in place a Traineeships agreement between the union and employer to ensure trainees receive a high-quality learning opportunity. The TUC has developed a Traineeships charter to help union representatives³. Some of the key points include:

- Negotiate financial support for young people choosing to undertake a Traineeship, e.g. travel costs / meal allowances, etc.
- Get involved in the discussions between the employer and provider to ensure they are both committed.
- It may be possible to recommend using a provider that you already have a good relationship with, or a provider who has been awarded a unionlearn Quality Award.
- Agree on a monitoring and reviewing schedule on how Traineeships work. This could allow union representatives access to the trainee to talk about trade unions and also to make sure they have a good experience in the workplace.

Making the business case – Traineeships and Apprenticeships

The union is well placed via its network of trained reps, the existing union infrastructure and contacts with quality providers to convince employers of the benefits of high-quality, collaborative Traineeships and Apprenticeships.

Employers want to recruit and retain the best staff. Traineeships and Apprenticeships go hand-in-hand and employers can use them to enhance their recruitment strategy of young people into their business. It gives employers the chance to give high-quality opportunities to young people and school leavers, maybe for the first time. It also gives employers a chance to demonstrate progression routes for young people.

Below are some key business case arguments which can be used to convince an employer of the benefits of setting up high-quality Apprenticeship programmes:

- Seventy per cent of employers included in the BIS apprentice employer survey in 2014 reported that Apprenticeships improved the quality of their product or service.
- Eighty-five per cent of all apprentices included in the BIS apprentice learner survey in 2014⁴ said their ability to do the job had improved.
- Eighty-nine per cent of apprentices were happy with their Apprenticeship experience.
- Eighty-two per cent of employers said that they were satisfied with their Apprenticeship programme.

³: www.unionlearn.org.uk/sites/default/files/charter%20for%20traineeships.pdf

⁴: Department for Business, Innovation and Skills (2014), Apprenticeship Evaluation of Learners, Research Paper 205

What are Traineeships and Apprenticeships?

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How Apprenticeships help individuals

- The lifetime benefits for adult apprentices at Levels 2 and 3 are very significant, standing at between £48,000 and £74,000 for Level 2 and between £77,000 and £117,000 for Level 3 Apprenticeships. Higher apprentices could earn £150,000 more on average over their lifetime compared to those with L3 vocational qualifications.
- Eighty-three per cent of apprentices⁵ said their career prospects had improved.
- Apprentices on higher level, good-quality Apprenticeships – those with a Level 5 qualification – will earn £50,000 more in their lifetime than someone with an undergraduate degree from a university outside the Russell Group, taking home close to £1.5m over their career.⁶

There is therefore strong evidence that Apprenticeships are a good prospect for investment in terms of returns to individuals, businesses and to government.

Trade unions can work positively with an employer on a joint project which will have the benefit of staff buy-in.

✓ Checklist

A summary checklist for union involvement to bargain for high-quality Traineeships and Apprenticeships

- Be clear what the strongest selling point is for the employer – do your homework!
- Ensure you secure a statement of commitment from the employer.
- Ensure that a learning agreement is in place.
- Ensure there is shop steward and/or ULR commitment and involvement.
- Ensure that the union learning infrastructure is in place (time off for learning, learning centre, learning agreement and learning committee in place).
- Ensure you know what the employer wants before bringing in the provider.
- Act as broker between the employer and provider.



⁵: ibid
⁶: www.suttontrust.com/researcharchive/levels-of-success/

Promoting the benefits of supporting the union route

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Traineeships

The TUC believes that high-quality Traineeships can help young people gain the skills required to undertake an Apprenticeship or find secure employment. Union involvement is important as Traineeships can be poorly run, leading to the exploitation of young people.

The sole focus of a Traineeship should be on providing a learning opportunity that supports a young person making the transition into work. In this respect, it is different from an Apprenticeship where the focus is on learning and working. The government has not made it a requirement that trainees are paid an allowance or wage. Therefore, unions can play an important role in making sure that trainees are paid and that they are not being drafted in as job replacements.

