A black and white photograph of two women in a meeting. The woman on the left is wearing glasses and a leopard print top, leaning over a table. The woman on the right is wearing a grey t-shirt and looking towards the first woman. In the background, other people are visible at tables. A blue banner with white text is overlaid on the bottom half of the image.

# How to run a sector-based work academy for personal assistants (PAs)

# Introduction

This guide is for staff who work in organisations that want to run a sector-based work academy for personal assistants (PAs).

It sets out a step by step process that you can follow to set up and run an academy.

It includes tips, templates and case studies from four pilot projects that Skills for Care funded in 2018/19\*, about what works well and what to avoid.

## How can you use this guide?

If you're setting up a new academy, you should read the whole guide at the start, to get an idea about what's expected and to inform your planning. You can then re-visit the guide throughout the process as a helpful reminder.

If you're already involved in an academy, you can use the practical tips and templates to review and improve your programme.

You can use the tips and steps in this guide flexibly, and tailor your academy based on local needs and/or the needs of the individual employers and PAs that are involved.



**...Our project aimed to develop a sustainable route into PA work, which will enable the continued growth of a diverse, skilled and supported PA workforce in the West of England area.**

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WECIL

\*Skills for Care funded four organisations, West of England Centre for Independent Living (WECIL), Northern Independent Living CIC, Leeds City Council and Independent Lives, to test a sector-based work academy for PAs. The projects were completed between June 2018 and April 2019. You can read the evaluation report of the projects at [www.skillsforcare.org.uk/PA-SBWA-report](http://www.skillsforcare.org.uk/PA-SBWA-report).

# Contents

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# What is a sector-based work academy?

A sector-based work academy is a type of pre-employment training programme that offers unemployed people the opportunity to do training and a work experience placement, with a view of moving into employment and/or further training at the end of it.

It usually lasts for a few weeks and typically includes three main components:



## What are the benefits?

A sector-based work academy is a great way to offer unemployed people the opportunity to train and do work experience, to support them into employment.

This could be one way to attract and recruit more people to become PAs.

They give people the chance to understand more about the adult social care sector and explore if working as a PA is the right job for them – this minimises the number of people that leave employment in the first few weeks because the role isn't what they expected.

The training and opportunities to meet people will increase candidate's confidence and can be particularly helpful for those returning to work after a long period of unemployment.

There are also lots of benefits for individual employers – it can support them to find new PAs and develop their own skills and confidence as an employer.



