

Apprenticeships

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The apprenticeship experience



Apprenticeships should be more than just a mandatory set of qualifications, brought together into a formal framework which can be delivered as quickly as possible for maximum funding efficiency.

It's also more than just vocational training, delivered either in a classroom environment or by the employer in the workplace.

Apprenticeships are, ignoring all of the fuss surrounding definitions and on-going debate about brand dilution, an experience.

An apprenticeship is about having a mentor who can not only pass on their skills and knowledge in a timely and structured manner, but also build a genuine rapport with the learner and teach them about the world of work.

It's about the pride which comes with having a real, sustainable job and the relationship of respect which the learner then

builds with his or her employer.

It's not the sort of provision exposed in the recent Panorama programme 'The Great Apprentice Scandal', which heard from disillusioned learners, parents and former employees of training providers.

So whilst some learners will be able to pass all the qualifications in less time than the new minimum durations, that should not be funded as an apprenticeship. There is classroom funding for that, and in the case of many over the age of 25, surely the employer should pay for staff training and development.

Let's not waste any more millions on existing employees at large companies like Morrisons, given their own Director of HR told the BIS Select Committee they would have delivered the training anyway (see below).

The minimum durations, which apply for all apprenticeships from August this year, should not have been needed, but the reality is that in an increasingly free market the provider contract needed strengthening in favour of the apprentice. It will form an important part of ensuring each learner is given a substantial experience in a trade or profession.

The government should be applauded for introducing reforms to protect the quality of the apprenticeship experience.

Clearly there are important unanswered questions, and unintended consequences of the minimum durations policy will be inevitable.

How will the sector react to the new minimum durations?

What will change once the BIS Select Committee submit their final report for their inquiry into apprenticeships?

How will the National Apprenticeship Service (NAS) and Skills Funding Agency (SFA) implement a Quality Action Plan that they are calling a 'living document'?

This special supplement, produced by *FE Week* in partnership with Tribal, provides a snapshot of the most recent developments in apprenticeship policy.

Further inside you'll find extensive coverage of the Apprenticeships Quality Conference held last month, including analysis and reaction to the new minimum duration announcement, as well as an exclusive column from Barry Brooks, group strategy director at Tribal.

I've also produced a technical feature explaining apprenticeship funding and taken a closer look at the number of apprenticeship starts by age and level.

I hope you enjoy the supplement.

Nick Linford, Managing Editor of FE Week and Managing Director of Lsect

Ongoing enquiry into apprenticeship policy

Nick Reinis

@fenickr

While the sector grapples with the latest updates and policies to boost quality, a committee of MPs have been holding their own inquiry into apprenticeships.

The Business, Innovation and Skills Select Committee, chaired by Adrian Bailey MP, is due to report its findings later this year - with the inquiry's terms of reference covering a vast realm of important issues, including the success of the National Apprenticeship Service and extra funding promised by the Coalition Government.

But as the inquiry builds to its crescendo, the committee is due to hold its fifth evidence session on Tuesday morning.

The session, which takes place in Committee Room 6, at the Palace of Westminster, will feature Nick Linford, managing editor of *FE Week*.

The session will start at 10.30am, when Martin Doel, chief executive of the Association of Colleges, and Tom Wilson, director at Unionlearn, will give evidence.

They will be followed by Mr Linford, who is also author of the Hands-on Guide to Post-16 Funding, who will appear at 11.30am.

It follows the last session, which saw the

boss of Elmfield Training Ltd, Ged Syddall, and HR director of Morrisons, Norman Pickavance, questioned by MPs.

During which Mr Syddall was accused by Brian Binley MP of a "rip off" over Elmfield Training's high profit margins, generated by the public purse.

Mr Syddall also confirmed he received 95 per cent of a £3 million dividend for their 2009/10 financial year.

When asked about how much of the £12.3 million pre-tax profits made by Elmfield Training Ltd was government money, Mr Syddall said: "It was all government money."

Committee chair Adrian Bailey MP said that the profit figure amounted to a 36 per cent margin for the academic year.

The reasons behind the margin, Mr Syddall said, were due to "natural efficiencies" of dealing with large employers.

Mr Syddall, although unable to provide a profit figure for Elmfield Training in 2010/11, said that this year's margin would be "13.8 per cent" and explained that the decreasing margin was down to a reduction in rates.

The head of the provider, which claims to be the "fastest growing vocational training provider in the UK", was also questioned about his pay and dividends.

He said: "Over last four years we've



The BIS Select Committee taking evidence on Parliament TV

declared one dividend which was £3 million, which equated to about 15 per cent of distributable profits."

Select committee member Brian Binley MP, who has set up two companies, said: "We have never got anywhere near the profit levels you are talking about.

"Quite frankly that much money made out of the business of your kind is a rip-off."

He also added: "I do not see when you're a large employer of people that you can make that sort of money."

Mr Syddall said: "The year we are talking about that profit level was made was 2009/10. We didn't set the rates."

However, Mr Binley jumped in to ask: "So you overcharged?" before Mr Syddall said: "No we didn't set the rates, so the rates were

standardised."

Again, Mr Binley asked: "You were overpaid?"

This time, Mr Syddall said: "Or the state paid too much money, because it didn't recognise that there are efficiencies in this kind of delivery model.

"Again, I don't think there are many businesses out there who have put £6.5 million of its own money over the last three years supporting programmes that have helped thousands of people."

Mr Binley said: "That's great, but there aren't many apprenticeships out there making the sort of bottom line that you're making.

"You can understand why people are suspicious though, can't you?"

Ofsted highly rate the value of work experience

Nick Summers

@SummersNicholas

Young people who take part in work experience or vocational study at school are more likely to succeed in an apprenticeship than those who have no exposure to the workplace, a report by Ofsted has revealed.

The education watchdog says providers and employers are looking for potential apprentices who have a professional attitude and “commitment to employment” picked up during work experience placements.