Unions believe that Traineeships should be shorter than the maximum permitted duration set out by the government. Trade union-supported Traineeships provide clear evidence that a shorter, more focused Traineeship that gives a young person a genuine learning opportunity is more successful in helping young people into work. Unions also believe that trainees

should be supernumerary to the existing workforce and they should not be given their own workload/targets.

Ideally, union reps should act as mentors to support the young person to progress through their personalised programme and work experience.

Government minimum standards stipulate that the work experience element of the Traineeship should be 100 hours minimum and 240 hours maximum.



Paul Brown/istock.com

Benefits of a union-supported Traineeship for a young person

- experience of working with others in a real work environment
- potential job opportunities
- interview guaranteed with host company
- work in a new industry and acquire transferable skills
- improve maths and English
- build confidence
- get to know a sector
- build rapport with colleagues and customers
- improve CV
- work towards achieving functional and employability skills
- route into real employment
- springboard/headstart towards an Apprenticeship.

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Promoting the benefits of supporting the union route

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Benefits of a union-supported Traineeship for an employer

- future pipeline of staff
- opportunity to nurture the next generation of staff from their local community
- greater staff loyalty if trained
- good PR for their company
- young people get to know their sector – succession planning
- tailored to the needs of their business
- general induction to their business – can lead to multiple job routes for a young person
- feeder for high-quality apprentices
- improved industrial relations if union is involved
- all training costs are met by government funding
- contributes to their corporate social responsibility agenda
- builds mentoring skills of existing staff
- possible grant if young person progresses to an Apprenticeship within their company.

Employer commitment is crucial because it:

- provides structured and purposeful activities
- provides a workplace mentor and feedback to the young person
- offers an interview at the end of the Traineeship for paid work or an Apprenticeship
- gives financial support for trainees
- offers a bonus payment for those moving onto an Apprenticeship – employers are eligible for a grant if a trainees progresses onto an Apprenticeship within their organisation.

Points to emphasise

Employers can:

- secure and grow young talent by bringing in enthusiastic young people with fresh ideas
- support recruitment strategies
- support the local economy by developing a loyal and talented workforce
- see how a young person fits into an organisation
- pay no mandatory costs
- support their Apprenticeship recruitment.

Benefits of union-supported Traineeships for a union

- highlights the benefits of trade unions to young people
- has the potential for negotiating pay/ financial allowances for the young person
- prevents exploitation by providing safeguards for the work experience element of a Traineeship
- offers improvements and added value to the standard government scheme
- ensures job security for existing members and prevents job displacement
- offers new bargaining opportunities
- guarantees learning – not work replacement.

The *TUC Model Traineeships Charter* provides guidance for union representatives to help unions negotiate for high-quality Traineeships that safeguard against the exploitation of young people.

www.unionlearn.org.uk/publications/tuc-model-Traineeships-charter---guidance-union-representatives

Promoting the benefits of supporting the union route

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If union representatives wish to negotiate with their employer about putting in place a Traineeship programme, they may wish to consider the following points:



✓ Checklist

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Summary checklist for union-supported Traineeships

- What is the duration of work experience placements?
- Is there any job displacement?
- What is the content of a Traineeships Framework?
- Trainees should receive careers guidance.
- Traineeships should be designed to help progression onto an Apprenticeship.
- Development of English and maths skills, most commonly through Functional Skills, will be a core element of any Traineeship.
- Is there information about workplace employment rights and responsibilities?
- Trainees should be given a guaranteed interview for any appropriate opportunities that exist at the end of their work placement.
- Trainees should be given constructive feedback and offered a reference at the end of their work placement.
- Some trainees will be entitled to apply for funds or bursaries to secure funding to help them undertake a Traineeship.
- Health and safety of trainees – risk assessment and training for young person and staff working with them should be carried out.
- Traineeship agreements should be put in place.
- Reps should negotiate for training allowances/expenses to help young people undertake a Traineeship e.g travel costs / meal allowances, etc.
- Use a provider that you already have a good relationship with or a provider who has been awarded a unionlearn Quality Award.
- Agree on a monitoring and review schedule.
- Union learning reps are ideally placed to act as mentors to trainees.
- Ensure appropriate help is provided by the employer and the learning provider to those with learning differences and difficulties (for instance, dyslexia).
- It may be necessary to offer support, guidance and representation to any trainees involved in the workplace grievance/disciplinary procedures.
- All trainees should also have a right to join the union.

