



2015 Traineeship Scheme

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www.emhonline.co.uk



About emh group

- One of the largest Social Housing Providers in the East Midlands.
- 18000 homes, 1100 (approx) staff.
- Comprises:
 - emh group HQ which provides shared services.
 - Housing and Regeneration Division, trading under the name 'emh homes' (17700 homes / 500 staff)
 - Health & Social Care division, trading under the name 'Enable' (new to group in 2014 and currently operating separately) (supports 350 clients with learning difficulties or needs / 600 staff)
 - Midlands Rural Housing
 - emh Sharpes – social enterprise gardening.



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About emh group (cont'd)

- We are a 72 million pound business and through the bond markets, we are building 300 new homes a year.
- We now describe ourselves as 'profit with a purpose'. Previously 'not for profit', and a 'Social Enterprise' but we think this better describes our re-investment back into our business and importantly – our customers.
- Not just about bricks and mortar – we provide a wide range of care and support services and invest in the communities in which we operate. Our Academy is one example.
- Variety of client groups and housing provision: older people; victims of domestic violence, homeless, BME communities, general needs.



About emh group Academy

- Launched October 2012. To-date we have now supported 35 Trainees/Apprentices.
- Own charter which sets out our commitments.
- Range of frameworks.
- Awards:
 - 2013 - 4TH in the national 'Apprentice Team of the year' run by the Brathay Trust and supported by the National Apprenticeship Service. Over 92 teams and over 800 apprentices took part.
 - 2013 - Runner up in national 'Money for Life' challenge – over 132 teams entered.
 - 2014 - National Apprenticeship Service Large Employer of the Year (newcomer - East Midlands)
 - 2014 - EU Apprenticeship Ambassador
 - 2014 - Top 100 Apprenticeship Employer.
 - 2014 - Apprentice leader named CiH Midlands 'Achiever of the Year'
 - 2015 - Lloyds Bank 'Money for Life' Northern England champion and achieved second place at UK finals.
 - 2015 - Leicester Apprenticeship hub 'Large Employer of the Year' award.



Why have we got involved in Traineeships?

- With 18000 homes, this forms part of our social commitment to the communities in which we operate and our tenant customer base.
- One of the first in the country to deliver a full Traineeship Scheme in 2014.
- Part of our talent management through bringing young adults into our business that we can nurture and bring on.
- The bottom line business case is that if young adults are in work, they become economically active and contribute to society and the economy. This impacts on the social well being of the communities in which we operate.



Traineeship key points

- Concept, Scheme design, materials, assignments, projects, assessments written and delivered by entirely by emh group in early 2014. Refined in 2015 based on lessons learned.
- We approached Leicester college in 2015. They delivered Functional Skills element and drew down funding. They also added 'additionally' through a 'just imagine' session by 'Peter Jones Academy' which was about raising aspirations.
- Our 9 week Scheme was a costed model which recognised the real contribution that good employers make when **delivering a high quality traineeship scheme.**
- Funding drawn down allowed us to reinvest in trainees and pay for 'travel and subsistence' at £7 per day; two day teambuilding event; cost of mini-busses and more focused staff time.
- Whole scheme delivered within our own business – gave real meaning and context. You're at work now.....



Traineeship comprises 9 key elements

- **Employer rights and responsibilities (ERR).** Tailored and personalised to the needs of our business. It was also mapped into the QCF Workskills Level 1 business units. We put together our own ERR workbook which also included a 'digital capability' section. This was subsequently accepted by e-skills awarding body.
- **Welcome to the social housing sector.** Social housing is not an obvious career of choice – yet as a sector we house 5 million people across the UK and employ over 160k staff. This area introduced trainees to the world of social housing areas of employment and types of jobs that stimulated trainees into thinking about areas/jobs in which they might want to work. Included visits to other business units.
- **Visits out to external businesses** – increased their 'map of their world' about types of jobs and business working environments.
- **Internal visits to other parts of our business.** increased their 'map of their world' about types of roles that we have and what we do.
- **Two day team building outward bounds.** Building confidence, self esteem and team working is an essential area of work. Also keen to develop Peer-to-peer learning.



