



**L&W** LEARNING AND  
WORK INSTITUTE

## Bricklaying occupational traineeship Case study

Learning and Work Institute  
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**Traineeships**



Department  
for Education

# Bricklaying occupational traineeship case study

The occupational traineeship in bricklaying is a pilot programme designed by the Construction Industry Training Board (CITB), the British Association of Construction Heads (BACH), the Association of Colleges (AOC) and the National Open College Network (NOCN), in consultation with other intermediaries, bricklaying employers, and providers that deliver training in construction. It was delivered by Hartlepool College. The Department for Education (DfE) also supported the development and implementation of the programme.

The pilot aimed to support young people to progress to sustainable employment in the construction industry by providing a bridge between the Level one or two diploma in bricklaying and the apprenticeship. Hartlepool College of Further Education offers a wide range of vocational courses to students aged 16+ in over twenty curriculum areas, including aerospace, construction, building services, automotive and civil engineering. The Construction and Built Environment department has approximately 500 learners on programmes ranging from entry-level to Level four. These include courses in carpentry and joinery, bricklaying, painting and decorating, property maintenance, plumbing, and ground works. The College has a history of successfully delivering apprenticeships but has not previously delivered traineeships.



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## Why the programme is needed

The construction sector is experiencing a severe shortage of skills in key trades and progression from further education to employment in the sector is poor. From the 36,000 students per year who undertake construction courses in FE, only 41% move directly into an industry job or apprenticeship.<sup>1</sup> As a result, employers struggle to find a talent pipeline of suitable recruits.

The bricklaying traineeship was designed to follow on from a Level one or two diploma in bricklaying, and was intended to bridge the gap in work readiness and practical skills so young people are more likely to progress to, and do well in, a bricklaying apprenticeship. Both employers and trainees considered it invaluable for a trainee to gain high quality work experience before committing to an apprenticeship. The bricklaying traineeship provided this bridge.

*"Everywhere is crying out for them up here... Even for qualified bricklayers. A lot of young kids...no one wants to learn anything in a manual labour job anymore."*

**(Employer)**

## How the programme was designed

The programme design working group included CITB, BACH, AOC and NOCN. The working group in turn consulted with wider stakeholders which included awarding bodies, the Construction Leadership Council (CLC), the Federation of Master Builders (FMB), the Home Builders Federation

(HBF), and the Construction Skills Delivery Group (CSDG). The CITB developed the traineeship standard in consultation with a range of stakeholders, including bricklaying employers and providers with experience of delivering programmes in the sector. The consultation process balanced the demands of different stakeholders, but represented a significant time commitment for the working group.

<sup>1</sup> Construction Leadership Council's Industry Skills Plan for the UK Construction Sector 2021-2025  
<https://www.citb.co.uk/media/tl5k4xxi/final-achievers-and-leavers-report.pdf>

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## Target group

All trainees were selected from the cohort of students who completed the Level one or Level two diploma in bricklaying at the college in the 2020/2021 academic year. Hartlepool College assessed trainees' suitability for the programme using the general traineeship eligibility criteria. The College offered the traineeship opportunity to diploma students who were not already in employment and had little or no work experience, but were focused on a career in bricklaying, and had a reasonable chance of being ready for the workplace within 6 months of completing the traineeship. A cohort of 20 young people started the programme.

Most of these learners were aged 16-18. 19 were male, and one was female; all were White British. One learner was identified as having learning support needs. Some young people entered the programme with GCSEs at grade four and above, while others had experienced disrupted education and had not gained any qualifications prior to the Level one diploma. Several young people had a father or other family member who was a bricklayer and had inspired the young person to follow the same path. They suggested that without this family connection they would not have known about the opportunities offered by a career in bricklaying, as information, advice, and guidance (IAG) about vocational careers had not been provided in their schools.

## Model of delivery and content

Occupational traineeships include the four core elements of a general traineeship: work preparation training with a training provider; a high-quality work experience placement; English, maths and digital skills where needed; and flexible vocational learning. However, unlike a general traineeship, the content is tailored to support progression into a particular apprenticeship or job.

The bricklaying traineeship was a ten week programme, comprising two weeks of training with the provider (which could be extended to four weeks if needed) and an eight-week work placement. The first weeks of the traineeship contained 80% or more vocational learning delivered on the college's simulated construction site (a Seymour civil engineering site). On this site, trainees were able to lay the foundations of a bungalow and start to build courses of brick and blockwork. **Table 1.1.** below outlines the content of the bricklaying occupational traineeship.

