

# **Traineeship Plus & Supported Internship**

## **Recruitment & Selection Policy & Procedures**

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## **Recruitment & Selection Policy for Traineeship Plus & Supported Internships**

‘the contents of this policy are an integral part of the HA Quality Assurance Framework’

### **1.0 Introduction**

This policy outlines the commitment to the recruitment, selection, and admission of learners onto our programmes. Hampshire Achieves is committed to ensuring that its recruitment and selection policy and procedure is transparent, followed fairly and consistently; that information concerning applicants remains confidential between designated parties, and that decisions are made by those equipped to make the required judgements.

### **2.0 Key Responsibilities**

Hampshire Achieves’ Head of Service takes overall responsibility for the development of recruitment and selection policies and procedures and the Management Team will review the Recruitment & Selection Policy as appropriate. Functional and operational responsibility has been delegated to the Curriculum Manager for Young People’s Learning who will ensure this Policy is fully implemented.

Curriculum staff will assess the abilities, aptitudes, skills, qualifications (including English, maths and Digital Skills proficiency) and experience of applicants that indicate their potential to succeed on each programme and use this policy as a guideline, along with the benchmarks for entry, to determine if a learner can be admitted to a course.

### **3.0 Applying for a Traineeship or Supported Internship**

Hampshire Achieves strives to ensure that promotional materials are relevant, accessible, and accurate at the time of publication, are not misleading, and provide as much information as possible to enable applicants to make informed decisions about their options. The Marketing and Communication team has processes which ensure the accuracy of all information published by the Service.

Hampshire Achieves’ programmes are advertised through/on:

- Skills and Participation external website pages:  
<https://www.hants.gov.uk/educationandlearning/hampshirefutures>
- Hampshire County Council’s external website – Jobs, careers and volunteering pages: [Jobs, careers and volunteering | Hampshire County Council \(hants.gov.uk\)](https://www.hants.gov.uk/jobs-careers-and-volunteering)
- Other partner agencies
- Other Hampshire Achieves’ services
- Social Media

Additionally, the programme information is shared with colleagues across S&P and with Hampshire County Council (HCC) Special Educational Needs (SEN) Colleagues to ensure that all potential applicants can be targeted. Hampshire Futures is key partner where they have the responsibility to track and monitors those young people not in education, employment, or training (NEET).

Potential applicants or organisations working with young people can download an application form from the website or directly from a communication sent twice a year, three months before the start date of each programme.

### **3.1 Data Protection**

Information concerning applicants will remain confidential to those processing the application and no aspect of any application will be disclosed to other parties unless authorised to do so by the applicant and /or if the information is required to safeguard a young person – see appendices 1& 2.

### **3.2 Entry Criteria**

Our minimum entry criteria are set out in the Course Information Forms and on the Service's website. The Service reserves the right to alter the criteria, however, once the criteria are made public for a specified intake or calendar period, they will not be changed except in exceptional circumstances. To ensure we recruit learners who can identify they are motivated to learn with the skills abilities needed to secure successful outcomes, applicants must meet the following criteria:

#### **Traineeship Plus**

- 16 – 24 years (or up to 24 years on 31<sup>st</sup> August with an Educational Health Care Plan)
- Motivation to learn and develop skills to support progression into permanent employment, further training or education
- Qualified up to Level 3, eligible to work in England, have little or no work experience but are motivated to work
- Keen interest in developing English and/or maths skills
- Readiness to undertake and complete a work placement
- Good prior attendance at previous educational establishments
- Achieved a minimum grade 3 or D GCSE or Functional Skills at L1 in English and/or maths

#### **Supported Internship Plus**

- This programme is aimed at 16 – 24 years of age who have an Educational Health Care Plan, who want to move into employment and need extra support to do so
- Keen interest in developing English and/or maths skills
- Motivation to learn and develop skills to support progression into employment
- Readiness to undertake and complete a work placement
- Good prior attendance at previous educational establishments

## **4.0 The Recruitment Process**

### **4.1 Application form**

Applicants and referring organisations will send completed [SI application form](#) or [TP application form](#) to the Hampshire Achieves central email inbox at [skills.participation@hants.gov.uk](mailto:skills.participation@hants.gov.uk). The application can also be sent as a paper copy to support accessibility requirements.