Traineeship key elements (cont'd)

- **Maths and English functional skills.** We also embedded functional skills into all of the assignments and projects to cover the 'speaking and listening' and also 'reading and writing'.
- **About apprenticeships.** Helping trainees understand what apprenticeships are all about; what a portfolio and good evidence looks like and also including registration on National Apprenticeship Service 'find an apprenticeship' website. At the end of our Traineeship we hope that they will have passed two key elements of an Apprenticeship – functional skills Level 1 and also ERR – so well on the road to success...
- **Job skills training** (CV writing, how to find, apply and interview for jobs + LinkedIn training). We made heavy use of the 'National Careers Service' website.
- Review and reflection sessions.
- From day 1 we persistently and consistently embedded interview questions into the Scheme 'Tell me a bit about yourself' - 'what are your strengths' etc.



Traineeship key elements (cont'd)

- **Employability skills** - mapped to 9 QCF Workskills Level 1 business units so that our programme sat within a quality assured framework and targeting key areas that we as a business think are important to us. The key principle is that it is all delivered in a real business environment with all content wrapped around our context.
 - Preparing for work placement (QCF: F/503/2854)
 - Self management skills (QCF: T/503/2834)
 - Safe learning in the workplace (QCF: L/503/2856)
 - Communication solutions to others (QCF: J/503/2841)
 - Working in a team (QCF: R/503/2843)

 - Searching for a job (QCF: D/503/2831)
 - Applying for a job (QCF: H/503/2832)
 - Preparing for an interview (QCF: K/503/2833)
 - Interview skills: (QCF: M/503/2835)

Assignments were also providing key evidence to support applying for jobs and interviews etc



Using existing Academy members

- Young adults supporting young adults – now that’s kinda neat! We use our current Academy members - Year 1 (Level 2) apprentices and also Year 3 (Level 4/5) who play a key role in the Traineeship Scheme to help develop their management and leaderships skills through:
 - Academy members creating the marketing materials to attract trainees and staffing drop in sessions at Jobcentre.
 - Our HR Level 5 and CIM Level 4 Academy members were fully involved in the full recruitment life cycle including; writing job and person descriptions; writing interview questions, shortlisting, interviews and selection.
 - Involvement in the actual scheme
 - Mentoring, support and role modelling.
 - Performance management.
 - Helping to design and deliver the end of Traineeship Scheme celebration event.



Existing Academy members - What they said they had learned?

- Increased their confidence
- Gave them additional responsibility and opportunity to work at a higher level
- Developed new skills
- Allowed them to develop their mentoring and support skills
- Supported their college courses
- Helped to develop their own character's
- Helped to develop their own communication skills
- Improved a range of other skills – including creating and editing video content.



Challenges we faced

- Large range of issues – there are good reasons that some of these young adults are unemployed – mainly that they came with a range of individual challenges – it doesn't mean they don't want to work.
- Plenty of learning needs requirements identified – have the DWP taken into account? How can these guys have a 'digital suitcase' to carry around their 'stuff'.
- Our 7 trainees were unemployed for a total of 11.5 years.
- Maslow's Hierarchy of Needs really does come into play.
- Poor functional skills – without a good bag of words – life is much more complicated – how have they managed to slip through the system for so long? Shouldn't this be a key DWP area alongside psychometric testing and initial assessment as part of their DWP customer journey? Who am I? Why am I me?
- They've done their CV writing, application forms and interview skills with the plethora of 'learning providers' who are on a gravy train - so why are they so poor? Hey – it could be that the best people to give IAG around job skills is actually businesses that actually employ people!
- Treat like a student – get a student. Context and meaning 'you're in work now' is critical – as is structure. Being in work changes those attitudes and behaviours, which is simply not the case within a college classroom environment.



