



ALINA-17 YEARS OLD



Background

Alina did well in her GCSE's and got five at grade 4 and above. However, she didn't know what she wanted to do next. She didn't get any information from her school about apprenticeships and traineeships, and as her friends were all going to college, she thought this was the best option for her as well. She chose childcare as she had always enjoyed looking after her younger brothers and sisters. However, soon after starting a level 3 course, she realised it wasn't for her and dropped out.

Applying for apprenticeships

Alina left her course with little idea about what to do next. She applied for a few entry-level jobs in her local area, but employers were reluctant to give her a chance due to her lack of experience. Alina turned to her family and friends for careers advice. Alina's parents didn't know very much about apprenticeships but had heard about them on the local news. They had seen apprentices on TV and suggested to Alina that this was something she could explore. Alina had achieved good grades in I.T at school so decided to start applying for apprenticeships in this sector, using Find an Apprenticeship, Google and Indeed Jobs to search for opportunities. Unfortunately, after submitting many applications, Alina hadn't managed to secure an apprenticeship. She didn't receive any feedback from employers and began to feel very despondent about her future. Alina would have liked some support with apprenticeship applications but didn't know how and where to get the help she needed. After eventually getting invited for an interview, Alina was unfortunately unsuccessful, but was signposted to a training provider who was offering eight-week I.T traineeships.

Experience of the traineeship

Alina got in touch with the provider. She then attended a traineeship information session where details about the traineeship and potential future careers were discussed. Alina was excited to start the programme once she realised it would improve her chances of getting an apprenticeship. However, the eight-week traineeship was not linked with an apprenticeship opportunity, so Alina knew that she would still have to find apprenticeships to apply for after her traineeship. Alina had some 1-2-1 sessions with her tutors to talk about potential apprenticeship options and thought digital marketing sounded like a great career for her. The traineeship provider secured a work placement for her with a local advertising company, where Alina got hands-on experience of what digital marketing involved. Alina really enjoyed her work placement and being in the 'world of work'. As part of her work placement, she managed clients' social media accounts across different platforms and got great feedback on her communication skills. She decided that she definitely wanted to get an apprenticeship in this area, but unfortunately her work placement employer did not have

any vacancies. It became apparent that Alina needed support with submitting high quality apprenticeship applications. Her tutor worked with her to review her previous applications and understand how they could be improved. She then attended group sessions focused on job search, tailoring applications to individual job descriptions and practicing job interview techniques. She also developed a strong social media profile to promote the skills she had learnt on her work placement.

Progression to an apprenticeship

Alina used her skills and experience to successfully apply for a level 3 apprenticeship in Digital Marketing with a new employer after finishing her traineeship. At the interview, she talked about her work placement and impressed her new employer with her knowledge of social media. Alina also found it easy to adjust to her apprenticeship and her new employer because she stayed with the same training provider. This consistency helped Alina as she was able to keep the same mentor. Alina is now confident that she will complete her apprenticeship and hopes to stay with her employer in the future.

ALINA'S JOURNEY







About Alina

Alina is 17 years old and recently left school with 5 GCSEs at level 4 and above including English and maths. She didn't get any information from her school about apprenticeships and traineeships. As her friends were all going to college she thought this was the best option for her as well. She chose to study a L3 childcare course.

Alina's situation

Shortly after starting her L3 Childcare course at college, Alina decided that it was no longer for her, dropping out soon after. She left with little idea about what to do next. She spoke to her family and they suggested that she should look into doing an apprenticeship. However, Alina was still unsure what sector she wanted to work in so submitted applications across different sectors but employers said her applications were not showing passion for the roles.

	Deciding	Applying for apprenticeships	Study traineeship	Progress to apprenticeship
USER ACTIONS	<ul style="list-style-type: none"> Asks family for advice Looks for apprenticeship in IT 	<ul style="list-style-type: none"> Submits multiple applications Goes to traineeship information session Attends interviews Starts traineeship in I.T 	<ul style="list-style-type: none"> Applies for apprenticeships Attends interviews 	<ul style="list-style-type: none"> Starts L3 Apprenticeship in Digital Marketing
TOUCHPOINTS	<ul style="list-style-type: none"> Adverts for apprenticeships 	<ul style="list-style-type: none"> Referred by employer to training provider Information session 	<ul style="list-style-type: none"> Work placement 1-2-1 discussion about career choices Support to tailor applications Practice interviews 	<ul style="list-style-type: none"> Regular meetings with mentor
EMOTIONS	 <ul style="list-style-type: none"> Excited about starting an apprenticeship 	 <ul style="list-style-type: none"> Upset because she wasn't getting any response from employers 	 <ul style="list-style-type: none"> Worried about applying for apprenticeships again 	 <ul style="list-style-type: none"> Happy to start her new career in Digital Marketing