Apprenticeships

The TUC believes that high-quality Apprenticeships can help young people gain the skills required to find secure employment. Unionlearn is committed to the vision of high-quality Apprenticeships as a skills development programme for the current and future workforce. There are a number of principles which must be met in order to ensure that this vision is realised in a way that is beneficial to the apprentices, the employing businesses and society as a whole.



Benefits of a union-supported Apprenticeship

For a young person

- earning and learning
- progression to higher level skills
- higher earning potential
- high level of transferable skills
- experience of the work environment
- academic and practical study
- employed status
- opportunity to gain national qualifications
- no need to pay university fees for higher level learning.

For an employer

- plugs skills gaps within their workforce
- increases loyalty and morale amongst staff
- cost effective recruitment and training
- higher retention of staff
- investment in future profitability
- employer has a voice in shaping the training programme
- increases competitiveness
- grows the talent pool
- highly trained workforce with transferable skills able to move around the business
- return on apprenticeship levy investment
- protection of brand – no exploitation of workers.

For a union

- shared agenda with the employer
- high-quality training
- protects against worker exploitation – young people are learning.

Promoting the benefits of supporting the union route

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Negotiating and bargaining

Apprentices must be part of the bargaining agenda including recruitment and organising, thus ensuring direct employment and right terms and conditions.

Pay

Rates should reflect the job done, time served and agreed milestones, not age. Ensure any national agreements are being upheld.

Health and safety

Young people are particularly vulnerable to accidents at work as they lack experience and training. Ensure they have the same protection as all other workers and that specific legal provisions for young people under 18 are adhered to. Ensure the support of health and safety reps working with stewards and learning reps.

Equality and diversity

Unions have a crucial role to play in redressing any unbalance and ensuring that disadvantaged groups are not discouraged from taking up Apprenticeship opportunities. Unions can ensure improved representation from women and men across sectors where under-representation exists, and that young people from black and minority ethnic communities and those with disabilities are given the extra support they may need to participate and succeed.

Working time and time off for study

Unions can ensure:

- Apprentices have a minimum of 280 hours within each 12-month period with at least 100 delivered away from the immediate workplace.
- The apprentice and mentor have time off for mentoring sessions and informal discussions.
- Young people under 18 are not working more than eight hours per day or 40 hours per week and not between 10pm and 6am.

Mentoring

Mentoring is important for young people as they are entering the workplace for the first time. The mentor can provide support, guidance and pastoral care separate from formal line management. A union rep or workplace rep is often well-placed to carry out this role but needs time off to carry out their role successfully. Union reps should have received formal training and experience of mentoring-type skills. Having a union mentor will ensure greater success and retention of young people throughout their Apprenticeship journey.

✓ Checklists

Health and safety

- risk assessment
- induction training
- supervision
- training
- equipment
- monitoring.

Equality and diversity

- reasonable adjustments
- support services
- innovative recruitment and marketing initiatives
- recruitment criteria are free from bias
- applicants and employers are supported
- specific communities and parents at community events and open days are targeted with information
- training providers are supportive and have a good track record with disadvantaged groups.

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Promoting the benefits of supporting the union route

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The TUC *Model Apprenticeship Charter* provides guidance for union representatives to help unions negotiate for high-quality Apprenticeships that safeguard against the exploitation of young people.