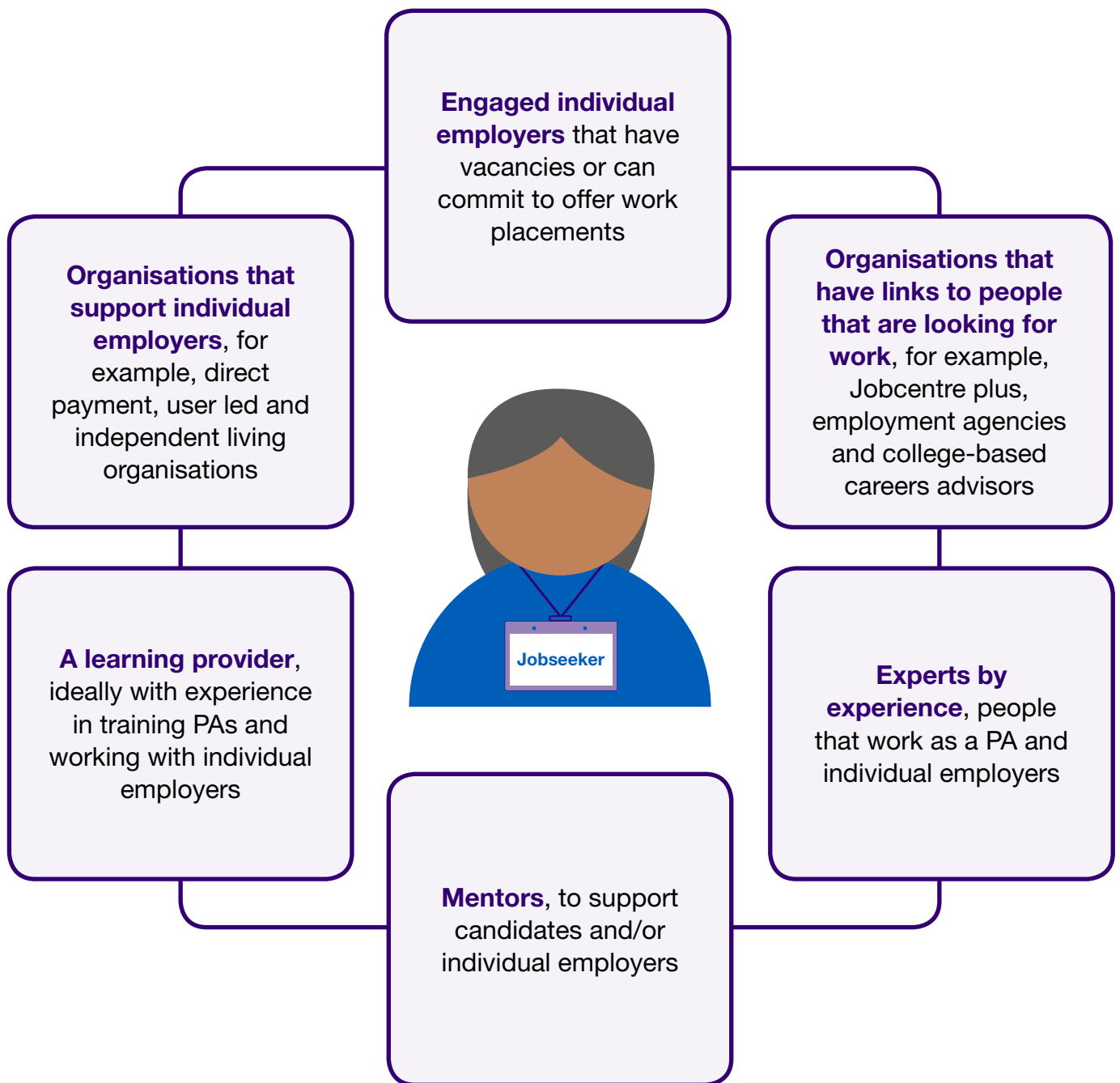
**Some of the employers have fed back to us that they have really enjoyed being part of this project and helping people at the start of their new careers. They have said that the pool of PAs is small so anything like this that helps is a benefit. Some have also said that it has increased their own confidence in being around new/different people therefore having a positive impact on the employers as well as the PAs.**

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# Set up your partnership

Successful academies bring together people and organisations to work in partnership.



Get in touch with organisations and people that will be involved in your partnership – you might already work with some of them or you could build new partnerships.

Here are some tips to help you to make your partnership work.

	Assign a dedicated staff member to oversee the programme.
	<p>Develop a project plan and delivery timetable with partners.</p> <p>Assign responsibilities with partners for the different components of the plan, taking into consideration their skills and experience.</p> <div data-bbox="284 719 1449 860"><p>Download a template project timetable <a href="#">here</a> and adapt it to suit your academy.</p></div>
	<p>Decide how you'll keep in touch and schedule times when your partnership will come together to discuss progress, issues and any future actions.</p> <p>Think about the different ways that you can keep in touch, for example:</p> <ul style="list-style-type: none"><li>■ email</li><li>■ webinar or Skype</li><li>■ face to face</li><li>■ telephone.</li></ul>

# Find candidates to take part in the academy

Sector-based work academies are a great way for unemployed people to increase their skills, get work experience, move into employment and explore a career in social care.

When you run an academy, you need to think about how you'll find candidates to take part in the academy.

## Plan who you want to recruit

Work with individual employers to identify what type of candidate you want to recruit.

Candidates don't necessarily need previous experience or qualifications because they'll do training when they start – what's really important is their values and what they're like as a person.

For example, you might want to recruit candidates that are:



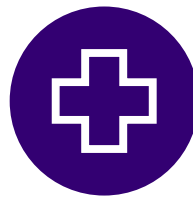
respectful



resilient



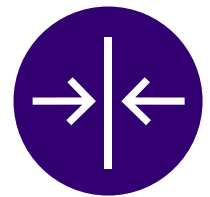
willing to  
learn



positive



adaptable



aware of  
'boundaries'  
at work.

There might also be other factors to consider, for example, their availability, social and cultural backgrounds and interests – this will help you to match candidates with employers for work placements and future jobs.

Make sure that you include this information when you promote the academy, to ensure that you attract the right people.