**Table 1.1. Bricklaying occupational traineeship – content**

Work Preparation Training	Flexible vocational learning and preparation for occupational standards	Work Experience Placement
2 - 4 weeks	Practical skills the trainee should be competent at when completed	8 weeks
<p><b>Workshops covering</b></p> <ul style="list-style-type: none"> <li>• Types of employment in construction</li> <li>• Routes into employment</li> <li>• Interview techniques and CV completion</li> <li>• Behaviours discussion and assessment</li> <li>• Construction induction videos</li> <li>• Correct use of PPE</li> </ul> <p><b>Check knowledge</b></p> <ul style="list-style-type: none"> <li>• Health and safety in the workplace</li> <li>• Productive work</li> <li>• Practices</li> <li>• Moving, handling, and storing resources</li> </ul> <p><b>Attain Construction Skills Certification Scheme (CSCS) Trainee Site Card</b></p>	<p><b>Mandatory</b></p> <ul style="list-style-type: none"> <li>• Setting out</li> <li>• Laying bricks and blocks to a line and gauge</li> <li>• Constructing a cavity wall</li> <li>• Building reveals and installing lintels</li> <li>• Installing the correct wall ties with correct embedment and spacing</li> <li>• Installing insulation materials</li> <li>• Installing Damp Proof Course (DPC)</li> <li>• Installing cavity trays and weep holes</li> <li>• Moving, handling and storing resources</li> </ul> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>• Installing bed joint reinforcement</li> <li>• Installing a cavity fire break or barrier to manufacturer's specification</li> <li>• Installing movement joints; Windposts; brick slip systems; specialist DPC systems; brick soffit systems; brick slip systems; fixings and ties; wall starter kits</li> <li>• Fitting a masonry support angle to manufacturer's specification</li> </ul>	<p><b>Scope of work placement</b></p> <ul style="list-style-type: none"> <li>• Induction, including practical aspects of health and safety on site</li> <li>• Daily briefing</li> <li>• Ensuring have correct PPE</li> <li>• Meet the team and mentor</li> <li>• Site tour</li> <li>• Weekly debriefs and 1-2-1s</li> <li>• Workbook completion or progress report on each skill for employer to update</li> </ul> <p><b>At the end of the work placement a professional discussion takes place with the trainee, employer and/or mentor and college representative including:</b></p> <ul style="list-style-type: none"> <li>• Assessment of practical skills and knowledge demonstrated during the placement</li> <li>• Question and answer session</li> <li>• Learner, mentor and/or employer feedback</li> <li>• Exit interview</li> </ul>

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There was a strong focus on embedding employability skills in the vocational learning that took place on the simulated site. Tutors instructed and reinforced teaching of behaviours expected of trainees on site, such as not using their mobile phone and punctuality, while trainees also built skills such as team working, communication and confidence.

Prior to going on work placement, trainees had to meet certain criteria, such as passing their Operative Health and Safety test in order to gain their CSCS card; having their practical skills assessed as adequate, and attending a minimum level of training on, for example, construction induction, moving, handling, and storing resources, and the correct use of PPE. Most of the young people had achieved an English and maths qualification within their diploma, but those who had not were supported by the college to re-sit their examinations.

Four members of college staff worked with up to 20 trainees, and all teaching staff had extensive industry experience of working as bricklayers as well as teaching qualifications.

*"You've got to work as a team otherwise the building won't work...when you work with them it all links in and it makes your day, and your job's so much smoother and easier... [We] have realised that you can't work against people... otherwise your building goes wrong...It helps people who are nervous and shy, who have never been on site and are quiet, because a lot of them are quiet in classrooms but you see a lot of difference in people out here, you see the spark they have."*

**(Trainee)**



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## How young people are supported to do well

The time trainees spent at the college before starting the work placement was flexible, so it could be tailored to the needs of individuals. During the pilot, after the first two weeks at the college, approximately half the cohort were ready to go on a work placement, the rest continued at the college until they were site ready.

A learning support worker from the college attended the vocational learning sessions at the college site to support trainees with learning support needs. The learning support worker found that the majority of the cohort did require support at some point, even though they had not all been identified as having particular learning support needs. One trainee explained that it was helpful that the learning support worker spent one to one time with him ensuring that he understood instructions, often breaking them down into shorter, more simple steps so that he could follow them more easily.