If union representatives wish to negotiate with their employer about putting in place an Apprenticeship programme, they may wish to consider the following key points:

- Apprentices should not be recruited for job substitution, but to fill genuine skills shortages and plan for future skills gaps.
- Apprentices should be employed by the employer, not as temporary casual or indirect labour.
- Apprentices should be a key part of the workforce, and shouldn't be seen as a way of reducing cost.

✓ Checklist

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Summary checklist for union-supported Apprenticeships

- The job must have a productive purpose.
- The apprentice must be paid a fair rate.
- The apprentice must have access to high-quality training and clear individual development.
- The trade union must be involved at every level of the programme.
- Apprentices should have regular access to, and support from, trade unions.
- Apprenticeships should be accessible to, and achievable by, all.
- Apprentices should be part of, and contribute to, a healthy and safe environment.
- There should be a commitment from the employer to complement the workforce, not supplement it.



Roles to support the development of a high-quality offer

The employer role

- Get support at the highest levels for programmes.
- Prepare a business case for developing high-quality pathways for young people.
- Work with union reps in a pro-active way.
- Contribute to the development of a bespoke programme with the provider and union.

The provider role

- Work with the union and employer to design a bespoke programme for the sector and specific employer.
- Advertise Traineeship programmes via newsletters/ mailing lists/ provider websites.
- Encourage young people with an interest in Traineeships to participate.
- Look for increased funding opportunities/ability to pull down funding for the programme.
- Emphasise high-quality IAG support for trainees in the workplace.
- Work with unions to develop clear progression routes and pathways for the young people.
- Offer support with high-quality training and support in the workplace.

The union role

- Trade unions are uniquely placed to engage with employers and negotiate with them.
- They add value through:
 - influencing/bargaining
 - on-going mentoring and support for the young person (via ULRs and other reps)
 - IAG support
 - positive promotion of the scheme to members and their families
 - links to the community for recruitment (especially to widen access to the scheme)
 - quality assurance
 - links with quality providers
 - involving all reps – health and safety reps, shop stewards and learning reps.



Routes from Traineeships to Apprenticeships

Entry and exit points and ladders of progression

There are many ways in and out of the Apprenticeship offer. Direct entry into Apprenticeships are for those who already have the qualifications, skills and experience needed to start one, usually at Level 3, and they will be recruited by a company directly onto an Apprenticeship scheme.



Typical timelines for provision

Most providers follow broad sector business cycles with programmes starting September, January and March, and Traineeships running in July/August.

Quality advice, guidance and support are to ensure young people have a full range of career options and are inspired by the prospect of an Apprenticeship. The National Careers Service provides information, advice and guidance to help young people make informed choices on learning, work and Apprenticeships. From 2016 there will be a strategy to ensure every young person has access to top quality careers advice.

The Careers and Enterprise Company is a new employer-led organisation and is encouraging greater collaboration between all parties. A volunteer network from business of Enterprise Advisors will seek to make careers advice relevant and engaging.

The government is committed to providing high-quality data, information and advice on post-16 routes, institutions and courses as well as job demand and availability.

A union good practice model – Traineeships routeway (see overleaf)