The application form is designed to allow the applicant to show how well they suit the programme criteria and the opportunity to explain why they have chosen this programme and what skills and abilities they have that make them right for the programme.

#### **4.2 Information to Support Applications**

Supporting statements from support workers must include information which can help identify the strengths of applicants alongside academic or pastoral information. Hampshire Achieves' staff will carry out additional checks for each applicant which will include:

- Contact with previous education establishments to identify attendance patterns and achievements
- Qualification check through the Learner Registration Service
- Accessing personal support data on Hampshire County Council's Child Portal
- Contact with Hampshire County Council's Special Education Needs Team to confirm applicants with EHCP plans
- Both programmes now have a process flow chart in place for learners who have EHCPs which is managed by the Learner and Learning Support Manager, see Appendix 3.

#### **5.0 The Selection Process**

The aim of the selection process is to identify applicants with the potential to successfully complete a Traineeship or Supported Internship programme and move into other learning or employment

##### **5.1 Shortlisting**

Following the application deadline, the Curriculum Manager and Curriculum Coordinators will shortlist the applications using the following:

- Programme entry criteria
- Review of exceptional circumstances
- Supporting statements
- Other information from additional checks

Following this process, the applicant will be telephoned and invited to an assessment day. Arrangements will be made to cover travel costs, and these will be sent by post.

Those who are unsuccessful will receive a phone call and advice on alternative options including referrals, where appropriate, to one to one support through other programmes or agencies including Hampshire Futures who will support the young peoples next steps.

##### **5.2 Assessment Days**

The Assessment days are held in various locations across Hampshire; they are an opportunity for the applicant to participate in a variety of activities and exercises designed to assess if they have the interest required for the Traineeship or Supported Internship programme and what additional support they might need to be successful on the programme. Rather than being judged on performance in one interview, by a single interviewer, the applicants are observed in various

situations by multiple staff providing a more accurate picture and also providing the chance for the young person to find out more about Hampshire Achieves.

**The assessment activities can include:**

- 1:1 interview/meeting
- English, maths and Digital Skills initial assessment
- Exercises and activities to assess:
  - Communications skills including speaking and listening skills
  - Confidence levels
  - Working as part of a team
  - Suitability and readiness for work including previous work experience
  - How much interest the applicant has in the programme
  - Motivation to take ownership of their learning

The following will be considered from the point of view of identifying the support each individual will need on the programme:

- Attendance & punctuality
- Ability to travel to training venue and work placement
- Specific interests & preferences for work placements
- Future career aspirations
- Safeguarding concerns raised in supporting statements will also be taken into consideration

Following the day's activities, the staff team will review individual applicants based on completion of a scoring sheet; functional skills staff will provide feedback and record initial and diagnostic assessments for English, maths and Digital Skills.

The Curriculum Manager will complete an assessment record summarising the applicants recommended for places; this record will include comments on:

- Attendance and punctuality
- English, maths and Digital Skills
- Health and mental health issues
- Safeguarding
- Behavior
- Any difficulty linked with travel

A final recruitment discussion/meeting will take place with the relevant Coordinator/s, Curriculum Managers, the Head of Service and the Programme Manager (Quality, Planning & Success). They will review the applicant summary and agree which applicants will be offered a place on the induction programme and the support each will require.

### **5.3 Exceptional Circumstances**

Applicants who have not met all of the entry criteria, but it is deemed have the focus to be supported onto the programme will be invited to the assessment day and will be reviewed in the same way as all other applicants. Exceptional applicants include those who fall short of the entry requirements, care leavers and those in care.