“When preparing post-16s for apprenticeships schools need to provide meaningful work experience,” Matthew Coffey, national director for learning and skills at Ofsted said.

“While the majority of learners are completing their apprenticeships around a quarter are dropping out.

“It is clear that more work experience, vocational study and course tasters are needed to ensure learners are on the right apprenticeship for them and that they understand the demands of work.”

The Ofsted report, which asked 15 providers and employers how they had successfully recruited young people as apprentices, has called on the Department for Business, Innovation and Skills (BIS) to develop “a national

set of expectations” for the outcomes of work experience placements.

Chris Jones, chief executive and director general of City & Guilds, says work experience is a “crucial transition” for young people looking to enter the job market, and has recommended that it become a compulsory part of the school curriculum.

“Whilst City & Guilds supports work experience to help young people into employment, more needs to be done to create better links between education and employment, so young people are exposed to the world of work while they are still at school and making important choices about their futures,” Mr Jones said.

“Meaningful work experience must be developed with employers and must become a mandatory part of the school curriculum.”

The Ofsted report, entitled ‘Apprenticeships for young people: A good practice report’, says BIS needs to improve the availability of careers guidance on post-16 options for young people and also gather data on those who are unsuccessful when applying for an apprenticeship vacancy.

It later adds that many young people, especially those who were still undecided about what to do once they left school, felt the advice and guidance they received in school was “unsatisfactory”.

The report states: “Although they wanted to leave school and gain employment, few felt that they had been given information about what was available – other than staying at school or going to a college.”

Joy Mercer, director of policy at the Association of Colleges (AoC), said she was concerned by some of the findings in the report.

“A student was ‘derided’ by her school after winning a prestigious apprenticeship”

“While colleges and providers in the report are commended for their guidance and support plus the progression opportunities they offer, this is not true everywhere,” she said.

“Schools’ information, advice and guidance remains problematic.

“The report makes clear that young people, for whom an apprenticeship may be their best option, are often left with little or no help to find them.”

She added: “In one unpleasant example, highlighted by Ofsted, a student was ‘derided’ by her school after winning a prestigious apprenticeship.”

The Ofsted report says training providers should be developing more pre-apprenticeship programmes for young people who are at risk of becoming disengaged with education or employment.

“There has been much concern lately about the quality of apprenticeships,” Mr Coffey added.

“When looking at the national picture we can see that around 70 per cent of apprenticeships are good or outstanding but more needs to be done to improve provision further.

“The apprenticeships for young people best practice report will provide a vast pool of knowledge and examples on how to deliver apprenticeships successfully and will act as a useful guide for trainers, assessors and educational leaders wishing to improve.”

The report later recommends improving the promotion of apprenticeship training to under-represented groups by creating aspirational role models within each provider.

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funding*, Managing Director of Lsect &
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Minimum durations debated at the



the flexible Adult Skills Budget.”

Mr Hayes’ adult apprenticeship duration announcement came in the days following the inaugural Apprenticeship Quality Conference, where discussions on durations across the apprenticeship programme were heavily discussed.

David Way, the new interim chief executive of the National Apprenticeship Service (NAS), says the new minimum duration will help reassure the sector about the quality of the apprenticeship programme.

“We need to ensure that all apprenticeships are high quality.

“By ensuring they last between one and four years, we are not only giving employers what they say they want but also giving confidence back to everyone who has questioned the growth in shorter apprenticeships.

“We listened very carefully to messages from colleges and training providers at the National Quality Conference,” said Mr Way.

He also said: “A clear expectation has been set that an apprenticeship involves a significant amount of new learning delivered over sufficient time to practice and master skills in employment.

“There is greater flexibility here than for younger apprentices because older apprentices typically have more skills they have acquired.”

During the conference, Mr Way, in his first address in his new role, insisted a minimum duration was not a “time serving” exercise.

He said: “The minimum duration for 16-18 year-olds has not been a problem for any employers to whom I have spoken.

“They have been very receptive to the reasons behind this policy change.

“They see the value of practising skills in the workplace and ensuring apprentices are confident in their abilities to do a good job and able to progress further in time.”

He added: “This is not time serving.

“This is laying sound foundations for the world of work. And with strengthened English and Maths, the basis for ensuring potential can be fully realised.”

Mr Way later said that other nations have been sceptical of the shorter approach to apprenticeships as undertaken by some providers.

He added: “We believe that setting a minimum duration is clear and sends a strong signal about expectations.

“Other countries show increasing interest in our model because of its success and flexibility, but apprenticeships of less than a year for young people are regarded with incredulity.

“The minimum duration requirement

Nick Reinis

@fenickr

From the moment a 12 month minimum duration for 16 to 18 year-old apprentices was announced back in December, debate has raged around if, or when, the idea would be extended to cover adult apprenticeships.

However around four months later, on April 1, skills minister John Hayes MP revealed his decision - and it was to be no April Fools’ joke.

Mr Hayes announced that, similar to their younger counterparts, adult apprenticeships must take at least 12 months to complete from August this year.

But unlike 16 to 18 year-olds, there is one caveat; if an apprentice aged 19 or over has prior learning or attainment, there will be an absolute minimum of six months for achieving a framework. Training providers who want an adult apprentice to complete in less than a year will therefore need to claim a reduced

amount of funding.

The new length of delivery will be introduced following consultation with providers and employers.

The minister made the announcement as part of reforms to improve the quality of the apprenticeship programme.

He said: “We must be relentless in our drive to ensure all apprenticeships are as good as the best, to identify and root out any instances of poor quality provision, and to raise the bar on standards.

“We are taking strong and decisive action to tackle short duration so all apprentices receive high quality training and workplace learning setting them on the road to a long, rewarding career.”

There has been real concerns that the apprenticeship brand, which has long been cherished as the gold standard in vocational education, is at risk of being undermined with a spike in short-duration apprenticeships.