Download these example recruitment leaflets, which include a clear description of the type of candidate that they want to attract.

- [Leeds City Council](#)
- [West of England Centre for Inclusive Living](#)
- [Northern Independent Living CIC](#)
- [Independent Lives](#)



## Target groups

You'll want to attract lots of people to make sure that you have a wide pool of potential talent that can be selected to work as a PA – not everyone who gets in touch will be suited to the PA role.

People from all kinds of backgrounds can have the right values to work in social care, however some people face barriers moving into work.

Using an open recruitment process will ensure that everyone has an equal opportunity to take part in the academy.

You could choose to attract specific 'groups' of people that are traditionally under-represented in the adult social care workforce, for example, people that:






- are underrepresented in the workforce, for example, men, disabled people, young people, older workers and ex-military personnel
- represent specific ethnic or cultural groups
- are from deprived (urban or rural) areas
- are long term unemployed
- are or have been unpaid carers
- are students
- are changing careers (through choice or perhaps following redundancy).

It's important to remember that only focusing on specific groups will restrict the number of people that you'll attract. There's a danger that candidates with potential may not apply for the academy if they feel that they're not welcome, or that they're not from any of these groups.



## Promote the academy

There are lots of ways that you can promote the academy to help you to find candidates.

	<p>Promote the opportunity far and wide using different methods, for example:</p> <ul style="list-style-type: none"><li>■ putting up flyers and posters in the community, for example, in libraries, job shops and Jobcentre Plus offices</li><li>■ getting in touch with local community groups</li><li>■ word of mouth</li><li>■ using social media</li><li>■ posting on forums</li><li>■ having an exhibition stand</li><li>■ delivering talks at local community events, community groups, schools and colleges.</li></ul>
	<p>Ask everyone involved in the partnership to promote and refer people to the academy.</p>
	<p>Create a name or logo to attract people to the academy.</p>
	<p>Use dedicated contact details so that people have one point of access to get in touch and find out more.</p>
	<p>Remember, the term 'personal assistant' or 'PA' may not be widely recognised, so consider exploring the most effective language to attract people to this role.</p>



**We promoted the project in different ways, including, putting up posters and leaflets in community centres, Jobcentre Plus offices, job shops and local hubs, attending forums and meetings with care providers and other organisations, going to school and college careers events and using social media.**

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Leeds City Council

## Application process

Think about how you want people to apply for the academy, for example, through an application form, phone call or face to face.

The funded projects found that holding a drop-in or information session is a great way to engage people that are interested. It gives them the chance to find out more about the programme and gives you the chance to assess whether being a PA would be right for them.

The organisations that you're working with can also help here. Depending on their offer, they could, for example, host an information session, provide support with travel costs, undertake assessments or provide equipment.

Information sessions should be held in areas that people can access easily and could include:

- individual employers and PAs telling their stories to potential candidates and answering any questions
- the organisation with links to jobseekers (for example, Jobcentre Plus and employment agencies) and members from your academy team, so that they can discuss benefits, Disclosure and Baring Service (DBS) checks, training and the programme in more depth
- information on the diversity of the PA roles available, for example, not all PAs are required to do personal care – you could give candidates [links to videos](#) and our '[Being a PA guide](#)' that explain more about the PA role.

You may also find that you need to refer candidates to other types of support, for example, food banks, housing support and/or outside agencies such as family support. It would be beneficial to have information about these during the sessions.

## Collect the right information

Collect information about the people that have attended the information session, so that you can contact them afterwards.

This could be part of a checklist or tracking tool that can be used to record their progress through the academy.

It could include, for example:

- ✓ name
- ✓ contact details
- ✓ accessibility requirements
- ✓ pre-employment checks (including self-declaration of criminal record and/or DBS check)
- ✓ assessment results
- ✓ training started and completed
- ✓ placement details
- ✓ interviews undertaken
- ✓ successfully recruited as a PA or elsewhere either within social care or in another role.

Download a [criminal record disclosure template](#) from Skills for Care's 'Safe and fair recruitment guide' (page 27). Candidates can fill it in to disclose all convictions, cautions, reprimands or final warnings. You can use the completed form to assess any risks.



Download this [example application tracker](#) that WECIL developed – it's an Excel spreadsheet that tracks candidates throughout the programme.



Download this [example checklist](#) that Independent Lives developed – it's a Word document that tracks information collected about candidates throughout the programme.