*"I understand things better when they're put in steps so like you do this... and then you do this... rather than telling you too much at once, then it doesn't go in. She helped me through my work a lot like that, she was there the whole time."*

**(Trainee)**

Employers also supported the young people to do well. A large employer assigned a regional Apprenticeship Manager to their trainees. He gave each trainee a mentor and supported them to prepare for their interview for an apprenticeship opportunity. He explained what behaviours are expected of an interviewee and gave them tips on how to prepare and how to come across well in an interview. The employer considered it important to provide such support because an interview in the commercial environment of a large organisation's offices could seem unfamiliar and daunting to a trainee.

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## How progression is facilitated

Trainees said that hearing from their college tutors about their industry experience and career progression helped them to understand the opportunities that were open to them from a career in bricklaying. For example, they were enthusiastic to hear about the opportunity to travel, earn high wages and progress into management positions.

Similarly, when working on site with their employer, trainees learnt about opportunities for career progression in bricklaying. For example, one trainee worked with an employer who had completed his apprenticeship at Hartlepool College ten years ago and now ran his own business.

At the end of the programme, young people were offered an exit interview. Employers that provided work placements to trainees were expected to offer the trainee a progression opportunity, such as an apprenticeship or employment if the young person performed to expected standards.

*"One lecturer was a site manager. He was in [bricklaying] for 40 years. He was on site 20 years, and he was site managing for 20 years. I think [another lecturer] said he was in it for 35 years...he's been to Canada and all that though with his brick laying...He's travelled all over the world, London, Germany"*

**(Trainee)**

## Employer perspective

With the exception of a large employer who was involved through CITB connections from the design stage of the programme, most employers were recruited by Hartlepool College from their existing contacts. They were invited to visit the college site to see the trainees on the programme and decide if they wanted to offer a work experience placement. The financial incentive of £1000 that was offered to all employers who provided a trainee work placement encouraged the employers to take part. This was particularly important for SMEs, who said this helped to compensate for the time spent training the young person.

This is a particular challenge in bricklaying as it takes a long time for a trainee or apprentice to learn the hand skills needed to work at pace and therefore be productive for the business.

*"With little builders like us, I think the incentive does help. With building extensions, we've got a timescale to hit. But when we've got a trainee with us, obviously one of us is having to stop for, say, an hour or two throughout the day, to show him how to do what, what goes where, how this goes. So, it does slow us down a little bit."*

**(Employer)**

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*"I thought it was quite a good idea for us and the young lads as well because I've had a couple where they've come out, and think it was just going to be a walk in the park and then they didn't want to do it. It's good for us as well before you get tied in to someone, then they realise that they don't want to know"*

**(Employer)**

Some employers were motivated to engage with the programme in order to 'give back'. They felt they had benefitted from an apprenticeship in the past and wanted to support young people to do the same. However, their main motivation was that the programme would help them recruit apprentices. They struggled to recruit bricklayers, both qualified and trainees, who showed potential but was not ready for employment and so valued the opportunity to 'try out' a young person. They felt the eight week work experience placement was the right length to enable them to assess the trainee and decide whether they wanted to offer them a more permanent role. Employers felt the most important characteristic in a trainee was that they had a good understanding of what it was like to work as a bricklayer. Therefore, they saw the occupational focus of the traineeship as critical, as it gave trainees knowledge and experience specific to the role, enabling them to make a more informed decision about their future career.

*"They're not jumping straight into something that they don't know what they're getting into. They have to do this eight weeks, they have a little taster, and think, 'Do I like it or do I not?' Rather than going, 'Yes, okay, I'll go and do bricklaying,' and then realising they don't like it... For us, bricklaying is a bit of a dying trade... there are no bricklayers coming through... And if they do, they all drop out because they don't realise what they're getting themselves in to"*

**(Employer)**

Employers described how in the past they had recruited people only to find that they lacked the motivation and work ethic required once they realised how physically demanding it was to work as a bricklayer. They also said that the experience and knowledge gained by trainees on the programme gave them confidence in their work that made them more useful on site, as they could be given greater responsibility and more productive tasks than someone with less experience.

*"When they actually start their [apprenticeship] programme, they have a level of ability which again, I would use this word confidence, the kids are confident to do it out on site and the gangs that they're with are confident to let them do it, without thinking 'I can't really let them on that wall' because at the end of the day, what they're building is a customer's house"*

**(Employer)**

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## Young people's outcomes

From the initial cohort of 20 young people who enrolled on the programme, 14 successfully completed the traineeship and nine were offered a Level two apprenticeship, all but one with their work experience employer. Four more young people progressed to further education programmes in other vocational subjects. 64% of trainees progressed to an apprenticeship (compared to the standard apprenticeship progression rate of 26% in 2018/19). Overall, 93% of trainees progressed to successful outcomes (compared to the standard progression rate of 66%).