Key points

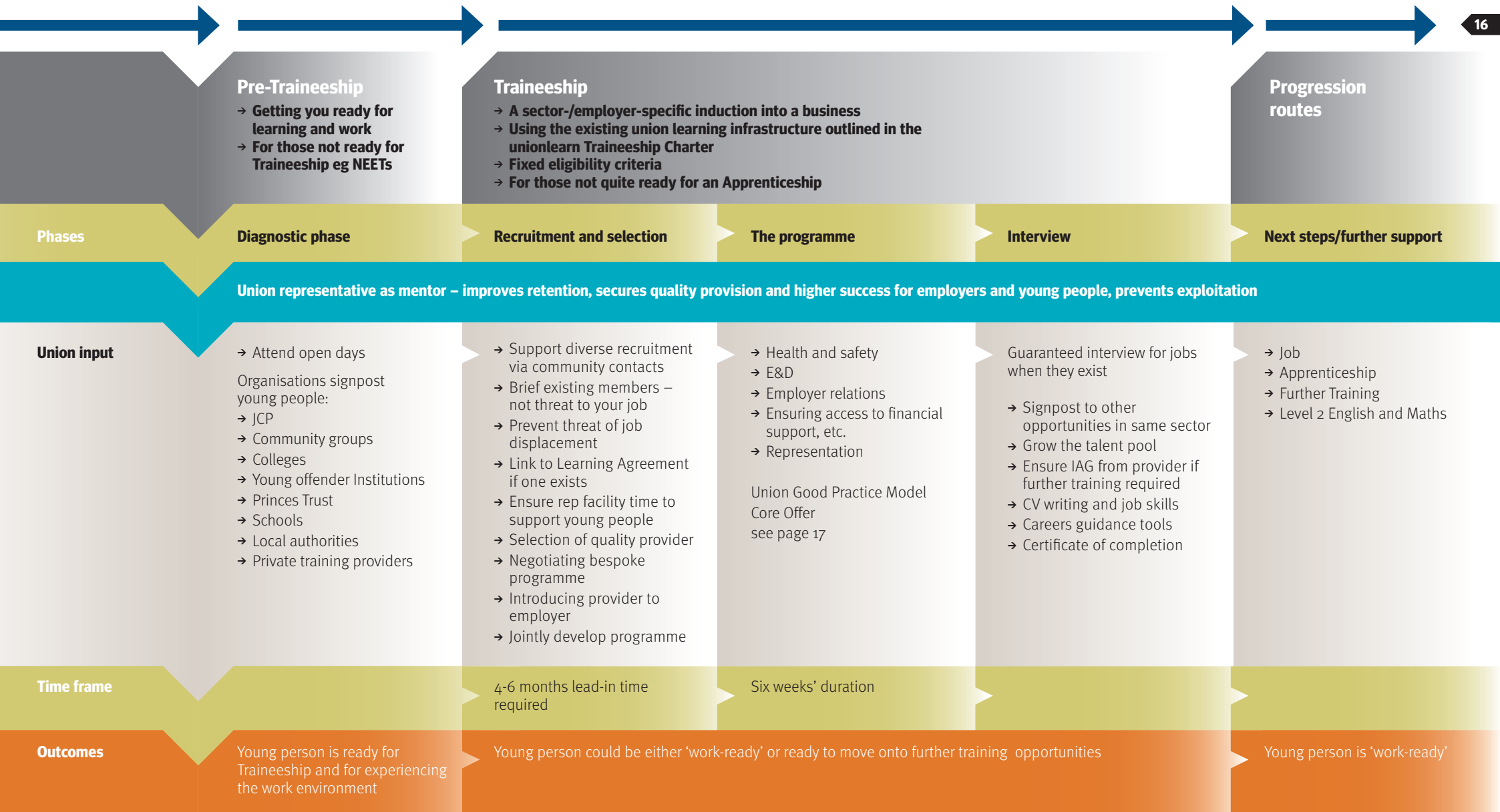
- Union rep to use the unionlearn traineeship charter as a guide.
- Union negotiates financial support for the trainee.
- Union negotiates with training provider and trainee contracts with a provider.
- Union rep acts as mentor to trainee.
- Union rep acts as a point of contact so the trainee can flag up any concerns.

Certain criteria will need to be met to ensure that Traineeships are of high quality. Without effective safeguards and union involvement poor quality Traineeships could lead to the exploitation of young people or existing workers being displaced from their jobs.

There are many existing tools to support reps in bargaining for high-quality Traineeships and Apprenticeships.

