Welcome

GMLPN Members' Meeting

Wifi

Network: BGC-Secure

Password: bgc180609



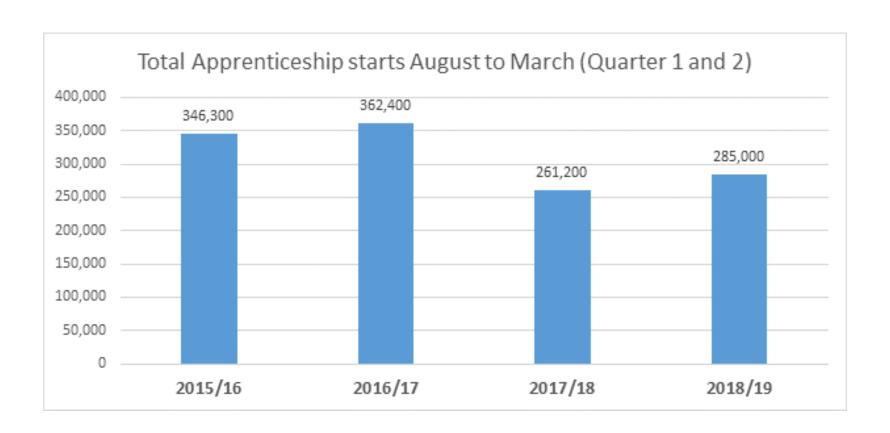
Adult Education Budget



Aligning Funding Streams



Apprenticeships



Apprenticeships – Non Levy

Supply VS. Demand

Apprenticeships

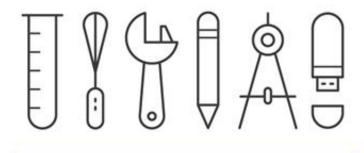


Level 2
Apprenticeships are a gateway to social improvement

Apprenticeships

ROATP

Greater Manchester Skills Summit 2019



SKILLS SUMMIT 2019

#GMSKILLS2019



Sponsored by:





Northern Skills Network



Cheshire and Warrington Network

















Anita Pyrkotsch-Jones Ofsted

New Education Inspection Framework Update



Education inspection framework: Inspecting the substance of education

The consultation outcomes Further education and skills





Today's session

- The Ofsted strategy and the new framework
- The consultation findings
- The judgement areas
- Responses to further education and skills specific consultation questions
- Recurrent themes in responses
- Questions



'A force for improvement through intelligent, responsible and focused inspection and regulation'

Ofsted strategy 2017–22

The new framework

- The curriculum at the heart of inspection.
- No need to produce progress and attainment data 'for Ofsted', helping reduce unnecessary workload.
- All pupils should have access to a high-quality education.







Inspection experience
26 years of inspecting education

Most research-informed framework Research shared publicly

Largest ever number of pilot inspections More than 250 pilot inspections

Sharing draft inspection handbooks
First time we've consulted on the handbooks

Consultation
Ofsted's biggest ever consultation



The consultation responses



The consultation responses

16 January–5 April 2019

- More than 15,000 responses
 - Almost 11,000 responses to online questionnaire
 - Over 600 email responses
 - Over 4,000 responses as a result of a campaign by YoungMinds
- Over **150** face-to-face engagement events
- Over 400 people joined external webinars













The judgement areas: quality of education





Quality of education judgement

The new quality of education judgement puts the real substance of education, the curriculum, at the heart of inspection.

Inspectors will have a connected, educationally focused conversation, incorporating:

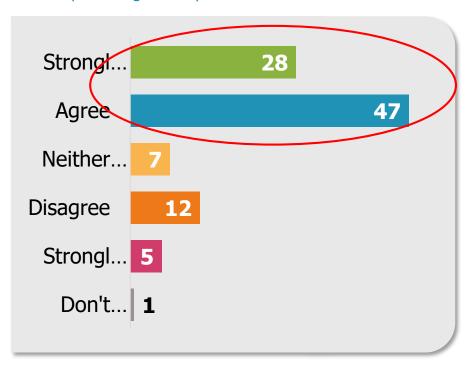


- curriculum design, coverage, appropriateness and delivery
- teaching (pedagogy)
- assessment (formative and summative)
- attainment and progress (qualifications and assessments)
- knowledge and skills development
- destinations.