The Association of Employment and Learning Providers (AELP) say they are disappointed with the announcement and

“This is not a decision that I have taken lightly”

will be using the consultation to ask the Department for Business, Innovation and Skills (BIS) if short duration training can be funded through the Adult Skills Budget.

An AELP spokesperson said: “AELP has long been opposed in principle to any imposition of minimum course durations for apprenticeships, so the BIS announcement is a disappointment although the substance of it is obviously much more palatable than the top line in the BIS release.

“We will be using the consultation to seek reassurance that any valuable training that takes place within the six month period will attract funding from

first apprenticeship quality conference

removes the incentive to deliver an apprenticeship more quickly than employers say it should take.

“We know too that learner dissatisfaction rates are highest when apprenticeships are shorter.”

However, while the AELP has welcomed the one-year duration for 16-18 apprenticeships, its chief executive Graham Hoyle was clear in his speech at the conference that it should not be brought in for over 19s. Mr Hoyle said: “I remember the introduction of modern apprenticeships was one of the things we did was dumped any framework which had a semblance of time serving.

“That’s not an element of it. We wanted to get the people with the ability, with their employers, through to an agreed end point.

“We believe setting a minimum duration is clear and sends a strong signal about expectations”

“We have bought 12-months minimum for 16-18; looking at where they are coming from, what they are bringing with them and the need to imbed the experience, as well as the snapshot competence.”

However, he added: “We believe that adults bring with them a variety of experience and skills, short of the complete employer necessary framework.

“Therefore, it can be the whole framework needed, but invariably it’s part of the framework needed. By definition, if it’s part, you don’t need the full amount of time.

“What’s the level of time? It depends on the sector - less in service, then in manufacturing.”

Mr Hoyle later added: “We have to rely on providers to bespoke the training necessary to get the adult from where they are, to where the employer and everyone else wants them to be.

“We are really opposed to minimum levels of 19+ apprenticeships; what we are totally with is clear definition of outcome of an apprenticeship and determination that that outcome is met and monitored.”

For 16-18 apprenticeships, Martin Doel, chief executive of the Association of Colleges (AoC) believes there is “an element of embedding” skills and then a “time to reflect” for an apprentice.

However, he said at the conference that “further conversations” and tests need to be done to assess whether minimum durations should be extended passed 18.

He said: “The presumption is towards 12 months, but exceptions to be made.

“We have to think about how we make those exceptions - and on what basis - without producing undue and unnecessary additional complexity.

“It’s not an easy one. As we all know, there are different sectors with different requirements. We can’t have a uniform product.”

Meanwhile, Mr Hayes told delegates at the conference that the “trend change” in the length shows that apprenticeships have become shorter.

Speaking of the decision to introduce the minimum duration requirement for 16-18, Mr Hayes said: “This is not a decision that I have taken lightly.

“I know some people will say it’s too demanding; that there are perfectly good programmes that are completed in a shorter duration.

“But I do think it’s important to send out that very powerful signal.”

The new minimum duration for adult apprentices has drawn a wider reaction from the sector:

Gordon Marsden MP, shadow minister for further education, skills and regional growth, said: “There have been real concerns that the apprenticeship brand, which has long been cherished as the gold standard in vocational education, is at risk of being undermined with a spike in short-duration apprenticeships, a lack of new opportunities in traditional areas such as construction and engineering and worries that in-work training has often been re-labelled as apprenticeships under the Tory-led Government.”

“With more than one million unemployed young people, now more than ever we need an apprenticeship system that can provide opportunities and get people into work.”

The National Institute of Adult Continuing Education (NIACE) has welcomed the government’s emphasis on quality, but says more can be done to improve the programme both for learners and businesses.

David Hughes, chief executive of NIACE, said: “Duration is only one part of a complex set of issues.

“The quality of the experience for the apprentice and the employer, and the impact it has for both of them, is critical.

“The best employers use apprenticeships as part of their wider workforce development strategy and the apprenticeship is just the beginning of a career of lifelong learning opportunities for the employee.”



David Way, the new interim chief executive of the National Apprenticeship Service



Kim Thorneywork, the executive director of delivery, Skills Funding Agency



John Hayes, Minister of State for Further Education, Skills and Lifelong Learning

Delivering quality apprenticeships



Left: Asha Khemka, Principal, Vision West Notts, Above: Dan Wright, chief executive, First 4 Skills

Nick Reinis

@fenickr

As the delivery of apprenticeships has continued to rise over the last few years, so has the amount of subcontracting arrangements.

Particularly, since the introduction of minimum contract levels for this academic year, with the initial level set at £500,000.

One of the latest updates to the arrangement, as revealed by *FE Week* in February, is a requirement for subcontractors with an aggregate contract value of more than £500,000 to pass a due diligence test set by the Skills Funding Agency.

The Agency said the move was being made to “strengthen our oversight and management of the wider training provider organisation network”.

So the Apprenticeship Quality Conference was the ideal setting to discuss current state and how it can

progress.

Martin Doel, chief executive of the Association of Colleges (AoC), said: “It’s actually absolutely right that we pause and think about the next chapter.

“We have invested almost £2.5 million in resources... to make sure that the quality is being monitored”

“The first chapter has been about growth, with quality, but I think it will be about quality, with growth, in the second part.”

One of the things that Mr Doel believes the sector needs to be thinking in terms of the quality of apprenticeship provision is subcontracting.

Mr Doel said: “Making everything into an apprenticeship has led people into subcontracting arrangements.

“Subcontracting is perfectly rational and sensible business model, but moving so quickly was always going to have some rough edges.

“We now need to think about how we do subcontracting better from both sides of the equation - the prime and the subcontractor and how we interact better to deliver the right outcomes.

Asha Khemka, the principal of Vision West Notts, gave an insight into working subcontractors.