Challenges we faced

Others

- Local schools wouldn't engage – are they too keen to keep students themselves now?
- Need to rethink the national message or use trusted intermediaries to sell Traineeships. The term 'Traineeship' means different things to different people.

Talent management versus social commitment

- Putting together a programme that takes account of the different ability range of 'trainees' and a dichotomy between social commitment and talent management is a challenge.
- We just don't have all the jobs the Trainee may want – but we can set the guiding framework 'to work'.



Working with Leicester College

- Leicester College really bought into our vision and what we were trying to achieve and were nothing but supportive and helpful.
- We supplied all rooms for training etc and also provided the majority of the resources required, which included photocopying, stationary etc.
- They delivered all functional skills at our business, so our Trainees were 'always at work' – and in our business.
- Whilst we wrote all of the assignments and materials and also delivered and assessed all of the Level 1 qualifications, the college managed the administration with the awarding body and sorted internal and external verification.
- We need to develop a better mechanism to cover off initial learning needs assessment so that it is more timely for when Trainees actually start.



Working with Leicester College

- We negotiated an equitable business partnership which enabled us to be paid for the contribution that we made.
- The breakdown comprised:
 - We obviously delivered the 'work' placement element. We worked in 100 hours of placement activity over the 9 weeks, which enabled us to receive £500 per Trainee. emh group received 100% of this money.
 - We devised, wrote, delivered and assessed the Level 1 'Employability Skills' qualification element. This has drawn down funding of between £3900 and £4300, of which emh group has received 85% of the funding.
 - Leicester delivered the functional skills element of the Scheme. They were able to drawdown £724 per trainee for Math and £724 per Trainee for English. In both cases, payment was only available if the Trainee was below level 2 (GCSE A-C standard)
- In total this has enabled emh group to receive between £6300 and £6800. This money has helped us to part fund another apprentice – now that has got to be good value for money!



Working with Coalville Jobcentre

- We recognise that the Jobcentre has many competing national targets and initiatives and have very complicated systems.
- They were happy to support us and signposted suitable candidates to us. We then shortlisted and interviewed.
- They allowed us to have two open sessions at the job centre. Both the sessions were staffed by our Academy members – young adults supporting young adults. We also wanted to send a strong message through 'do you aspire to be where we are now'?
- JCP staff were flexible when Trainees need to sign on. In the past this wasn't so easy.
- We think we could be doing a lot more with the jobcentre. Why can't the job centre contract with us as an employer to deliver high quality work skills?



Use of technology

- We actively encouraged BYOD and gave trainees access to WiFi for their mobile phones.
- Uses of technology:
 - Google 'speak' – used with attitudes and behaviours, but also maps into Functional Skills English (pronunciation, spelling, thesaurus etc)
 - Dictionary Apps
 - Google search. E.g. Doctors' details!, research (higher cognitive)
- Academy has its own [Facebook page](#) to promote to wider staff group as well as record the journey externally.



Assessment & Evaluation

Initial

- Recruitment and selection process.
- Belbin team role, Honey & Mumford learning styles and VAK learning styles –
 - helping Trainees to reflect on 'self 'who am I' and 'why am I me'
 - Contributes to CVs by providing 'words' , job applications and attitudes and behaviours exercises – it's all about work context.
- Math and English.
- Learning disabilities and difficulties (college did at week 4).

Formative

- Evaluation against 12 key business competencies. Constant reminder to trainees.
 - Trainees self evaluate
 - Academy Manager evaluate
 - Team managers evaluate
- Minimum of 2 reviews over 9 week Scheme.



Assessment & Evaluation

Summative

- Math and English Functional Skills
- Completion of employability qualification / competencies
- Review of evaluations from Academy and team managers.

So in conclusion our assessment and evaluation sat within a quality assured framework.