Quality of education: what people said

Overall percentage of respondents



- Three-quarters of respondents agreed or strongly agreed with this proposal.
- Many respondents were pleased with the proposed focus on the curriculum rather than an over-focus on performance data.
- Many parents were pleased with the direction of travel.

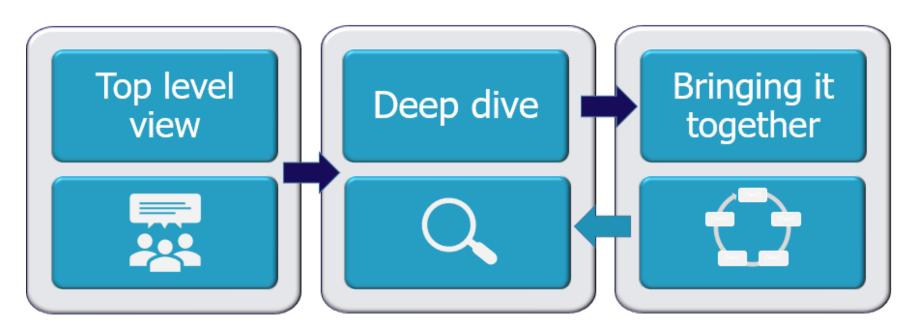
What we are doing in response

- Introducing a new 'quality of education' judgement from September 2019.
- The inspection handbooks have been updated to set out how this key judgement will be inspected in different contexts.
- Introducing a transition period, which will be reviewed after a year.





Inspection model for quality of education



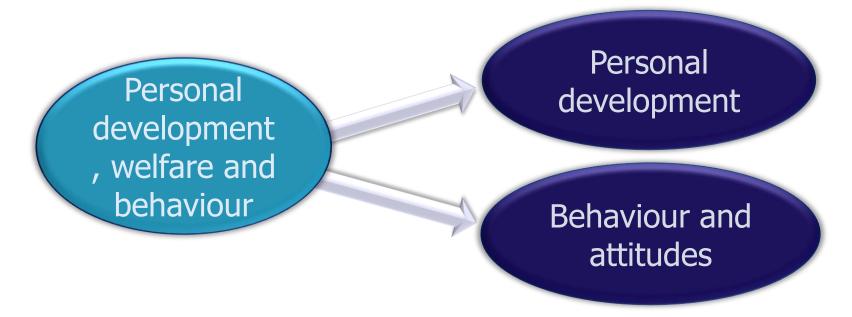


The judgement areas: 'personal development' and 'behaviour and attitudes'





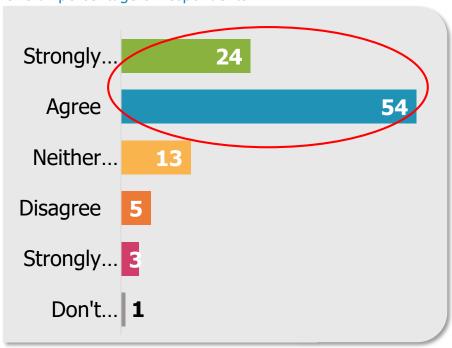
Separate judgements for 'personal development' and 'behaviour and attitudes'





Separating the judgements: what people said





- Nearly eight in 10 respondents supported introducing separate judgements.
- A strong majority of respondents from all education sectors supported this proposal.
- Concerns were raised by some that the proposed 'behaviour and attitudes' judgement would fail to reflect the realities of education providers working in challenging circumstances.





What we are doing in response

- Introducing two new separate judgements: 'personal development' and 'behaviour and attitudes'.
- Amendments to recognise education providers working in challenging circumstances.
- Recognising the importance of pastoral care.