She said: “We work with a large partner network.

“It’s been our strategic decision to go and achieve and work in those sectors that otherwise we don’t have the expertise.”

But, as Mrs Khemka rightly points out, when you have a subcontractor, how do you make sure that the quality is right?

The principal said: “We have invested a lot of our time and energy over the years to develop those partnerships with employers to make sure that there is trust, confidence and there are systems and processes to make sure there is no compromise on quality.

“We have invested almost £2.5 million in resources where there are people or systems and processes, where there is

technology, to make sure that the quality is being monitored.”

She do this, Mrs Khemka told delegates that they complete observations of teaching, unannounced visits, announced visits, speak to people and employers.

However, she added: “I’m not saying that we don’t mistakes and I’m not saying that everything is superb all the time.

“We don’t allow those things to continue.”

Dan Wright, chief executive of the training provider First4Skills, described subcontracting as “a viable and perfectly acceptable means of running a business”.

However, he said: “But, unless the subcontractors understand the principles on which you base your business, then you’ll never be able to get the best out of them.

“Getting subcontractors to buy into values of your business and demanding rigorous compliance is the only way to do that and you’re not going to do that by taking subcontractors on in a willy-nilly way.

“They have to understand that they are part of your organisation and comply with the rigorous demands.”

Mr Wright also warned against using too many subcontractors.

He added: “You keep it to a sensible and manageable level.

“If you’re managing 50, 60 or 70 subcontractors you are going to be in trouble, no doubt about it, and it’s not a sensible way of driving your business.”

Definition of quality apprenticeships

Nick Reinis

@fenickr

Quality. It is defined as a “standard of something as measured against other things of a similar kind” and “the degree of excellence” of a subject.

But while the definition of the word ‘quality’ itself is not in doubt, the way in which quality can be applied to apprenticeships is being hotly debated.

As such, the topic had a setting, complete with a packed audience, at the Apprenticeship Quality Conference last month.

It was covered notably by Graham Hoyle, the chief executive of the Association of Employment and Learning Providers, in a

Mr Hoyle said: “Quality in any sphere needs a definition, but determining how one approaches quality delivery, what does it mean?”

“Therefore, we’ve got to be analysing in driving up the quality of something and the something has got to be defined.

“We have not yet got a completely

satisfactory definition of what it is that we are supposed to be defining.

“An apprenticeship, I believe as we operate today, is a competency based skill development programme, designed and endorsed by employers for their employees, which combines independently accredited work based learning with off the job training and relevant experience on the job.

“That’s what we came up with - and if that’s not good enough or right then let’s have something better, but we need something firm before we ask providers and anybody else to go out there and find out whether those outcomes and our objective is being delivered to a high-quality level.

“If not, how do we know if quality has been achieved?”

Meanwhile, David Way, the interim chief executive of the National Apprenticeship Service (NAS), set the tone for the event.

He said: “We have made huge strides in apprenticeships, but public scrutiny is intense and we need to face up to all concerns that damage confidence.

“With so many apprenticeships, providers and employers we can work hard to

minimise quality issues, but it is impossible to eliminate them all.

“We operate in the real world. Thankfully, we operate in one in which there is a huge commitment to see apprenticeships succeed and a readiness to expose poor practice that some providers may seek to hide.”

Martin Doel, the chief executive of the Association of Colleges (AoC), was keen to stress that he feels apprenticeships are not the answer to the continually rising rates of unemployment.

He said: “Apprenticeships being an answer to unemployment I think is just plain unhelpful.

“The people that are unemployed or disengaged from the job market are the least likely to be competitive for an apprenticeship with an employer.”

He also stressed that another threat to the quality of apprenticeships is the funding rates.

He said: “A 16-18 apprenticeship is funded at a rate and we might talk about who pays for what around 19-24, but if the employer is not paying the 50 per cent, a 19-24 might cost less to deliver but it doesn’t cost 50 per cent



Graham Hoyle, chief executive, AELP

less to deliver.

“It’s very difficult to deliver at the same level of quality, so we need an honest and forthright discussion about what the rate for the job is to certain the quality.”

English and mathematics in apprenticeships



New Challenges, New Chances’ has made it clear that English and Mathematics remain key elements of the Apprenticeship Framework. Whilst there are some who may feel uncomfortable with the change in terminology there are many others who recognise the importance of providing a single uncomplicated message about what these skills are and why proficiency in them is so crucial.

As The Wolf Report - the Review of Vocational Education – described it ...qualifications for the critical labour market skills of mathematics and English have been subject to serial redesign, especially in the case of qualifications for

students on ‘vocational’ programmes.

Now there is no longer any debate, the transition phase provided by John Hayes is coming to an end, and in August Key Skills will finally be replaced by Functional English and Functional Mathematics. I am aware that many providers are concerned with this change as they see the Functional Skills as much more extensive in terms of teaching and learning requirements, much more complex in terms of their assessment demands and therefore much more threatening in terms of levels of achievement and performance.

However, in the context of apprenticeships those young people who have previously found little value in the academic side of English and Mathematics as subjects have the ideal opportunity to understand their importance as skills in a vocational context that is meaningful to, and valued by, them. In terms of developing English and Mathematics in apprenticeships, context is all and there are many case studies and examples of effective practice that highlight how best to develop, engage and motivate the most reluctant of learners.

The real challenge and the great unknown are unlikely to be the teaching and learning but rather the appropriateness and the applicability of the assessment regimes of

the Functional Skills qualifications. Whilst in many ways Key Skills and Functional Skills are congruent in terms of teaching and learning, they are not in respect of the approaches to assessment that are on offer. Each awarding organisation has been given the opportunity to develop their own solutions that meet the Ofqual qualification criteria rather than adhere to a centrally developed assessment regime that is identical for all.