Make sure that you follow General Data Protection Regulations (GDPR) when collecting and storing personal information.

## Choose the right people

An assessment will help you to find out if people are suitable for the role and ensure that you choose the right candidates.

You could include an assessment as part of the information session.

It might involve a:

- **values-based assessment** that explores people's values and enables you to see whether they match the values that you're looking for
- **core skills assessment** that assesses, for example, people's English, number, digital and employability skills.

## Types of assessment

There are different ways that you can do the assessment.

### Application form

Download this [example 'Outcomes star'](#) that WECIL used as part of the application process. It asks candidates to score their suitability for the role and make notes about their values, skills and experience.



### Interview – face to face or over the phone

#### Scenario-based questions (in interview or written down)

You could give people a scenario about an individual employer and/or PA and ask what they'd do in that scenario.

Download this [example scenario](#) that Leeds City Council used as part of the assessment process.



**Online profiling tools**, such as ‘A Question of Care’.

A Question of Care is a free, online, interactive quiz which uses scenario-based videos and questions to assess people’s values and behaviours. It includes a scenario about being a personal assistant.

Visit [‘A Question of Care’](#) profiling tool.



Candidates could also complete the online quiz launched as part of the 2019 Department for Health and Social Care’s ‘Every day is different’ national recruitment campaign, to see if they’d be well-suited to a career in care.

Visit [‘Every day is different’](#) quiz.



**We held three information sessions with interested candidates ...**

**During these information sessions candidates completed a written case study based on a PA and individual employer scenario. This gave us an insight into their writing skills and their values, and gave them the opportunity to say how they would do things differently.**

**They also completed literacy and numeracy paper-based assessments. We were looking for a minimum of entry level 3 to be successful.**

**For those people that didn’t reach this required level, we signposted them for further support from college, free courses and online help.**

**Those that were successful were invited to a values-based interview, where the questions were adapted specifically to match the PA job role, and to help us determine if the people had the right values, attitudes and behaviours that we were looking for. We also asked them to complete the ‘A Question of Care’ profiling tool.**

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## Do the right checks

All candidates that are intending to work as PAs should undergo a series of checks including:

- self-declaration of criminal record
- Disclosure and Barring Service (DBS) check
- right to work in the UK check
- references (personal and from previous employers, where relevant).

Although it's recommended that employers undertake a DBS check, they can take between six and eight weeks (or sometimes longer) to complete.

It's likely that this may impact on the ability for these to be completed before candidates are due to undertake their work placement.

Because work placements usually only last for a short period and it's an opportunity for candidates to find out whether the PA role is right for them, it's not always practical or proportionate to seek a DBS check at this stage in your academy programme.

Instead, you could carry out a risk assessment to ensure that any risks are identified and managed effectively, with any necessary additional safeguards put in place.

Visit [Safe and fair recruitment: A guide to employing people with convictions in social care](#) and download a risk assessment template. You can tailor this to the PA role.



If you decide to take this approach, you should document any reason(s) for not carrying out a DBS check.

Regardless of whether or not a DBS check has been carried out, it's extremely important that:

- the candidate is supervised throughout their work placement, be accompanied by a regular PA and they should only undertake suitable activities and tasks
- the candidate on work placement must not be left alone with the individual employer
- the candidate on work placement should only carry out tasks which are limited to a supporting role. They must not deliver any aspect of personal care.

If you're intending that all candidates have a DBS check, ensure that your programme includes time for the checks to be completed before the work placements start. Try and complete the checks early in the programme to avoid delays.

If you experience delays, think about how you can keep candidates engaged in the programme, whilst the checks are completed.

# Find individual employers to host a work placement

When you run an academy, you need to set up work placements with individual employers.

Promote the opportunity of being a work placement host to a lot of individual employers to ensure that you get a good number and variety of placements.

You could:

- hold information events
- speak directly with trustees of user led organisations
- liaise with the local social work team
- invite individual employers that want to recruit, to offer work placements.

Download these example employer recruitment leaflets to find individual employers to host a work placement:

- [WECIL](#)
- [Northern Independent Living CIC](#).



