

Table Discussion Session – Key Points

Why employers offer IPs

What's working well / what employers value	What's problematic	What's missing / needed
<ul style="list-style-type: none"> • Get young people interested in the industry • Make them work-ready • Bridge skills and demographic gaps in workforce • Bring in new skills for future jobs, e.g. AI • Make the organisation approachable/accessible • Improve diversity and inclusion • Develop mentoring/buddying skills in staff • Link to core values, e.g. social mobility, care • Positive response from departments across the organisation • Opportunities for IPs in different business areas • Adapt IP to student and provider by using 	<ul style="list-style-type: none"> • Pressure on head count • Pressure on line managers and staff time • Changing processes for students • Poor career guidance in schools • Not enough support for TLs from trade/industry bodies • Whether or not to pay students • Rules for IPs too inflexible 	<ul style="list-style-type: none"> • Buy-in from senior leaders • Understanding of the route from TL to apprenticeship • Joined-up approach to workforce planning and development • Support to scale up the IP offer • Teachers and parents more aware of TL option/benefits • Clearer expectations for staff supporting students • Better information about progression from TLs (IfATE maps inadequate) • Framework for large organisations to enable consistency • More advice from employers with IP experience • Funds for mentoring training from AEB

flexible delivery models <ul style="list-style-type: none"> • Staff see/experience the benefits • Enthusiastic line managers • Students' achievements – valuable to the business 		budget <ul style="list-style-type: none"> • 'Wrap around' support for students • More conversations at a sector level about what works • More 1:1 support to help employer 'map' IP opportunities
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Relationships with providers

What's working well / what employers value	What's problematic	What's missing / needed
<ul style="list-style-type: none"> • Help to plan and structure the IP 'learner journey' • Integrate work experiences and study • Leverage existing relationships via apprenticeships • Close contact with tutors • Advance/lead-in planning re numbers, locations etc. • Joint recruitment and selection of students for 'right fit' • 'Fantastic conversations' with colleges • 'Cohort' entry spaced out across the year • Scheduled meetings to discuss progress 	<ul style="list-style-type: none"> • No/not enough local providers offering the relevant TL • Unsure how to find providers • Unsure how to identify good providers • Lack of knowledge about what's required in the workplace • Inconsistent entry requirements to university courses • Every provider is different – no consistent/shared approach • Colleges disengaged – have to chase them, not interested in students on IPs, focused on compliance not quality 	<ul style="list-style-type: none"> • Clarity about safeguarding/ pastoral responsibilities • Clearer guidance about what the provider needs from the employer • More aware of the opportunities for IPs in a single organisation • Employers need to tell providers what they can offer

<ul style="list-style-type: none"> • Single point of contact – central lead • Deliver what they say – communication, reliability, tutors 		
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Students' experiences

What's working well / what employers value	What's problematic	What's missing / needed
<ul style="list-style-type: none"> • Help to make up their minds about a career • Adjust expectations of what a job entails • Give achievements for their CV • Develop valuable work skills • Line manager conversations make the experience meaningful • Contacts/networking across the organisation 	<ul style="list-style-type: none"> • Age a barrier for some job roles • Not enough students to fill IPs • Hard to compete for jobs against more experienced candidates 	<ul style="list-style-type: none"> • Explain the reasons for doing the task – wider context