This means that for the first time within the apprenticeship framework there is a real opportunity for providers to select assessment regimes that match the rhythm and structure of their programmes as well as seeking out an awarding organisation that better reflects and responds to their needs.

So whilst we can expect some nervousness in the sector in the first instance I am confident that sooner rather than later the professionalism of providers, together with the market demands placed on AOs, will shape approaches to assessment that will meet the needs of those delivering Functional Skills in the context of apprenticeships.

There is concern in some quarters that the Government is about to make all apprenticeship frameworks irrespective

of level have a minimum requirement of a Level 2 in Functional Skills or A*-C GCSEs. This is not my understanding; New Challenges, New Chances makes it clear that whilst a Level 2 achievement in English and Mathematics should be the aspiration for all young people in education and training, there is no intention of changing frameworks at this time.

Indeed the introduction of modular, or stepping stone, qualifications is designed to create a more realistic and viable journey towards Functional Skills and GCSEs for those who continue to find English and Mathematics a potential barrier to progression.

I know that there are those who would like to remove the English and Mathematics components from the apprenticeship framework. Their thesis is: why should the workplace address the failures of the school system? The answer to that is simple: English and Mathematics skills are essential elements of a skilled individual and these skills need to be developed in a place, at a time and in a way that has greatest benefit for and impact on the individual – for many young people that place, time and way is through an apprenticeship.

Barry Brooks
Group Strategy Director, Tribal

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FE Week gets technical

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Introduction to apprenticeship funding

Webinar 2 April 2012

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Nick Linford
Managing Director of Lsect
Managing Editor of FE Week

Lsect
Learning & skills ~ events,
consultancy and training

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Demand Led Funding formula

Apprenticeships are funded using the DLF funding formula, which is an enrolment based funding methodology

Therefore, every enrolment has an individual value

Apprenticeship elements in the demand-led funding formula:

- > Standard Learner Number (SLN)
- > National Funding Rate (NFR)
- > Programme Weighting Factor (PWF)
- > Disadvantage Uplift (DU)
- > Area Cost Uplift (ACU)
- > Employer Contribution Percentage (ECP)

Formula elements multiplied together equals maximum funding for the enrolment

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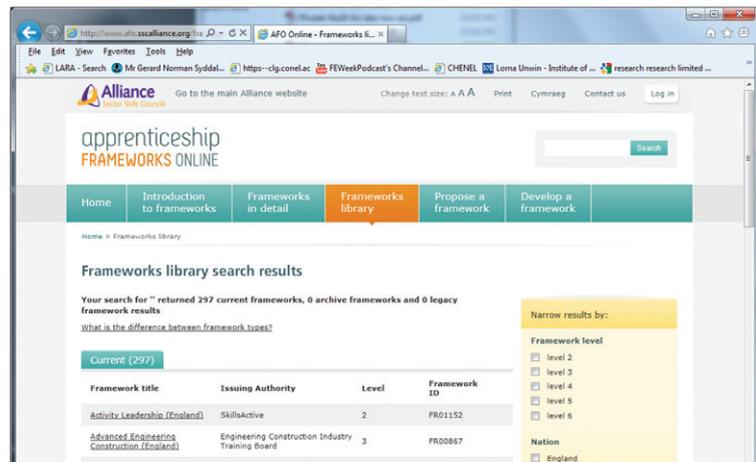
Sources of the DLF funding formula

SLN	Always 'listed' on the online Learning Aim Reference Application (LARA)
NFR	Set each year nationally 2011/11 and 2012/13: <ul style="list-style-type: none"> • 16-18 = £2,862, then £2,805 • 19-24 = £2,615 • 25+ = £2,092
PWF	On the LARA, under ER APP
DU	Based on an postcode file and the <u>learner home postcode</u> (no uplift, or between 8 and 32%)
ACU	South East England weighting based on the provider location
ECP	Employer Contribution Percentage for 19+ (50% for all quals, except functional qualification which are 17.5%)

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297 'current' in the frameworks library

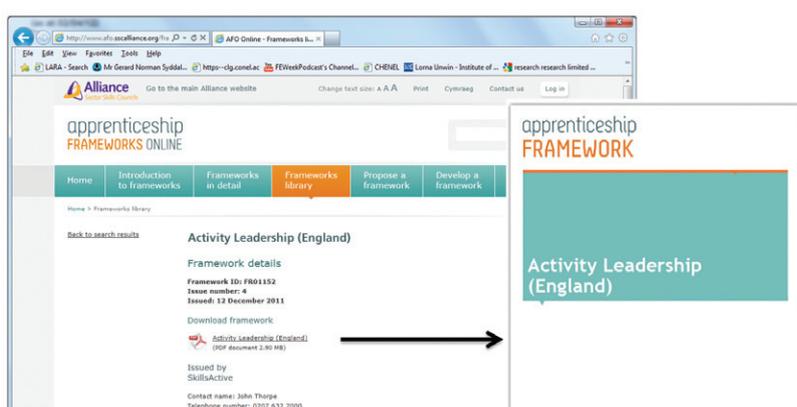
(as at 02/04/12)



<http://www.afo.sscalliance.org/>

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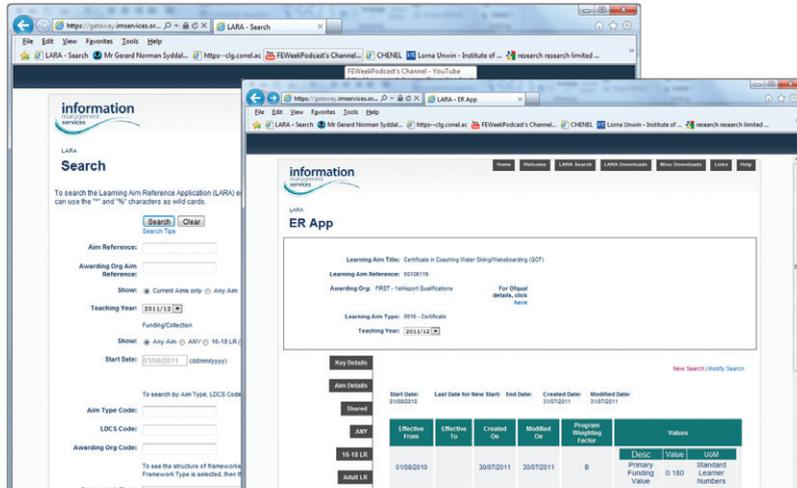
Activity Leadership at Level 2



Short description
This is a multi pathway framework, catering for the UK outdoors sector as well as providing opportunities for development of fitness leaders, coaches and activity leaders.