New inspection judgements





Changes to provision types we grade





Proposal: change to provision types



Apprenticeships



Education programmes for young people

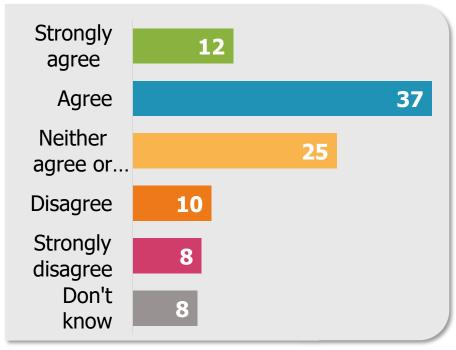
Adult learning programme





Changes to provision types: what people said





- Half of respondents to the questionnaire agreed or strongly agreed with the proposal.
- Approximately one in five did not agree.
- Some respondents had concerns that losing the 'high needs' category could lead to providers deprioritising this provision type.



What we are doing in response



Education programmes for young people

Provision for learners with high needs









Changes to short inspections





Changes to short inspections

We proposed to:

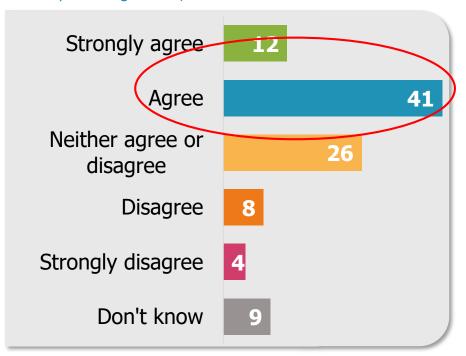
- continue with short inspections for most good providers
- introduce a consistent approach in what is considered in the inspection for all providers
- introduce on-site preparation for short inspections.





Changes to short inspections: what people said

Overall percentage of respondents



- More than half of respondents supported introducing the proposed model for short inspections.
- Respondent felt the changes would bring about greater consistency and transparency to short inspections.
- There were concerns raised about the on-site preparation.

What are we doing in response

- From September 2019, we are introducing common areas of focus for all short inspections.
- The short inspection will seek to confirm whether the provision continues to be good.
- If sufficient evidence cannot be gathered in a short inspection, it will extend to become a full inspection.
- We have listened to concerns raised about on-site prep. We are not going to introduce on-site prep.



Changes for providers judged to require improvement





Changes for providers judged to require improvement

We proposed to **extend the timescale** of the re-inspection
window for providers judged to
require improvement from

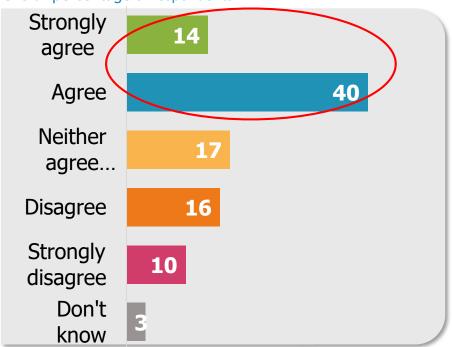
within 12 to 24 months to

within 12 to 30 months



Changes for providers judged to require improvement: what people said

Overall percentage of respondents



- Overall, more than half of respondents supported the introduction of the proposed new timescale.
- There was strong support from the sector.
- Some concern was raised that an improving provider could be left too long before re-inspection and face impact on business.