EMMA-16 YEARS OLD



Background

Emma was diagnosed with dyslexia in primary school. She didn't receive any specialist support during secondary school and struggled to keep up with her friends and peers. This left Emma feeling frustrated as she felt she wasn't doing as well as she could because she needed more support to work on her reading and writing skills. Unfortunately, Emma left school without any GCSEs at grade 4 and above.

Applying for apprenticeships

Even though many of her friends decided to go to college, because Emma had struggled at school she decided she wanted to do an apprenticeship. She thought that getting hands-on experience and practical learning would suit her better. She had always enjoyed interacting with and helping other people, so thought that an apprenticeship in a customer services role would be perfect for her. Emma applied for around 50 Customer Service apprenticeships during her final year at school. However, her applications were unsuccessful, and she became very frustrated as she wasn't getting any feedback from employers. Emma wasn't sure what she was doing wrong in her applications and didn't know how to improve. She then met with the School Careers Adviser. He recommended a traineeship and referred her to a local college who offered traineeships.

Experience of the traineeship

The college contacted Emma and invited her to an information session about a six-month traineeship, which she started straight away. Emma's time on her traineeship was divided between an office-based work placement and classroom-based support. Her work placement was a customer focused role which included taking product orders from customers. She realised she was talented at dealing with the public and this made her feel much more confident after her bad experiences at school.

Emma really enjoyed using her English and maths in the real world and found it much easier than studying them in the classroom. Emma was able to build a really good relationship with her employer. The employer understood her dyslexia needs and they were able to get some extra support for Emma whilst she was on her placement. At college, Emma received additional learning support to help with her

dyslexia and did functional skills instead of GCSE maths and English. This complemented the maths and English skills that she was developing and applying in her work placement. Because Emma's traineeship was six months long, there was time for her to get extra support with her dyslexia and do well in English and maths.

Progression onto an apprenticeship

Emma's employer was really impressed with her performance on her traineeship. They were keen to keep her so offered her a level 2 apprenticeship in Customer Services. She was really pleased that her traineeship gave her the chance to find the right job for her. Emma has since settled in well to her apprenticeship. She believes that staying on with the same employer has made things easier for her as she had already built good relationships with her colleagues before starting the apprenticeship.

EMMA'S JOURNEY







About Emma

Emma is 16 years old and recently left school without any GCSEs at level 4 and above. Emma was diagnosed with dyslexia in primary school but struggled at secondary school because she didn't get the support she needed.

Emma's situation

Emma didn't feel going to college was right for her, so she decided to start applying for apprenticeships as she felt getting hands-on experience and practical learning suited her better. Emma enjoyed interacting and helping others so decided a career in customer service was a great fit. But after sending many applications during her last year at school she didn't manage to get an apprenticeship. She wasn't getting any feedback either which left her feeling frustrated. She met with the School Careers adviser before leaving school.

	Deciding	Applying for apprenticeships	Study traineeship	Progress to apprenticeship
USER ACTIONS	<ul style="list-style-type: none"> Deciding against going to college Wants to do Customer Service Apprenticeship 	<ul style="list-style-type: none"> Applied for 50 apprenticeships Attends information session on traineeship Met with School Careers Adviser Started traineeships with a customer focused work placement 	<ul style="list-style-type: none"> Studies English and maths in the real world Support with dyslexia from employer and training provider 	<ul style="list-style-type: none"> Starts L2 Apprenticeship in Customer Service
TOUCHPOINTS	<ul style="list-style-type: none"> Apprenticeship adverts online 	<ul style="list-style-type: none"> Referral by careers adviser onto another provider Information session 	<ul style="list-style-type: none"> Builds good relationship with employer Traineeship linked to apprenticeship 	<ul style="list-style-type: none"> Starts apprenticeship with the same employer
EMOTIONS	 <ul style="list-style-type: none"> Looking forward to starting an apprenticeship 	 <ul style="list-style-type: none"> Unhappy about lots of unsuccessful applications 	 <ul style="list-style-type: none"> Receives support and positive feedback from her employer 	 <ul style="list-style-type: none"> Excited about her new career