Routes from Traineeships to Apprenticeships

Traineeships Route



Routes from Traineeships to Apprenticeships

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High-quality, union-supported Traineeships

This six-week programme is based on the ‘sector based work academies’ model and is not work-specific or target-based. Learning outcomes are negotiated with each young person at the outset and agreed in a plan which is regularly reviewed and monitored.

Good practice model

An example of a union-supported Traineeship

A six-week (2-3-1) programme comprising:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Two weeks of induction Classroom-based learning, including work-preparation training, employability and personal development skills and English and maths support <i>Union involvement in the induction includes health and safety and equality and diversity</i>		Three weeks of work experience Meaningful work experience in a high-quality work placement This needs to be rotational, covering a wide variety of jobs and roles. <i>Union rep acting as mentor and/or support to young person to aid retention and ensure success</i>			One week reflection Action planning and interview. Next steps.

High-quality, union-supported Apprenticeships

The government has defined the core principles of quality for an apprentice⁷

- It is a job in a skilled occupation.
- It requires substantial and sustained training, lasting a minimum of 12 months and involving 20 per cent off-the-job training.
- It develops transferable skills, and English and maths, to progress careers.
- It leads to full competency and capability in an occupation, demonstrated by the achievement of an Apprenticeship standard.
- It trains the apprentice to the level required to apply for professional recognition where that exists.

⁷ Department for Business, Innovation and Skills (2015). English Apprenticeships: Our 2020 Vision Executive summary, page 6

Routes from Traineeships to Apprenticeships

Apprenticeship Route

A union good practice model – Apprenticeships route

Key points

- Use the Apprenticeship Charter and Apprenticeship Quality Award checklist.
- Apprentice is directly employed by employer.
- Apprenticeship agreement is in place.
- National Frameworks for specific sectors.
- Targeting national qualification(s).
- There are stepping on and off points depending on past experience/ qualifications.



Remember to use the TUC Apprenticeship Charter and the unionlearn Quality Award Checklist to ensure a quality offer.

Entry points	Apprenticeship types	Duration	Exit routes
Direct entry	Intermediate, Advanced and Higher Level Apprenticeships	Significantly longer than a year dependent on sector – ideally three years but average between one and two years	<ul style="list-style-type: none"> → Management routes → Specialist sectors e.g. engineering
From a Traineeship	Level 2 Intermediate Apprenticeship	At least a year	Job or further training

Union added value to Apprenticeship frameworks:

- Negotiating and bargaining
- Pay
- Health and safety
- Equality and diversity
- Working time and time off for study
- Mentoring

High-quality Apprenticeships provision

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Case study

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New developments

Government-established milestones, standards and criteria are currently under development, which include:

1. A statement of commitment

Signed by the employer, provider and apprentice setting out the key expectations, roles and responsibilities of each party.

2. New employer-designed standards

To replace current Apprenticeship frameworks and with end-point assessment (replaces continuous assessment). Groups of employers, representing their sectors or occupations come together to design Apprenticeships that meet business needs. Representatives from professional bodies, education and training providers and assessment organisations provide further integrity to this process. Some of these already exist in Apprenticeship frameworks but they will all be transferred into the new standards by April 2017 initially by government but eventually by the Institute for Apprenticeships.

Unite

Unite has joined forces with employers to create a new industry standard Apprenticeship for paper and print. The development is a significant boost to training, skills and long-term job security.

Unite is working with industry leaders, such as Arjo Wiggins and De La Rue, across the paper and print industries with the aim of developing rigorous training standards and relevant qualifications for apprentices.

London and Eastern regional officer Louisa Bull said: “This is great news for both the paper and print sectors. It sends out a strong message to our members that

the union and employers are committed to ensuring employees receive a quality, skilled Apprenticeship. Also, our existing members will have the opportunity to retrain and enjoy long-term job security.”

Tim Elliott, Unite regional officer in the South East, said: “We have known for several years that the closures of the print colleges and the technical schools for papermaking have had a detrimental impact on the training provision within our industry. Not only will this help us put that back in place but it will help us to attract young people.”