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Learning Aim Reference Application



<https://gateway.imservices.org.uk/sites/lara/Pages/AimsSearch.aspx>

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SASE Apprenticeship Funding example

16-18 year-old funding in 2011/12 (Note: 19-24 NFR = £2,615)

Framework ID FR01152	SLN	NFR	PW	ACU	DU	Funding
Level 2 NVQ Certificate in Activity Leadership	1.095	£2,862	1 (A)	1	1.025	£3,212
Level 2 Certificate in Coaching Water Skiing/Wakeboarding	0.18	£2,862	1.3 (B)	1	1.025	£591
Functional Skills Maths (L1)	0.08	£2,862	1 (A)	1	1.025	£235
Functional Skills English (L1)	0.08	£2,862	1 (A)	1	1.025	£235
Total						£4,273

Note: All 19+ Apprenticeships are co-funded (50%) and 25+ have a 20% (NFR £2,092) rate reduction and large employers (1000 staff+) have a further 25% rate reduction

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ER on-programme funding instalments

The on-programme funding for Apprenticeships is the total funding less the funding for achievement*

The SFA pay monthly on-programme funding instalments based on submitted ILR data

The first month instalment will be worth twice as much as each of the remaining months (n+1 approach)

So, if 12 month course then each month is worth total on-programme funding divided by 13 (with month 1 paid twice)

e.g. £10,000 on-programme funding over 9 months would be £2,000 in first month and £1,000 for the remaining 8 months

* Achievement is 25% of total main apprenticeship qualification funding

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SASE Apprenticeship Funding example

16-18 year-old funding in 2011/12 (Note: 19-24 NFR = £2,615)

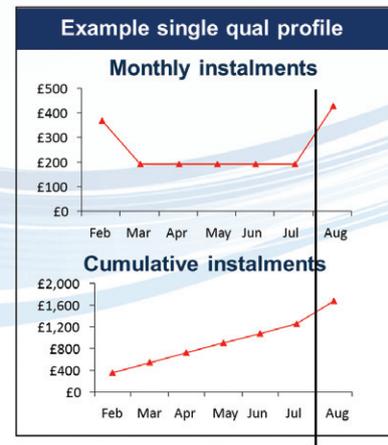
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OP Instal Month 1	£1,735	Achievement	£803
OP Instal Month 2	£867	Total funding	£4,273
OP Instal Month 3	£867		

Note: All 19+ Apprenticeships are co-funded and 25+ have a 20% (NFR £2,092) rate reduction and large employers (1000 staff+) have a further 25% rate reduction

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Profiling and quarterly performance review



New academic year

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2013/14 ~ FE Loans ~ the plan

All 24+ LR (classroom) and ER (workplace) funding L3+ to be funded out of loans allocation

E.g. Apprentice takes out the income contingent loan, and pays back 9% of all earnings above £21k + 3% RPI (written off after 30 years)

Providers to liaise with Student Loans Company

Learners will be able to apply from March 2013

Plans for new funding methodology as well

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Official apprenticeship funding documents

For 2011/12



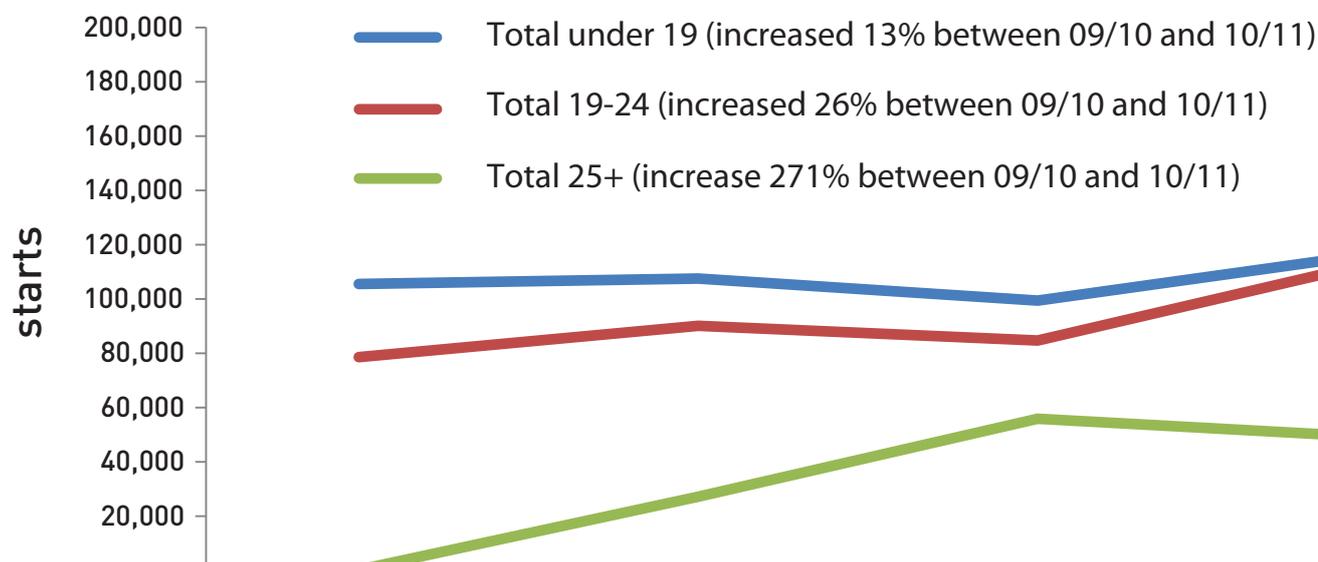
For 2012/13



Apprenticeship summary (full year)