Employers, provider staff, and young people felt that work readiness skills and behaviours were the most important factors in whether a young person was successful in progressing to an apprenticeship. Where young people had not achieved a positive outcome, this was seen as due to them either no longer wanting a career in bricklaying, or not developing appropriate workplace behaviours.

The traineeship had an important role in making sure that the young people starting bricklaying apprenticeships had a realistic understanding of what it entailed and still wanted a career in bricklaying. The long term aim was that this work readiness would mean improved apprenticeship completion and progression rates. Therefore, the full impact of the traineeship will not be known for at least two years.



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## Summary of effective practice and key learning from the pilot

Key successes in the design of the programme included the involvement of a wide range of stakeholders and intermediaries, such as CITB. This facilitated engagement with a diverse range of employers in the sector who in turn were able to feed in to the design process, as well as ensuring that the programme was designed around a clear set of standards. This resulted in a programme that met the needs of employers, but was also feasible for the provider to deliver.

The simulated building site at Hartlepool College, where trainees completed their vocational learning, was seen as a unique strength of the programme by providers, employers, and trainees. The site allowed trainees to gain practical experience of bricklaying in a 'real world environment', with the weather and environmental conditions that they would experience on a real construction site.

*"Other providers would put them in a brickwork shop where it's perfectly flat ground so they're laying on a perfectly flat floor. There's no wind, no rain, no elements, no sunshine, no drying conditions... We got it excavated, the foundations put in... [the learners have] met delivery drivers, they've worked with plant operatives who have cleared the land for us, they've put fences up... they've been learning how to use a mixer, transporting mortar, laying bricks to a line, building corners, setting out a real bungalow... some of the employers have come in and they said, oh it's great this isn't it. It's given them a much better understanding of what it's going to be really like.."*

**(Provider)**

Finally, the teachers' extensive industry experience currently working or having worked as bricklayers for many years was key to the success of the pilot.

This allowed them to provide good quality IAG that was relevant to the workplace, give practical tips and advice on bricklaying skills as well as the behaviours that would be expected of them in the workplace. Trainees highlighted their appreciation of their teachers' industry experience and supportive approach.

*"It's better if you've got a teacher that does the actual thing, the people that do it as a job and they also teach it, it's just a lot better... They speak to you like you're an actual human and they have respect for you... I just used to mess about in school, I wasn't bothered about anything... [the occupational traineeship lecturer] told me 'you carry on, you're going' simple as that, I thought well if this is what I'm doing, I've got to do it now. I changed myself."*

**(Trainee)**

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## Summary of challenges and how these have been overcome

Employer engagement, particularly with larger companies, was challenging. This meant that Hartlepool College had to carry out extensive work with their local SME employers to ask them to take on trainees, which was resource-intensive and had to be completed in a short time scale. Employer engagement is particularly resource-intensive with SMEs, each of which is only likely to be able to take on a single trainee. This was compounded by the speed with which the pilot was designed and delivered. This meant that at the same time as delivering the programme, provider staff had to engage employers in order to organise good quality work placements for trainees. The involvement of intermediaries in the programme design and development was seen as key to facilitating the engagement of large employers.

Trainees also experienced some challenges on the programme, particularly the physical demands of the job and the early starts that were required to make it to the site on time, both at the college and on their work placement. They said these challenges were useful in enabling them to understand whether or not they wanted to pursue a career in bricklaying.

*"I never went on site before this. But I liked it, because you came on and you realised...how different it actually is... 'Is this too much hard work for me, and do I want to do it?' It's actually tested some people. People who don't like getting up in the morning, people being late all the time, but to be honest everyone's done well. Last week we were getting up at five...I had to get up at five every morning."*

**(Trainee)**

Some trainees who found it difficult to travel to their work placement were supported by their employer who gave them a lift to work and home again in the evening. There were also some trainees on the programme who did not pass their Operative Health and Safety test first time. They had to re-take the test before they could get their CSCS Trainee Site Card to enable them to start their work placement. The flexibility of the programme in allowing trainees to spend between two and four weeks at college before moving on to their work placement gave trainees who needed it extra time to pass this test.

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## Reflections on implications of this pilot for wider roll out



Employer engagement, which is particularly challenging in the bricklaying sector, is likely to be difficult for providers with no pre-existing relationships with employers in the relevant sector for the occupational traineeship. Additionally, a longer lead-in time for promoting the traineeship before it begins would support employer engagement.