**We worked with [the] social work team to send out a flyer and covering letter to people holding a personal budget, explaining the programme and asking if any employers or their representatives would be interested in offering work experience placements.**

**This was a big success for us in terms of employer involvement. It generated a lot of interest from employers and their representatives, which in turn led to a lot of different work experience placements being available to the candidates.**

**Candidates were able to do work experience placements with different employers with different levels of care and support needs.**





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Leeds City Council







# Decide and deliver training







You can choose the training that you deliver as part of the academy, and we'd recommend that you work with individual employers and PAs to do this.

Here are some tips to help.

	<p>Ask individual employers and PAs what training they think is most important and relevant, and use this to inform the training that you offer.</p>
	<p>Ask candidates to complete a learning needs analysis so that you can understand their existing skills and identify any gaps. Use this to inform the training that you offer.</p>
	<p>Tailor the training subjects towards the candidates and employers that are looking to recruit.</p> <p>It might include subjects like:</p> <ul style="list-style-type: none"> <li>■ understanding the role of a PA</li> <li>■ PA and employer relationship</li> <li>■ safeguarding</li> <li>■ equality, diversity and inclusion</li> <li>■ first aid and basic life support</li> <li>■ health and safety</li> <li>■ working in a person-centred way</li> <li>■ core skills, including, English, number and digital skills</li> <li>■ employability skills, such as, team work, understanding policies and procedures, communication and problem solving.</li> </ul> <p>Learning how to write a CV, how to complete an application form and practice interviews will also give candidates confidence when applying for jobs.</p>
	<p>Consider offering entry-level qualifications, such as the Level 1 Preparing to Work in Adult Social Care, as part of the academy. Make sure that you tailor the content to the PA role.</p>



	<p>Consider using the knowledge elements of the Care Certificate as part of the academy.</p> <p>The Care Certificate is the standards that define the knowledge, skills and behaviours of new social care workers. Some of the standards aren't relevant for PAs, so make sure that you only use the relevant parts.</p> <div data-bbox="284 465 1445 607" style="border: 1px solid blue; padding: 5px;"> <p>Find out more and download useful resources about the Care Certificate <a href="#">here</a>.</p>  </div>
	<p>Choose a high-quality learning provider to ensure that you receive value for money, the training is of a good quality, that they understand individual employers and that their training can be tailored to the PA role.</p> <p>Ideally, the learning provider should have experience of working with individual employers and delivering training for PAs.</p>
	<p>Consider how you deliver the training.</p> <p>The funded projects found that training is best undertaken in short sessions at regular intervals. This helps candidates that have other commitments to plan and engage in the learning, so they're more likely to remain committed to the programme.</p> <p>Group training can provide opportunities for peer support where candidates can share and discuss any concerns and support each other. This is especially useful if they have not worked in this sector before.</p> <div data-bbox="284 1413 1445 1554" style="border: 1px solid blue; padding: 5px;"> <p>Download this <a href="#">example training schedule</a> that WECIL developed, which outlines when each course takes place.</p>  </div>
	<p>Invite individual employers that want to recruit, and their existing PAs, to meet candidates during training. This gives candidates the opportunity to ask questions and hear from people that are already doing the job.</p>

	<p>Ask for feedback from candidates on their experience of undertaking the training and use this to inform future programmes.</p> <div data-bbox="284 309 1305 443" style="border: 1px solid blue; padding: 5px;"> <p>Download this <a href="#">example feedback form</a> that WECIL developed to capture feedback about each training course.</p> </div> 
	<p>Give candidates a toolkit or portfolio folder that they can build as they progress, which could include certificates from training.</p> <div data-bbox="284 640 1305 815" style="border: 1px solid blue; padding: 5px;"> <p>Download this <a href="#">example learning plan</a> that Leeds City Council developed to enable candidates to log and reflect on the training that they did.</p> </div> 
	<p>Remember, candidates can do further training once they're in employment, so that it can be tailored to meet the needs of their employer.</p> <p>Individual employers can apply for funding from Skills for Care to pay for training.</p> <div data-bbox="284 1131 1305 1265" style="border: 1px solid blue; padding: 5px;"> <p>Find out more about funding for training <a href="#">here</a>.</p> </div> 



The programme was six weeks long and comprised of two weeks of bespoke training, that was adapted for the role of the PA with input from individual employers. The training included an essential guide to being a PA, moving and assisting, safeguarding level 1, Mental Capacity Act 2005, equality and diversity, de-escalation techniques, Dementia Friends and the Level 1 'Preparing to Work in Adult Social Care' qualification.