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2015 Traineeship outcome

- All of the Trainees successfully completed the Traineeship Scheme.
- *6 of the 7 Trainees successfully passed the Level 1 employability qualification.
- 2 Trainees got jobs by the final day of the Traineeship.
- 1 further trainee was in full time work by September
- 1 trainee secured an apprenticeship with emh group.
- *6 of the 7 Trainees successfully passed their Level 1 English ‘speaking and listening’
- *6 of the 7 Trainees successfully passed their Level 1 English ‘reading and writing’.
- *6 of the 7 Trainees successfully passed their Level 1 Maths
- All have been provided with a letter offering:
 - References for any future job / apprenticeship application.
 - Support in applying for our in-house apprenticeships.
 - A weekly ‘job club’.

*The 7th Trainee left in week 6 to start his new apprenticeship



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Conclusions

- We have a Board and Executive Management Team who are committed to supporting young adults into work.
- Delivering all elements of Traineeship in the workplace definitely the way forward – every aspect gave a **real** business context – making it relevant.
- Like apprenticeships, trainees have given a real buzz to our organisation through their untainted contributions.
- CEO (Chan Kataria) spent over an hour and half with them – conclusion? Is the way we communicate and present ourselves as a business to our customers fit for the future – do we make sense to the next generation?
- This year the FE college very supportive. In 2014 the FE college that we used totally let us down – beware on how you choose your partners!
- Our Traineeship model above is flexible in terms of who does what. However, for some businesses, the opportunity to be reimbursed for the cost of providing a high quality work placement is a potential incentive.



Conclusions (cont'd)

- Technology can do more to support Traineeships. We would really like to trial more innovative approaches.
- We could use trainees as part of our business digital transformation which would enable them to give return on investment and build confidence.
- Current Government funding is a nightmare to understand – and it is being cut and cut. Therefore, how can get more for less and develop equitable business partnerships which acknowledge and recognise the contribution that good employers make to high quality schemes.
- Why can't we put adverts onto the NAS AVOL site? That would make life a lot easier.



Conclusions (cont'd)

- Traineeship delivered by competent staff that can give real business meaning and context – we know our business and what we need. We also know what we want
- No-one could look at this Scheme and criticise it as one for slave labour.
- Too many funded schemes delivering low level 'pseudo' job skills training and 'qualifications'.
Question quality – is it just a cash cow for learning providers - why not real businesses do it – after all – we do the employing!



Where could this go?

- Has potential to revolutionise L&D through more competence based training and assessment, linked through a quality assured competency framework.
- Managers as active assessors – TAQA – embedding measurable assessment of learning into the business.
- Training within a quality framework, leading to improvement, active participation and cultural change?
- The potential to blend FE tutors and CIPD L&D professionals to create learning, training and development professionals fit for the future and that have a depth of pedagogy and business knowledge.



Where could this go?

- Traineeship model could be used and extended so that progression for trainee could be onto an Advanced apprenticeship.
- Trainees (and apprentices) as digital transformers.
- Real opportunity to develop business clusters, thereby supporting local Small to Medium Enterprises (SMEs etc). The danger is that colleges drive Traineeships – we have already seen how many ‘students’ are leaving school and college without the skills that businesses need.



Where could this go?

- Extend to return to work (post childcare) / over 25s.
- Utilise 'appropriate' retired business community – they have been in work for a lifetime – could pass on key skills, attitudes and behaviours. Would like to model with perhaps Age UK?
- Bringing in local businesses to showcase areas which trainees are interested in – who knows where your next employer could come from?
- Better links with business groups and supply chains.
- There's a 70% chance the children of illiterate adults will be illiterate themselves - CBI Skills Survey. If the hook is the 16-24 Trainee, we could seek to hook in their parents/guardians, family and friends?
- emh group is very happy to share and support the business community and also host events. (We hosted an event for 30 local businesses to promote Traineeships and Apprenticeships)



In summary

- Despite the challenges and barriers we faced we still think that Traineeships are an excellent idea.
- The model we have designed needs some minor tweaks, but we think it is replicable – but we need pro-active Government to help us.
- We are very happy to promote Traineeships and host events for businesses.
- If you are a local business looking to set up a Traineeship Scheme and would like to see our materials etc and have a chat, then please get in touch.
- We would like to get some funding to measurably embed functional skills into the whole programme which would give additional value.