MARKU'S-22 YEARS OLD



Background

Markus did well in school and got seven GCSEs at grades C and above, including English and maths. Since age 16 he also had a part time job in a café, which he really enjoyed. Like most of his friends, Markus moved onto college, getting a level 3 qualification in food and beverage services. Markus then started working at a local restaurant as a trainee manager, but lost his job when Covid-19 hit. He realised it was going to be very difficult to find work in the hospitality sector with restaurants and bars closed so he decided to try and find a level 3 apprenticeship in the construction sector. Markus had always done well in practical subjects like Design Technology and Computing at school and thought he would be able to use these skills in a new career.

Applying for apprenticeships

Markus used the *Find an Apprenticeship* website to search for roles in the construction sector. He submitted around 25 applications but did not manage to secure an apprenticeship. He was invited to three interviews, but his lack of knowledge and experience in construction meant he struggled to answer the more technical and sector-specific questions. Employers thought Markus came across really well in interviews, but felt it was too risky taking him on without any experience in construction. Markus got in touch with the National Careers Service who advised him that doing a traineeship could help him get an apprenticeship. He took the advice on board and started an 13-week traineeship in construction a few weeks later.

Experience of the traineeship

Markus' traineeship was designed as a 'Fast-track to an apprenticeship'. It included support with submitting apprenticeship applications, CV help, as well as getting a Construction Skills Certification Card and completing a construction qualification. Markus also took part in a five-week work placement with a construction employer where he shadowed employees to gain a full understanding of their roles and responsibilities. This experience confirmed to Markus that he wanted a career in construction. During his work placement, he really impressed his employer with how quickly he learnt practical skills such as using CAD software. He was also able to apply the skills he learnt as a restaurant manager such as time management and health and safety

assessments to a new workplace. Markus was delighted when his employer agreed to take him on as an apprentice.

Progression onto an apprenticeship

Markus is doing really well on his apprenticeship and has maintained a good relationship with his employer. He believes that he would not have got an apprenticeship without doing the traineeship. Getting a construction qualification and a work placement made him much more employable.

MARKUS JOURNEY







About Markus

Markus is 22 years old. He did really well at school having achieved seven GCSEs at grade C and above, including in English and maths. After leaving school, Markus spent a few years working in the hospitality sector, but lost his job when Covid-19 struck.

Markus' situation

After losing his job in the restaurant he was working at, Markus decided to pursue a career in the construction sector and started applying for apprenticeships. Markus used the Find an Apprenticeship website to search for apprenticeship but because he didn't have much experience in the sector, employers weren't willing to give him a chance. Markus then got in touch with the National Careers Service to get advice on what he could do next.

	Deciding	Applying for apprenticeships	Study traineeship	Progress to apprenticeship
USER ACTIONS	<ul style="list-style-type: none"> Made redundant from his job in the hospitality sector Decides to look for construction apprenticeships 	<ul style="list-style-type: none"> Applied for 25 apprenticeships Got in touch with National Careers Service Attended interviews Starts a traineeship 	<ul style="list-style-type: none"> Undertakes work placement in construction Works towards a construction qualification 	<ul style="list-style-type: none"> Starts apprenticeship in construction
TOUCHPOINTS	<ul style="list-style-type: none"> Apprenticeship adverts online 	<ul style="list-style-type: none"> Contact with NCS Search for traineeship 	<ul style="list-style-type: none"> 1-2-1 careers discussion Interview practice and employability support 	<ul style="list-style-type: none"> Starts apprenticeship with the same employer
EMOTIONS	 <ul style="list-style-type: none"> Excited about his career change 	 <ul style="list-style-type: none"> Disappointed by unsuccessful interviews 	 <ul style="list-style-type: none"> Impresses his employer on work placement 	 <ul style="list-style-type: none"> Happy to stay with same employer

JOSEPHINE-19 YEARS OLD



Background

Josephine is a single parent with a one-year-old child. She has been out of work for just over a year since being made redundant from a part-time job in retail. She has been in receipt of Universal Credit since losing her job, but now wants to get back into work to offer more financial security to her child. She had been interested in becoming an engineer after listening to a presentation by apprenticeship engineers at a careers event a few years ago. However, Josephine left school without achieving English and maths at level 2, which most engineering employers require before taking on apprentices.