All Age Apprenticeship Programme Starts by Level and Age Full year, final (increased 63% between 09/10 and 10/11)

Source: Quarterly Statistical First Release, The Data Service, March 2012

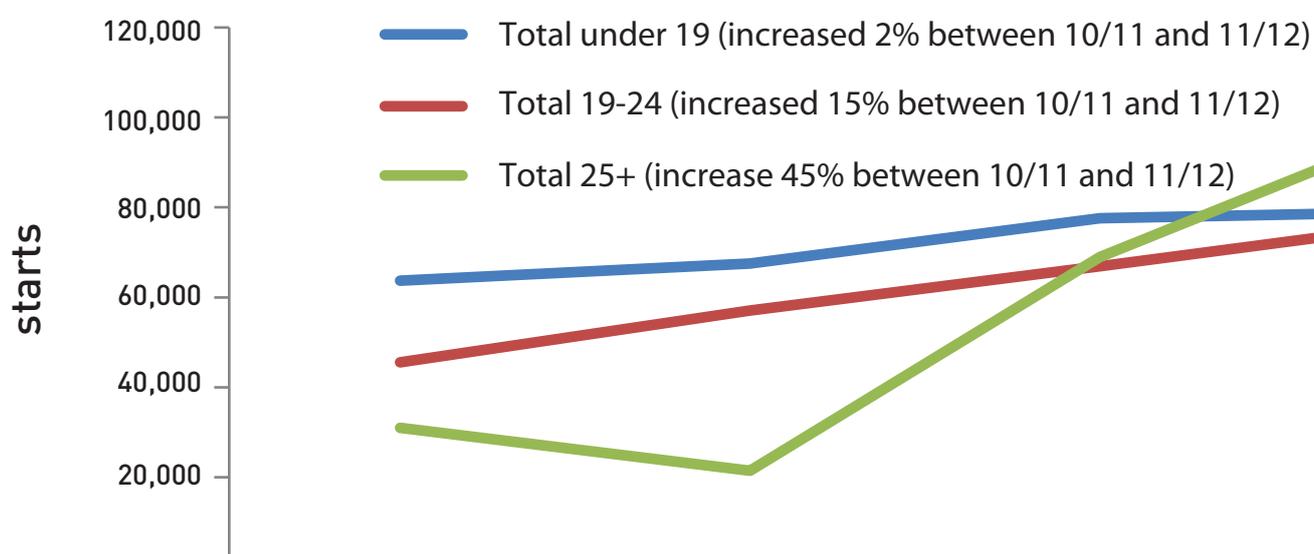


Age / year	2006/07	2007/08	2008/09	2009/10	2010/11
Total starts	184,400	224,800	239,900	279,700	457,200
All Apprenticeships					
Under 19	105,600	107,600	99,400	116,800	131,700
19-24	78,600	90,100	84,700	113,800	143,400
25+	300	27,200	55,900	49,100	182,100
Total	184,400	224,800	239,900	279,700	457,200
Intermediate Level Apprenticeship					
Under 19	80,800	82,000	74,200	89,400	97,300
19-24	46,500	55,200	52,600	72,800	90,400
25+	100	14,600	31,700	28,400	113,400
Total	127,400	151,800	158,500	190,500	301,100
Advanced Level Apprenticeship					
Under 19	24,800	25,500	25,100	27,200	34,200
19-24	32,000	34,800	32,000	39,800	51,600
25+	100	12,600	24,200	20,600	68,000
Total	56,900	72,900	81,300	87,700	153,900
Higher Apprenticeship					
Under 19	-	-	-	100	200
19-24	100	-	100	1,200	1,300
25+	-	-	-	100	700
Total	100	100	200	1,500	2,200

Apprenticeship (summary half year)

All Age Apprenticeship Programme Starts by Level and Age 1 Aug - 31 January, provisional (increased 20% between 10/11 and 11/12)

Source: Quarterly Statistical First Release, The Data Service, March 2012, 2011, 2010 and 2009



Age / year	2008/09	2009/10	2010/11	2011/12
Total starts	140,500	146,100	213,400	256,500
All Apprenticeships				
Under 19	63,700	67,500	77,600	79,100
19-24	45,600	57,100	66,900	77,100
25+	31,000	21,500	69,000	100,300
Total	140,500	146,100	213,400	256,500
Intermediate Level Apprenticeship				
Under 19	46,900	50,000	56,100	56,700
19-24	27,900	35,400	40,600	48,000
25+	17,400	12,800	45,100	60,000
Total	92,200	98,100	141,800	164,700
Advanced Level Apprenticeship				
Under 19	16,900	17,600	21,400	22,300
19-24	17,700	21,700	25,300	28,200
25+	13,600	8,700	23,500	39,500
Total	48,300	48,100	70,200	90,000
Higher Apprenticeship				
Under 19	0	0	100	200
19-24	0	0	900	900
25+	0	0	500	700
Total	0	0	1,500	1,900

VQ Day 20 June 2012

An initiative by 

Celebrating vocational achievement

If you're one of the millions who have achieved vocational success, visit www.vqday.org.uk to see how you can get involved in the fifth annual VQ Day – a day to recognise the value of high quality vocational qualifications and celebrate vocational achievement.