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Leeds City Council



The training covered a range of skills and knowledge. It was co-designed by individual employers and PAs and covers the topics that they felt were most needed, including dignity and choice, safeguarding, working with others, staff handover, mental health awareness, moving and assisting, problem solving, first aid, boundaries and employability skills.

Learning was carried out over four weeks - weeks one and three were classroom based and weeks two and four were work placement/shadowing.

Candidates completed a learning plan during the training to evidence their learning and support future attainment of the Care Certificate (if appropriate) and job applications.

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WECIL




# Design and deliver the work placements







Work placements give candidates the chance to experience what it's like to work as a PA.

During this time, they'll make the decision as to whether they want to pursue a career as a PA, and individual employers will be able to feedback on their suitability.

The work placement element should be long enough so that candidates get a feel for the job and are best done for a few hours over an agreed number of days.

Here are some tips to help you to design and deliver work placements.

	<p>Think about what candidates will do on work placements.</p> <p>You could ask employers about the type of activities and/or tasks that they want candidates to support with.</p> <p>Consider the existing skills and experience of candidates, and ensure that employers don't ask them to do tasks that they don't have the right skills and training to do.</p>
	<p>Ask employers what they feel is required to make the work placements successful, for example:</p> <ul style="list-style-type: none"><li>■ the support that they may need</li><li>■ what would make a successful work placement</li><li>■ the personality and skills of potential candidates to ensure a good match</li><li>■ how much time they can offer to be a host</li><li>■ what information they need about the candidate.</li></ul> <p>Use this information to help you to design and deliver work placements.</p>
	<p>Match candidates to individual employers based on their:</p> <ul style="list-style-type: none"><li>■ availability</li><li>■ needs</li><li>■ personality</li><li>■ interests</li><li>■ shared values</li><li>■ connection during meet and greet sessions.</li></ul>

	<p>Prepare individual employers so that they know exactly what's involved and agree how much time they need to commit.</p> <p>You may want to develop a training programme for employers, that might include safeguarding, how to record feedback, managing expectations and how to manage a work placement, which will include different working experiences and situations.</p>
	<p>Individual employers' circumstances and ability to be a work placement host can change quickly.</p> <p>Regularly check that individual employers are still happy to act as a work placement host and continually recruit work placement hosts to ensure that you have enough opportunities for each candidate completing the academy programme.</p>
	<p>Make sure that safeguards are in place for the individual employer, existing PAs and candidates.</p> <p>Carry out risk assessments with the work placement host and put agreements in place about what to do if there's a safeguarding issue.</p>
	<p>Prepare existing PAs that might be working alongside candidates during their work placement. They'll need to know if they'll be expected to support candidates or provide feedback.</p>
	<p>Ask for feedback from candidates, employer hosts and other PAs on their experiences and use this to inform improvements to future programmes.</p> <div data-bbox="284 1417 1305 1597" style="border: 1px solid blue; padding: 5px;"> <p>Download this <a href="#">example reflective log</a> that Northern Independent Living CIC developed to help candidates to reflect on their work placement.</p> </div> 



The training was followed by a four week work experience placement. The placements varied for each candidate depending on how many hours the employers had available, and where we looked to match the employer and candidates. Some were long term placements with one employer for the full four weeks, and some were shorter placements with different employers over the four weeks.

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We always engage users of the service in our project design and evaluation. Individual employers told us about the challenges that might prevent them from hosting work placements, such as, fluctuations in health, concern that PAs would not have time to complete necessary work, the need for support and training and the cost associated with attending any training. We worked together to co-produce a framework that overcame these issues.

We aimed to train more individual employers than required. Having additional hosts enables good matching between candidates and employers.

We reimbursed employers for their travel costs to attend training, and, when the placement was completed, employers received a reimbursement payment to cover 10 minutes of their PA's salary for every hour that a placement was with them. This ensures that the time that their PA's spent training candidates, wasn't taken away from their care and support needs.

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WECIL

# Support candidates to apply for a job





Throughout the programme, you should support candidates to apply for a job.

The usual recruitment process can be quite daunting and frustrating – particularly for people that are changing roles or that haven't been in employment before or for a long time. Using an academy approach has the potential to remove these fears.

The employability skills training should give candidates the skills and tools to be more confident when applying for jobs.

You should also help them to identify suitable roles, meet with employers and apply for roles.

Here are some of the ways that you could do this.

