

**- 'PLANNING FOR THE FUTURE ATTRACTING YOUNGER STAFF INTO ADULT SOCIAL CARE SECTOR – SETTING UP OF AN APPRENTICESHIP SCHEME FOR YOUNG PEOPLE' -**

<b><u>Organisation / Country:</u></b>	London Borough of Redbridge / England, United Kingdom
<b><u>Website:</u></b>	<a href="#">Here</a>
<b><u>Contact this email for further information:</u></b>	policy@esn-eu.org
<b><u>Summary:</u></b>	<p><b>Context - Why did the London Borough of Redbridge want to recruit a younger workforce?</b></p> <ul style="list-style-type: none"> <li>• In 2010, 929,000 young people aged 16-24 were unemployed in the UK, of which 1,440 lived in Redbridge.</li> <li>• At the same time, only 66 (2.6 percent) of employees within the Council workforce were aged between 16 and 24, which is a comparatively low number. Prior to the established scheme, 0 percent of employees aged 16-24 were employed in Learning Disability Services.</li> <li>• In some jobs, including social care, it has turned out to be hard to recruit employees, especially young people. After the establishment of the apprenticeship scheme, 5 (16 percent) of community support workers within Learning Disability Services are aged 16 to 24 years. The number of service users was at around 114.</li> </ul> <p><b>How the London Borough of Redbridge developed the apprenticeship scheme</b></p> <p>The setting up of the scheme was based on joint working with the training provider, including the development of:</p> <ul style="list-style-type: none"> <li>• a collaborative training programme that costs 5,000 per individual apprentice over 2 years</li> </ul>

	<ul style="list-style-type: none"> <li>• shared resources with the training provider</li> <li>• consistent and open lines of communication between London Borough of Redbridge &amp; training provider</li> <li>• monitoring progress measured against performance between training provider and London Borough of Redbridge Joint mentoring and support services for the individual apprentice from London Borough of Redbridge and training provider</li> </ul> <p>Each apprentice could receive the following qualifications:</p> <ul style="list-style-type: none"> <li>• National Vocational Qualification Level 2</li> <li>• Qualification Competence Framework Level 3</li> <li>• Diploma – Health and Social Care with Learning Disability mandatory units</li> </ul> <p>Within the apprenticeship scheme, the following trainings are compulsory:</p> <ul style="list-style-type: none"> <li>• CIEH - health and safety</li> <li>• risk assessing</li> <li>• manual handling</li> <li>• safeguarding vulnerable adults</li> <li>• behaviours that challenge the service</li> <li>• social care codes of practice</li> <li>• infection control</li> <li>• numeracy and literacy</li> </ul> <p>The young people entering the scheme also receive work-based training on the job. Those trainings cover topics around equality and diversity, teamwork, roles and responsibility, report writing, effective communication, and effective customer service.</p> <p>The scheme integrates performance management and workplace support as essential elements, which slightly differ between years 1 and 2.</p> <p><b>In year 1:</b> The performance reviews take place once a year. When entering the scheme, the apprentices are</p>
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	<p>subjected to a six months initial probationary period. Within this scheme, 2 monthly performance reviews take place. Moreover, the apprentices can make use of a half day study day with a training provider. 6 weekly supervisions with a manager take place.</p> <p><b>In year 2:</b> In year 2 of the scheme, quarterly performance reviews take place. The apprentice can benefit from a half day study day with training providers and 6 weekly supervisions with Manager. The apprentice receives informal support throughout the apprenticeship.</p>
<b><u>Issues:</u></b>	Against the impact of demographic change on the workforce, the recruitment of younger workers is crucial. It is vital to assist them in becoming aware of this particular education and training opportunity, in entering into the apprenticeship scheme, in completing the scheme, and eventually in remaining in the professional sector.
<b><u>Resources:</u></b>	Alongside the outlined training and performance management in the summary section. Further resources invested into this scheme are Management time and motivation to mentor and guide the young person through the scheme and the expectations on them to complete the appropriate training and also be a productive member of staff.
<b><u>Objectives:</u></b>	What the local administration wanted from the scheme was to understand what younger people coming into the service wanted. The local authority sought to establish a workforce trained specifically to work with people with a learning disability. This was intended to provide a career pathway for a younger workforce coming directly into the service from school or college. In the long-term, they strove for a centre of excellence for apprenticeships within the Learning Disability Service.
<b><u>Outcomes:</u></b>	<ul style="list-style-type: none"> <li>• A changed and further changing profile of social carers towards a younger workforce</li> <li>• Steady efforts to increase the workforce for the future</li> <li>• Continuous efforts to improve the quality of education and training of the workforce</li> <li>• Stronger demands of younger people to enter into the social care domain</li> </ul>
<b><u>Evaluation:</u></b>	See summary for the evaluation and performance management of the apprentices and the scheme.