Applying for apprenticeships

Josephine had applied for about 20 level 2 apprenticeship roles in the engineering sector since becoming unemployed, but because she didn't have any specific sector knowledge, she often found it difficult answer questions on application forms. As well as not being able to fully complete application forms, her lack of English and maths at level 2 meant that some employers would not consider her at all. Josephine was worried that she wouldn't be able to achieve her goal of becoming an engineer. As she was on Universal Credit, she had a work coach at the local job centre, who she met regularly. At one of the meetings Josephine asked her work coach how she could get onto an engineering apprenticeship. The work coach said Josephine needed to have some experience in engineering before employers would take her on and suggested that she should do a sector-based work academy programme or a traineeship.

Experience of the traineeship

Josephine hadn't heard of sector-based work academies or traineeships before her work coach told her about them. After the meeting she read up about them online and found that traineeships were a better option as they could help to improve her English and maths skills. She went back to her work coach and they agreed that traineeships were a good fit for Josephine. The work coach referred Josephine to a traineeship opportunity which was linked to a Level 2 apprenticeship in Electrical Engineering. Josephine was delighted to be offered a place and have the chance to progress to an apprenticeship. Josephine needed to achieve level 2 Functional Skills to move onto the linked apprenticeship, so the training provider made sure that she had enough time in the classroom to achieve this. Josephine also received support with childcare which was a big relief for her. Josephine did a 6-week work placement with the employer that was offering the Electrical

Engineering apprenticeship. She shadowed a number of staff and gained insight into different aspects of the job, alongside gaining the health and safety certificate required for the apprenticeship. She really enjoyed her work placement and impressed her employer with her enthusiasm.

Progression onto the apprenticeship

Josephine was very happy to get the level 2 Functional Skills qualification that she needed to move onto the linked level 2 apprenticeship. She thinks she would never have been able to get these qualifications without her traineeship. She has since progressed to a level 3 apprenticeship with the same employer and training provider and is really enjoying her new career as an electrical engineer.