High-quality Apprenticeships provision

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What can the union offer over and above the government commitment to quality?

Union-supported Apprenticeships provide 'added value'. In order to ensure this reps should use the TUC *Apprenticeship Charter* as a starting point and the unionlearn Apprenticeship Quality Award criteria⁸ as your checklist to ensure a quality, union-supported offer:

- Union access to apprentices is promoted.
- Union materials are distributed to apprentices.
- Union support for apprentices is highlighted.
- Union reps are supported to become workplace mentors.
- Union reps are supported to provide effective support for apprentices.
- A named manager is responsible for promoting and managing work with unions on Apprenticeships.
- Sufficient time is allocated for the apprentice to complete the Apprenticeship framework.
- Sustainability measures are in place to support the transition from Apprentice to permanent employment.
- Apprentices' achievements and successes are celebrated.

Ensuring successful and high-quality Apprenticeship outcomes

- Contracts of employment for the duration of the training period are in place.
- Decent pay and conditions have been negotiated.
- High quality training with enough time for college/learning centre study is in place.
- Safe working environment, young people are more vulnerable to accidents in the workplace.
- Women, disabled people, members of minority ethnic and other disadvantaged groups are encouraged to take up Apprenticeship opportunities.
- Access to trade union reps and members to support young people to acclimatise to the rights and responsibilities of the workplace.
- Reps act as mentors and union learning reps support young people at every stage leading to greater take up and retention and success in training opportunities.
- On-going risk assessment is carried out to ensure support stays in place.
- Young people know where to go to for support if they have a problem.

✓ Checklist

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⁸ Further information on the unionlearn Quality Award for Apprenticeships can be found on the unionlearn website

Planning and measuring impact

✓ Checklist

Ensuring successful, high-quality programmes

- Have a clear strategy before speaking to an employer.
- Know your facts about that employer – do your homework!
- Identify the key issue for the employer.
- Line up a provider who you know has a good record of quality and delivers.
- Be aware of and be able to manage the agenda of the provider which is usually led by funding restrictions.
- Stick to your plan, don't be hijacked by the provider and what they want.
- Be clear and consistent with the employer.
- Ensure a seamless process and offer is made to the young person.
- Be tenacious, you won't achieve success overnight – it's a slow developmental process but worth it!



Measuring positive impact

It is important that reps collect evidence to show the overall impact of union support and intervention. Reps need to be clear about:

- the components of high-quality, bespoke programme
- the filters and quality checks built into the programme at every level
- how union support has improved and widened recruitment into the programme via community events/open days, etc.
- how union support and mentoring has aided greater retention of young people on the programme
- how union support, over time has secured a successful programme
- how the union can work with the provider to ensure effective use of progression/destination data to prove long-term sustainable outcomes
- how the union has levered in funding/resources from employers or other funding agencies.

If unions have concerns about the quality of training from the provider these should be raised with trade union reps in the first instance then discussed with the provider and employer. If necessary, complaints should then be raised with the Skills Funding Agency/ Education Funding Agency/OFSTED.

Useful resources and organisations

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Website resources

TUC/unionlearn

Unionlearn website

www.unionlearn.org.uk/

The union learning Climbing Frame website

<https://climbingframe.unionlearn.org.uk/home>

Helping Young People into Work

www.unionlearn.org.uk/publications/helping-young-people-work

Apprenticeships

Apprenticeships ‘Get In, Go Far’

www.getingofar.gov.uk/

The Apprenticeship Guide

www.Apprenticeshipguide.co.uk/

Apprenticeships in Northern Ireland

www.nidirect.gov.uk/Apprenticeships

Apprenticeships in Scotland

<http://Apprenticeshipsinscotland.com/about/>

Apprenticeships in Wales

<http://gov.wales/topics/educationandskills/skillsandtraining/Apprenticeships/?lang=en>