Consideration should be given to how providers that do not have the physical resources on site to simulate a working environment, including tools and equipment used, can deliver high quality vocational learning.



Providers need sufficient resource to recruit staff with experience of working in industry, so that they have the occupation-specific knowledge, skills, and experience to pass on to trainees.



Lessons from these traineeships can inform the development of new FE classroom-based qualifications as part of the Government's review of post-16 qualifications. For example, the practicalities of occupational alignment and the importance to employers of young people having a good understanding of what it is really like to work in the occupation. Occupational traineeships will need to develop as new FE qualifications are designed and delivered, but will continue to have a role supporting transitions for the target group

## Trainee voice and journey

The trainee journeys draw on the experiences of different trainees and do not represent any individual.



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# JACK

## Background

Jack did well at school, and left with good GCSEs. However, he did not want to stay at school to do A levels as he much preferred practical subjects. Instead, he enrolled onto a Level one diploma in Bricklaying at Hartlepool college. He did well in his Level one diploma, but was not successful in finding an apprenticeship, so stayed at the college for another year for the Level two diploma.

## Starting the traineeship

Towards the end of the Level two course, the Head of Construction at his college came to talk to his cohort and told them about the bricklaying traineeship that the college would be running over the summer. He had not heard of traineeships before, but wanted to join the programme because he thought it would provide him with useful work experience and would help improve his chances of getting an apprenticeship.

## Experience of the traineeship

During the two weeks at the college, Jack spent two days in a classroom learning theory on subjects such as health and safety on site, including taking written tests. The rest of the time was spent learning bricklaying skills through practical work on a simulated site, where they built the foundations and the first courses of brickwork of a bungalow and two garages. On the work experience placement, Jack worked with his boss on two different extensions. He was doing both labouring work, including demolition, and laying blocks. He learnt how to use tools to cut a brick or block, and he learnt from carrying too many blocks at a time how to carry loads more safely. As a one man band, Jack's employer worked closely alongside Jack and they got on well. Jack's employer also did a bricklaying apprenticeship at the same college so he has some understanding of the technical skills that Jack needs to develop for the bricklaying apprenticeship that he will progress on to.

## Progressing

Jack felt that his time on the college site, and particularly on the work experience placement, helped him to improve his technical skills in bricklaying significantly. Unlike practising skills in an indoor, classroom environment, on a building site he was expected to work to a higher standard because he was working on real constructions that would actually be used. Improving his skills through this real-world experience gave him a sense of achievement and pride in his work.

The traineeship also gave Jack an insight into what it was like to work as a bricklayer on a day-to-day basis, including the physical demands of the job. This understanding has helped reinforce his ambition to be a bricklayer, and to continue on to the apprenticeship. Towards the end of the work placement, Jack was offered an apprenticeship by his employer, and continued to work for the company while he was waiting for the apprenticeship to start.

# Jack's Journey

**About Jack:** Jack did well at school, and left with good GCSE's. However, he did not want to stay at school to do A levels as he had much preferred practical subjects. Instead he enrolled onto a Level one diploma in Bricklaying at Hartlepool College. He did well in his diploma, but was not successful in finding an apprenticeship, so stayed at college for another year for the Level two diploma.

**Jack's situation:** Jack had not heard of traineeships before but wanted to join the programme because he thought it would provide him with useful work experience and would help him improve his chances of getting an apprenticeship.

Looking for apprenticeships

Applying for traineeship

Experience of traineeship

Progressing into apprenticeship

Trainee actions	<ul style="list-style-type: none"> <li>• Completes Level one &amp; Level two diplomas in bricklaying</li> <li>• Keen to become an apprentice</li> </ul>	<ul style="list-style-type: none"> <li>• Decides that it would help him improve his chances of getting an apprenticeship</li> </ul>	<ul style="list-style-type: none"> <li>• Develops technical skills in bricklaying</li> <li>• Gains an insight in to what it is like to work as a bricklayer</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts an apprenticeship with his employer</li> </ul>
Touchpoints	<ul style="list-style-type: none"> <li>• Apprenticeship application</li> </ul>	<ul style="list-style-type: none"> <li>• His college recommends the traineeship to them</li> </ul>	<ul style="list-style-type: none"> <li>• Works closely with his employer, a one person firm</li> </ul>	<ul style="list-style-type: none"> <li>• Supported by his employer who was previously an apprentice at the college</li> </ul>
Emotions	<ul style="list-style-type: none"> <li>• Feels disappointed as he can't get into an apprenticeship</li> </ul>	<ul style="list-style-type: none"> <li>• Excited about gaining work experience</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys working on real constructions that will actually be used</li> </ul>	<ul style="list-style-type: none"> <li>• Feels inspired for his future career at bricklaying</li> </ul>