But don't listen to us....

2014 Traineeship Scheme

- **Jay**
 - Before: https://www.youtube.com/watch?v=y8_8IBel70Y
 - End of Traineeship reflections: <https://www.youtube.com/watch?v=LzJ7e-oL-Fs>
- **Andrea**
 - Before: <https://www.youtube.com/watch?v=O67zWtYmWqW>
 - End of Traineeship reflections: <https://www.youtube.com/watch?v=-f7rnEBkQPU>
- **Jamie**
 - Before: <https://www.youtube.com/watch?v=v9Uzhng3UhY>
 - End of Traineeship reflections: <https://www.youtube.com/watch?v=jAUreZLvs7Y>
- **Tom**
 - Before: <https://www.youtube.com/watch?v=mMS02L3jzSo>
 - End of Traineeship reflections: <https://www.youtube.com/watch?v=80c1IPsY3r0>
- **Lauren**
 - Before: <https://www.youtube.com/watch?v=fxs8V4H-ZSU>
 - End of Traineeship reflection: <https://www.youtube.com/watch?v=gbVM8XtU8Iw>
- **William**
 - Before: https://www.youtube.com/watch?v=_ymYUI-6c8A
 - End of Traineeship reflection: <https://www.youtube.com/watch?v=kVYa2IeKo8>
- Voice of functional skills tutor on value of delivering functional skills in the workplace: <https://www.youtube.com/watch?v=AThWNN5N1TY>
- Reflections from our CEO – Chan Kataria: <https://www.youtube.com/watch?v=3HrrDDjGDaQ>
- Reflections from our Executive Director of HR – Maggie Mitchell: https://www.youtube.com/watch?v=wOc3h_0iUnE
- About our Traineeship Scheme video. Requested and used by the National Apprenticeships Service: <http://www.youtube.com/watch?v=Yk-sWkrO4Ns>
- Our apprentices helping us to think about our emh group values and what they mean: <http://www.youtube.com/watch?v=Qu-UbMCSIY>
- Trainee and apprentice reflections about their journey with us: www.emhonline.co.uk/emh-group-trainee-reflections.pdf



But don't listen to us....

2015 Traineeship Scheme

- **Leah**
 - Before: <https://www.youtube.com/watch?v=BKcuXi42ZbY>
 - End of Traineeship reflections: <https://www.youtube.com/watch?v=uttRY8EZqhc>
- **Ricky**
 - Before: <https://www.youtube.com/watch?v=340keke3L9A>
 - End of Traineeship reflections: <https://www.youtube.com/watch?v=jyw6o8sGxrw>
- **Stacey**
 - Before: <https://www.youtube.com/watch?v=mUHILEI-72Y>
 - End of Traineeship reflections: <https://www.youtube.com/watch?v=3um5GOmsVio>
- **Robson**
 - Before: <https://www.youtube.com/watch?v=oXAdSEEv9QA>
 - End of Traineeship reflections: <https://www.youtube.com/watch?v=UleoSH5tEms>
 - On the last day of the Traineeship, Robson secured a job with Subway.
- **Tyler**
 - Before: <https://www.youtube.com/watch?v=XhEG25buqxY>
 - End of Traineeship reflection: https://www.youtube.com/watch?v=mxjIdxp_0cw
- **Dylan**
 - Before: <https://www.youtube.com/watch?v=MuvHOFPd4JY>
 - End of Traineeship reflection: <https://www.youtube.com/watch?v=P66KXt0chZg>
- **Lewis**
 - <https://www.youtube.com/watch?v=5SOXgfBJR9Y>
 - In week 6 Lewis secured an apprenticeship after being unemployed over two years



But don't listen to us....

- Follow us on Facebook:
www.facebook.com/emhgroupAcademy
- Academy website: www.emhgonline.co.uk



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Further information

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