## **5.4 Final Decisions**

To ensure we have selected applicants who meet the entry criteria and who are motivated and enthusiastic with the skills and abilities to succeed on our Traineeship and Supported Internships programmes we will:

- Ensure all applicants have a full understanding of the programme and the work placement requirements, with a commitment to complete all elements
- Ensure all applicants have an understanding of the Bursary Policy
- Ensure that all applicants' skills and motivation were assessed during the interview stage using relevant tests and questions
- Provide unsuccessful applicants with feedback on how to improve their application forms and interview skills
- Provide unsuccessful applicants with information and ideas on what their next step may be to successfully gain a place on a course or secure employment in the future

Each successful applicant will receive a phone call to confirm the outcome of the assessment day; this will be followed by a formal letter to confirm an invitation to the first day of induction. Those who are unsuccessful will receive a phone call and advice on alternative options including referrals, where appropriate, to one-to-one support through other programmes or agencies. All applicants will be supported to find an alternative programme/support.

## **5.5 Appeals Process**

Should an applicant wish to lodge an appeal regarding the selection process, they should follow the guidelines set out in the Hampshire Achieves Complaints Policy and Procedure.

## **6.0 Monitoring, Review & Audit**

The contents of all policy and procedures will be monitored regularly by Hampshire Achieves Performance Management Group (PMG). Policies and procedures will be kept updated in accordance with any mid-year changes in the law, regulations, or changes to the Services' provision, with updates approved by PMG. All policy and procedures will be reviewed annually to determine their effectiveness, and where any changes are required, these will be applied and ratified. A summary of all changes will be kept as part of the PMG meeting notes. In addition, an annual cycle of internal policy compliance/audits defined by Senior Managers will provide the assurance of the overall effectiveness of the Services ethos, policies, and procedures, and will confirm operational effectiveness, and compliance with our own quality assurance framework and any relevant laws or regulations.

**Appendix 1 Learners consent form for confidential disclosure of disabilities and/or learning difficulties (Part A)**

<b>Learner Name:</b>
<b>Course:</b>
<b>Course dates:</b>
<b>Details of disabilities and/or difficulties requiring support</b> (ask what supports aids the learner will be providing themselves e.g., wheelchair; ability dog; IT support programme):
<b>Type of support to be provided:</b>
<b>I consent to the information outlined above being made available to relevant people at Hampshire Achieves:</b>  <b>Yes / No*</b>  * If you have answered No please complete Part B of the Consent Form
Learner Signature:
Hampshire Achieves Staff Signature:
Name: Job Title:



## Appendix 2 Learners consent form for confidential disclosure of disabilities and/or learning difficulties (Part B)

In order to provide the right support for you, it may be necessary to make staff and/or learners aware of any relevant changes. If you wish to specify which people may be made aware of your additional support requirements, please complete the table below.