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# NATHAN

## Background

Nathan had left school before taking his GCSEs. He spent a year not in education, employment, or training, and did not know what to do next. Nathan's uncle was a bricklayer and suggested he might enjoy working outdoors with his hands. He was reluctant to go to college, but eventually enrolled on the Level one diploma in bricklaying at Hartlepool College.

## Starting the traineeship

The college told him that the traineeship programme could increase his chance of being offered an apprenticeship with the employer that he did the work placement with. This was the main motivation for Nathan to do the programme. He was keen to progress on to an apprenticeship as soon as possible rather than completing the Level two diploma.

## Experience of the traineeship

Nathan thought that the learning he completed on the traineeship programme helped him improve his bricklaying skills making him much more confident. He liked the range of experience that he gained during the two weeks of vocational learning on the college site. For example, they laid trench blocks and a splash course to build foundations on the college site. Nathan also liked working with other trainees on the programme during the two weeks in college, as he realised that his bricklaying skills were good compared to others, which boosted his confidence. He felt that the range of bricklaying skills gained through vocational learning on the college site made him better-prepared and more confident in his ability when he moved to the work experience placement.

He also enjoyed the learning and personal growth that came from some of the challenges he faced on his work placement. For example, at first he did not speak to any of his co-workers very much, but over time, he became more confident as he got to know them, and learnt how important good communication with your co-workers is in bricklaying, for example, when laying a line together.

Nathan also appreciated the length of the work experience. This gave him an understanding of how challenging it could be to do such physically demanding work five days a week with early starts, but also confidence that he could manage and enjoy this type of work longer-term.

## Progressing

Nathan was delighted to be offered an apprenticeship with his work experience employer. He felt that the traineeship helped him achieve this outcome, by allowing him to demonstrate his aptitude and ability to the employer, and develop his skills, knowledge and confidence in bricklaying and working with others on site. Nathan much preferred learning by doing, and so was very pleased to be starting a bricklaying apprenticeship by his employer, and continued to work for the company while he was waiting for the apprenticeship to start.

# Nathan's Journey

**About Nathan:** Nathan had left school before taking his GCSEs. He spent a year not in education, employment, or training, and did not know what to do next. Nathan's uncle was a bricklayer and suggested he might enjoy working outdoors with his hands. He was reluctant to go to college, but eventually enrolled on the Level one diploma in bricklaying at Hartlepool College.

**Nathan's situation:** The college told him that the traineeship could increase his chance of being offered an apprenticeship with the employer that he did the work placement with. This was the main motivation for Nathan to do the programme. He was keen to progress on to an apprenticeship as soon as possible rather than complete the Level two diploma

Looking for apprenticeships

Applying for traineeship

Experience of traineeship

Progressing into apprenticeship

Trainee actions	<ul style="list-style-type: none"> <li>• Completes Level one diploma in bricklaying</li> <li>• Wants to become an apprentice</li> </ul>	<ul style="list-style-type: none"> <li>• Learns about traineeships from the college</li> </ul>	<ul style="list-style-type: none"> <li>• Likes the range of experience that he gains during the vocational learning</li> <li>• Gains an insight in to what it is like to work as a bricklayer</li> </ul>	<ul style="list-style-type: none"> <li>• Has a successful work placement at his employer</li> </ul>
Touchpoints	<ul style="list-style-type: none"> <li>• Apprenticeship applications</li> </ul>	<ul style="list-style-type: none"> <li>• Accepted on to the traineeship programme</li> </ul>	<ul style="list-style-type: none"> <li>• Supported by his tutors and other trainees</li> <li>• Support from co-workers</li> </ul>	<ul style="list-style-type: none"> <li>• Offered an apprenticeship by his employer</li> </ul>
Emotions	<ul style="list-style-type: none"> <li>• Doesn't want to do the Level two diploma</li> </ul>	<ul style="list-style-type: none"> <li>• Looks forward to getting some work experience</li> </ul>	<ul style="list-style-type: none"> <li>• Becomes much more confident in communicating with colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Pleased to be starting a bricklaying apprenticeship with his work experience employer</li> </ul>