City and Guilds

www.cityandguilds.com/qualifications-and-Apprenticeships#fil=uk

Employer Guide to Apprenticeships and Traineeships

www.gov.uk/government/publications/apprenticeships-guide-for-employers

Find an Apprenticeship

www.gov.uk/apply-apprenticeship

Gov.uk website, page on Apprenticeships

www.gov.uk/topic/further-education-skills/apprenticeships

Gov.uk website, page on Becoming an Apprentice

www.gov.uk/apprenticeships-guide

Gov.uk website, page on Traineeships

www.gov.uk/government/collections/Traineeships-programme

Gov.uk website, page on Young Workers

www.gov.uk/rest-breaks-work/young-workers

Managing Future Talent: how do you create workplaces that give young employees the opportunity to thrive?

www.unionlearn.org.uk/publications/managing-future-talent-how-do-you-create-workplaces-give-young-employees-opportunity

The Role of Mentoring in Supporting Apprenticeships

www.unionlearn.org.uk/publications/research-paper-20-role-mentoring-supporting-apprenticeships

Under-Representation by Gender and Race in Apprenticeships

www.unionlearn.org.uk/publications/research-paper-19-under-representation-gender-and-race-apprenticeships

Unionlearn Charter for Apprenticeships

www.unionlearn.org.uk/charter-Apprenticeships

Unionlearn website page on Apprenticeships

www.unionlearn.org.uk/Apprenticeships

WorkSmart

<https://worksmart.org.uk/careers-advice/training-and-development/apprenticeships>

Traineeships

City and Guilds Traineeships

www.cityandguilds.com/what-we-offer/centres/work-ready/Traineeships

Unionlearn Traineeship charter

www.unionlearn.org.uk/publications/tuc-model-Traineeships-charter---guidance-union-representatives

Advice and guidance

Careers Box

www.careersbox.co.uk/

Career Camel

www.careercamel.com/

Useful resources and organisations

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Career Pilot

www.careerpilot.org.uk/

The Complete University Guide

www.thecompleteuniversityguide.co.uk/university-tuition-fees/going-to-university-in-england/

Get my first job

www.getmyfirstjob.co.uk

Health and Safety Executive pages on Young People at Work

www.hse.gov.uk/youngpeople/index.htm

Know your rights – Young people at work

<https://worksmart.org.uk/work-rights/young-workers/young-workers-under-18s>

Learning and Work Institute

‘What employers want’

www.whatemployerswant.org/

My world of work

www.myworldofwork.co.uk/

National Careers Service

<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

National Careers Service page for young people

<https://nationalcareersservice.direct.gov.uk/youngpeople/Pages/Youngpeople.aspx>

National Careers Service page on Apprenticeships and Traineeships

<https://nationalcareersservice.direct.gov.uk/youngpeople/Pages/ApprenticeshipsTraineeships/Apprenticeships.aspx>

Not going to uni

www.notgoingtouni.co.uk/

The Open University Careers Advisory Service

<http://www2.open.ac.uk/students/careers/>

The Prince’s Trust

www.princes-trust.org.uk/

UCAS

www.ucas.com/

Apps

National Career Service App

<https://itunes.apple.com/gb/app/career-advice/id673984803?mt=8>
or <https://play.google.com/store/apps/details?id=com.NationalCareersService.CareerAdvice>

Prospect Apprenticeships App

<https://itunes.apple.com/gb/app/Apprenticeship-jobs-guide/id619177261?mt=8> or <https://play.google.com/store/apps/details?id=com.zedcore.ApprenticeshipJobsAndGuide>

Union learning Climbing Frame App

<https://itunes.apple.com/us/app/climbing-frame/id669443030> or <https://play.google.com/store/apps/details?id=uk.org.tuc.wbcfmobile>

eNotes

eNotes are available on Apprenticeships, Mentoring and Bargaining for Skills. You can access eNotes from the TUC Education website

www.tuceducation.org.uk/