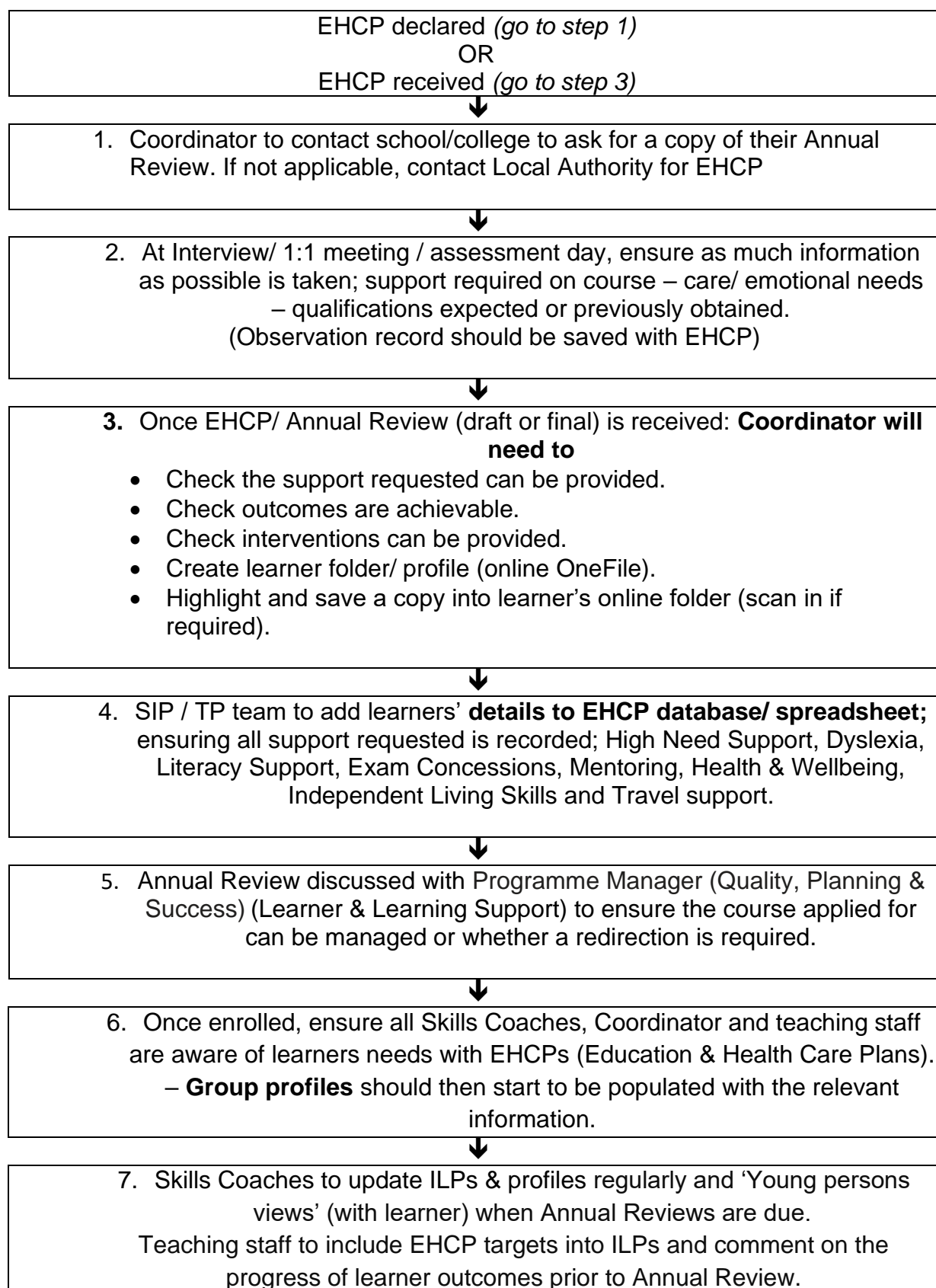
I give my permission for the people indicated below to be made aware of my additional learning/support needs:

Hampshire Achieves staff	Seeking/authorising additional support funding/resources	
Curriculum Manager	Seeking additional support funding/resources	
Course Tutor Other Tutors Skills/Learning Coach	Delivery of accessing / modification of learning materials	
Administrative staff	Providing administrative support e.g. photocopying of adapted materials	
Learners	Group work / peer support	
Caretaking staff	Access issues e.g. car parking	
Other - please specify		

Learner Signature:

**This form will be stored securely in Hampshire Achieves programme files and will not be used for any purpose other than those identified above.**

### Appendix 3 EHCP (Education & Health Care Plans) & Annual Review Process for TP (Traineeship Plus) & SIP (Supported Internship)



8. Teaching staff to include EHCP targets into ILPs and comment on the progress of learner outcomes prior to Annual Review.



9. Annual Review paperwork will need to be populated with outcomes from previous Annual Review / EHCP – then shared with teaching and support staff that have supported the learner (coordinator/skills coach).  
**6 weeks prior to meeting.**



10. Coordinator/ Senior Tutors to collate/ check all information on the template



11. Parents/ carers, learner and any other relevant agencies informed of date of meeting.



12. Annual Review to be shared with Programme Manager of (Quality, Planning & Success) (Learner & Learning Support), prior to Annual Review meeting.



13. Programme Manager of (Quality, Planning & Success) (Learner & Learning Support), to advise if the EHCP is to be ceased or further outcomes required



14. Annual Review meeting to be held with Coordinator/ Senior Tutors, Teaching & support staff. Programme Manager of (Quality, Planning & Success) (Learner & Learning Support) will attend if concerns have been raised prior to the meeting.



15. Annual Review updated and shared with all relevant persons and Hampshire SEN (Special Educational Needs) Team.  
Copy saved to OneDrive EHCP shared folder