	<p>If you have access to a PA register, encourage candidates to register their profile and availability for work.</p> <p>Make sure that they list their values, likes/interests, skills and training.</p>
	<p>Encourage candidates to apply for the jobs individual employers you support are advertising.</p>
	<p>Bring together employers that are looking for PAs and candidates, so that they can meet each other, share profiles and schedule formal interviews.</p>
	<p>Schedule support sessions with candidates to help them to complete and submit applications, or offer to review their application before they submit it.</p>

Not all candidates that progress through the academy will be suited to the PA role or be able to find a suitable role with an individual employer. However, there may be other opportunities for them to work in social care. You could link with other care providers and community groups to refer candidates to other jobs.



We have had people that were long term unemployed, and that were successful into work and into a career that they see a long term future in. Feedback from some candidates has been that it has increased their confidence and self-worth, and completing the programme has given them the motivation and confidence to do a job that they never thought they'd be able to do.

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... we were able to fill a vacancy that had been vacant for six months. Through the sector-based work academy, we were able to introduce the individual employer to someone that we felt would be a great match as a PA. They agreed, and the PA is now in place. This has enabled the employer to access the community, improving his wellbeing, confidence and social life.

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WECIL



We designed a 'PA Champion' logo to be used by those who had completed the programme, and that were looking for work through our PA Pages database, with the aim of making them easily identifiable by individual employers as being "work ready" in terms of having completed all the training sessions.

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Independent Lives



# Support candidates with job interviews

All candidates enrolled onto the academy must be given opportunities to learn how to be interviewed. This could include:

- training
- time to practice interviews and get constructive feedback
- interviews for a real job – this could be with an individual employer or another social care employer, such as a provider, or signposted to other job opportunities.

You could support this process by offering employers a place for interviews to take place, helping them to prepare interview questions and providing support during the interview (for example, by taking notes).

Candidates may also require support with preparing themselves for interview, for example, with things like travel and clothing.

All candidates that have been interviewed should be contacted to let them know whether they have either been successful or unsuccessful, and given feedback on their performance, which can help them in future interviews.

Where candidates are not immediately able to find a job as a PA, encourage them to sign up to a PA register so that they can advertise their availability for work. This should include details of the training that they have done as part of the programme.







**The pa2care4u academy was very educational [and] provided me with more awareness of the role of a personal assistant. The course was very exciting and enthusiastic. Having attended the academy, I am more prepared to become a personal assistant – thank you.**

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Candidate, pa2care4u academy run by Northern Independent Living, 2018-19

# Support candidates to start work

The first few days, weeks and months may be the most difficult times for candidates, particularly if they have been out of work for some time, and you should offer them support as they start work.

	They might need support to, for example, travel to work, make sure their employers carry out an induction and check employment contracts.
	Discuss with Jobcentre Plus or other employment agencies about what support is available, for example, with childcare, benefits and transport costs.
	Arrange a follow up meeting or call with candidates to make sure that the role is going ok, answer any questions or sort out any initial problems that may result in the PA leaving employment.
	You could develop a peer network, regular events or regular training to bring individual employers and PAs together.



**We gave all PAs a Care Certificate workbook which they could continue to work on with their employer and use it to reflect on their ongoing personal development. This offers a good opportunity for discussion for both parties, and would give each of them a better insight of any skills gaps which would be beneficial to meet the employer's needs, as well as helping to identify any potential areas for further training and development.**

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Independent Lives

## Further support for candidates

Some candidates might not reach the required level or be ready to be employed and need further training or support.

Talk with them about the opportunities that are available, for example:

- undertaking further training
- volunteering with community or social care organisations
- doing a job trial
- becoming an apprentice.



# Share the successes and learning of your academy

There are lots of ways to share the successes and learning of your academy, so that we can encourage more academies to support people in PA roles.

You could:

- ask former candidates, individual employers, PAs and partners to share their experiences of the academy, and use this in future promotions
- encourage former candidates to be involved in future academy programmes, to act as a 'Champion' and share their experiences with new candidates
- collect and evaluate feedback received from candidates, individual employers and partners, and use this to assess whether people are getting what they want from the academy, you have the right systems and process in place and identify any areas for improvement
- write a case study or blog for Skills for Care to share your learning. Please email [employer.engagement@skillsforcare.org.uk](mailto:employer.engagement@skillsforcare.org.uk).





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