JOSEPHINE'S JOURNEY

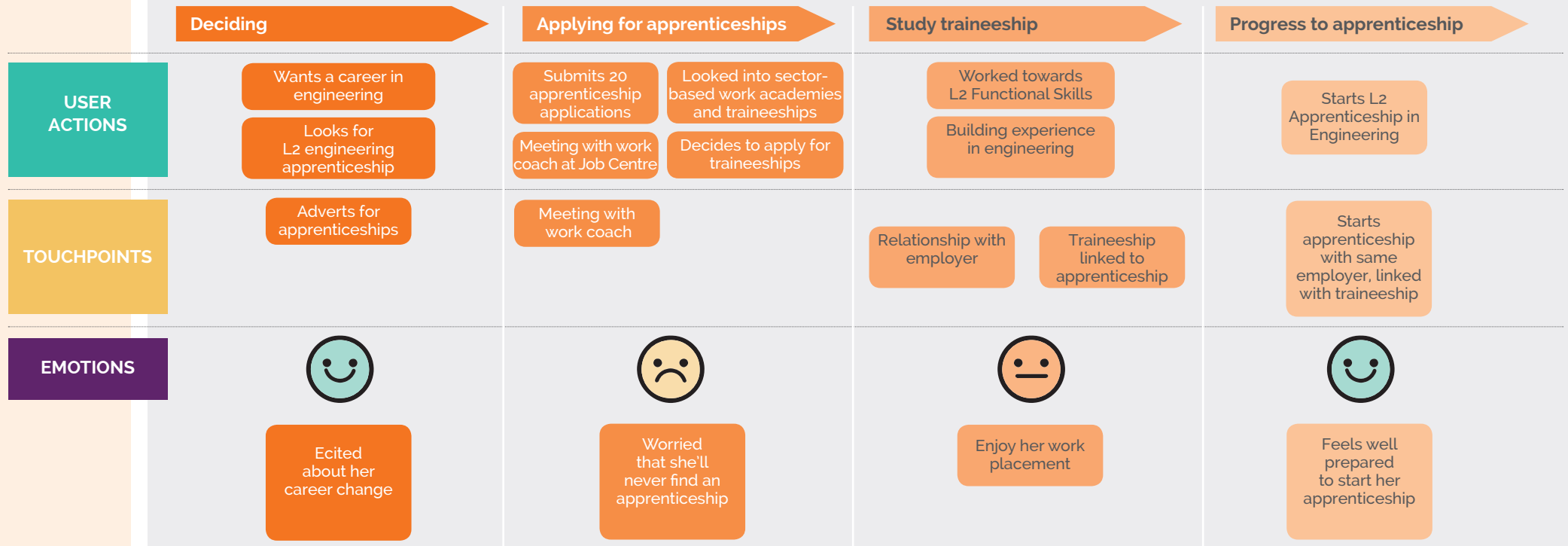


About Josephine

Josephine is 19 years old and a single parent with a one-year-old child. She lost her job in retail about a year ago and has been on Universal Credit since then. She wants to find work so she can offer more financial security to her child.

Josephine's situation

Since losing her job, Josephine has been applying for apprenticeship in engineering. She first became interested in a career in engineering after hearing from apprentices at a careers event a few years ago. Josephine spent about six months applying to apprenticeships, but because she didn't have GCSE English and maths at grade 4 or above and minimal knowledge of the sector, employers did not want to take her on. She got in touch with her work coach at the local job centre to talk through her options.



IBRAHIM-16 YEARS OLD



Background

Ibrahim entered the care system aged 8 after arriving in the UK from Eritrea. After leaving care he expressed an interest in becoming a mental health support worker in the NHS. However, he left school without getting GCSEs in English and maths which he needed for an apprenticeship in Health and Social Care. He also left school lacking in confidence, and having problems with anxiety.

Applying for apprenticeships

After leaving care Ibrahim received on-going support from his personal adviser at his local council. They supported him to apply for the local authority care leavers apprenticeship scheme, but he was unsuccessful after attending an interview. Ibrahim's lack of confidence meant he struggled to answer some of the questions asked by the interviewers. After the unsuccessful interview his personal adviser referred him onto a three-month traineeship run by a private training provider. He was really pleased to be accepted as he felt the traineeship would be a new start for him.

Experience of the traineeship

Ibrahim, his personal adviser and the private training provider met before he started the traineeship to discuss his needs and longer-term goals. They all agreed that Ibrahim's traineeship

should focus on supporting him to retake his GCSE English and maths and improve his confidence. This helped him feel less anxious about starting the programme. Ibrahim and his tutor had weekly one-to-one sessions to work on interview techniques alongside other communication skills. These weekly sessions helped him develop his interview skills and made him more confident in speaking to employers. Ibrahim did a work placement in the local council's community development team. Part way through the placement Ibrahim didn't attend for two days as he had a leak in his flat. His personal adviser was able to let his work placement employer know and talk to Ibrahim about how he would deal with a similar problem in the future. Ibrahim built up a good relationship with his colleagues and left with a really good reference. Ibrahim also managed to achieve grade 4 in GCSE English and maths, which he credits to his traineeship tutors.

Progression onto an apprenticeship

Ibrahim reapplied for the care leavers apprenticeship at the local council and got the position after a successful interview. After getting the apprenticeship Ibrahim and the training provider worked together on applying for the £1,000 care leavers' bursary. The application was successful, and the bursary really helped him with his living costs. He has settled in well to his apprenticeship and has a good relationship with his employer. Ibrahim is still in touch with tutors from his traineeship so knows where to go if he has any problems, he also continues to receive support from his personal adviser. His ambition for the future is to help other children in his position and he thinks his traineeship set him on the right path.

IBRAHIM'S JOURNEY



About Ibrahim

Ibrahim is 16 years old. He arrived in the UK from Eritrea eight years ago and entered care shortly afterwards. He left school without getting English and maths at grade 4. He also left school lacking confidence and with high levels of anxiety.

Ibrahim's situation

After leaving school Ibrahim got ongoing support from his personal adviser at the local council. He was supported to apply for the local authority care leavers apprenticeship scheme, but his lack of confidence meant he struggled to answer some of the questions asked at interview. His personal adviser then referred him onto a three-month traineeship run by a private training provider.