**There are many paths to success –
make sure yours is recognised.**



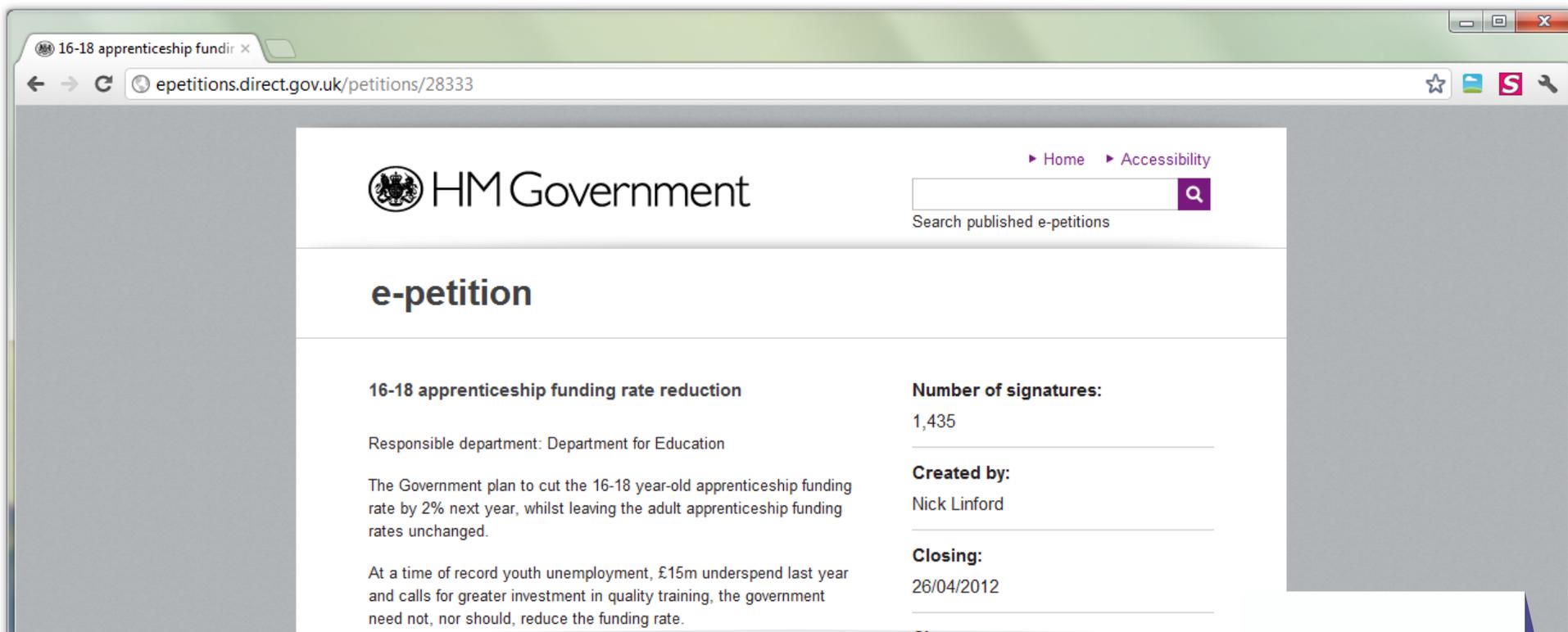
You've earned it.

VQDay

Celebrating Vocational
Achievement

Cut along this line and keep this poster so you don't forget the date!





JOIN THE FIRST EVER FE WEEK CAMPAIGN

AGAINST A 16-18 APPRENTICESHIP FUNDING RATE REDUCTION



If you want to sign FE Week's e-petition to say 'No' to a funding rate reduction for 16-18 Apprenticeships go online to:

<http://epetitions.direct.gov.uk/petitions/28333>

And click on 'Sign this petition' at the bottom of the page

Our e-petition reads as follows:

16-18 apprenticeship funding rate reduction

Responsible department: Department for Education

The Government plan to cut the 16-18 year-old apprenticeship funding rate by 2% next year, whilst leaving the adult apprenticeship funding rates unchanged.

At a time of record youth unemployment, £15m underspend last year and calls for greater investment in quality training, the government need not, nor should, reduce the funding rate.

Please sign this petition if you agree the government should not reduce the funding rate for 16-18 apprenticeships.

#FEdebate

Get involved with the further education debate on Twitter using our hashtag #FEdebate

You can use the hashtag to stimulate debate whenever you want but we'll also be holding monthly half hour #FEdebate sessions where you can discuss the topic of the day on Twitter

Make sure to include the hashtag #FEdebate in your tweet to get involved in the conversation!



The first #FEdebate will be held on 30th April at 4PM



If you've never used Twitter before then check out our handy guide at: www.feweek.co.uk/twitterguide for all our tips and tricks on how to tweet!

TRIBAL

Flexible learning resources to support apprenticeships

Tribal publishes a range of paper-based and interactive learning materials across a number of vocational areas, including business and administration, health and social care, retail and customer service, which can support the delivery of apprenticeships.

Technical Certificates

Our courses include accredited programmes at Level 2 which meet the technical certificate element of apprenticeships, providing a high-quality, cost-effective and consistent contribution to your delivery of 100glh 'off the job training'. The programmes we offer are: Preparing to Work in Adult Social Care, Principles of Business and Administration, Customer Service Knowledge, Retail Knowledge and Team Leading. We can also deliver these programmes for you as part of our partnership and management service.

Functional Skills

We also produce high-quality, flexible materials that provide the underpinning knowledge for the NVQ or Diploma, as well as for Functional Skills.

Special offer from Tribal and Lsect

In conjunction with Lsect we are offering new and existing customers a 10% discount off our range of learning resources. To place your order, visit www.tribalgroup.com/publishing and select 'Courses' to download a price list and order form. Please ensure you enter the reference **FE WEEK** on the form when placing your order. This offer is for a limited time only and orders must be received by 31 July 2012. If you would like any further information, please contact us on **01904 550110**.