What are we doing in response

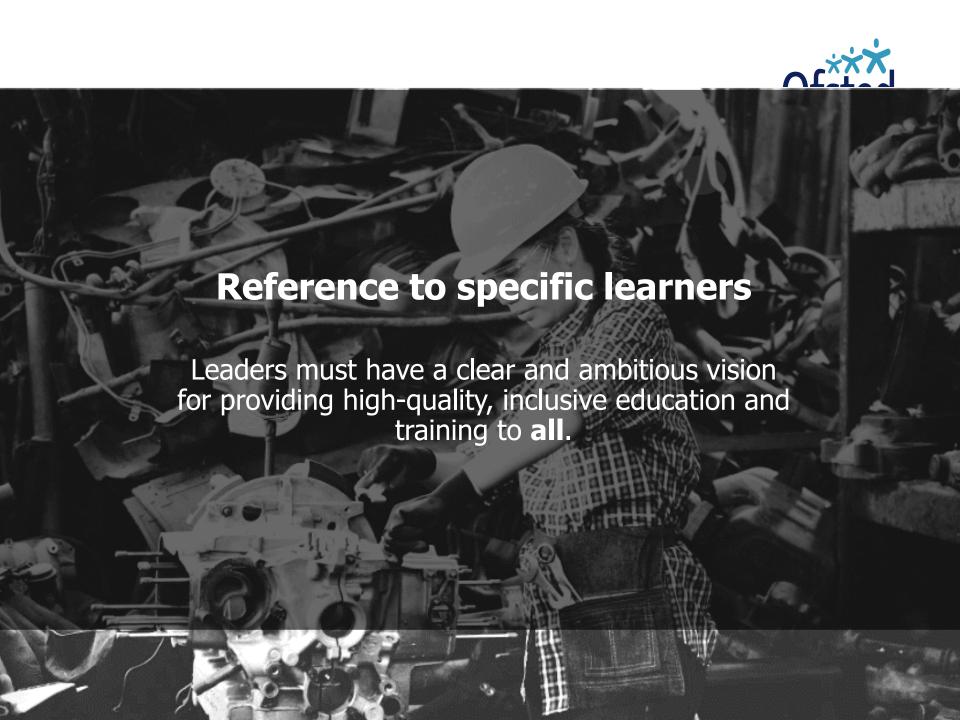
- We are introducing the extended inspection window of 12 to 30 months.
- We have added clarification in the handbook about the importance of the monitoring visit.





Recurring themes in responses









Mental health

The education inspection framework is built around the factors that have the greatest protective effect for all children:

- a good education
- high-quality pastoral care
- a culture that promotes a strong connection between children and learners and their community (in this case, their school or provider).



Documents the consultation has informed





Documents the consultation has informed

Responses to the consultation have informed the final drafts of the following documents, which have been **published** alongside the consultation report:

- Education inspection framework
- Early years inspection handbook
- Maintained schools and academies section 5 inspection handbook
- Maintained schools and academies section 8 inspection handbook
- Non-association independent schools inspection handbook
- Further education and skills inspection handbook
- Equality, diversity and inclusion statement.



Thank you





Ofsted on the web and on social media

www.gov.uk/ofsted

https://reports.ofsted.gov.uk

www.linkedin.com/company/ofsted





www.twitter.com/ofstednews





David Kitchen The Leadership team

Helping you grow and sell your training business

Helping you grow and sell your training business

David Kitchen

Managing Director



The Leadership Team

David Hellier (M&A)

Elsa Neary (Client support)

David Golden (Employer support)

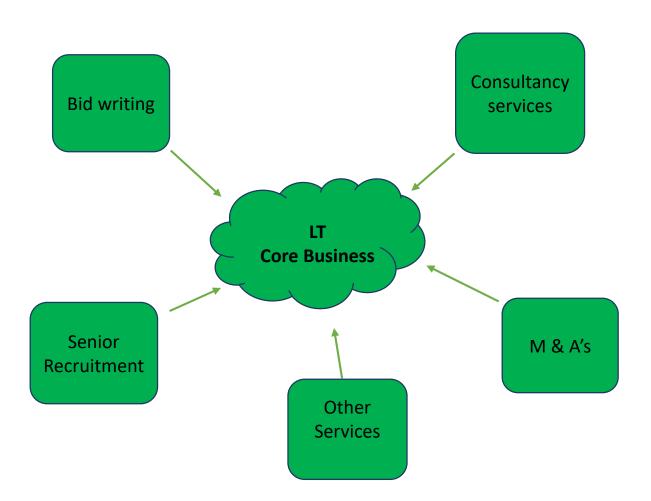
Glenise Burrell (Quality Improvement)



Who are we and what do we do?

- Growth Specialists within the training/FE sector
- Formed 5 years ago
- 30 highly specialist consultants
- From ROTO/ROATP to SELL YOUR BUSINESS and everything inbetween
- For ITP's we operate a PLAN-GROW-SELL model







Examples of work performed

- Conducted projects with 400+ training providers/colleges/universities/employers
- 250+ companies put onto ROTO/ROATP
- £Multi-million Bids won
- Helped dozens of providers achieve Grade 2 OFSTED+
- Helped avoid significant clawbacks through audit and compliance support
- Sold 34 training businesses since early 2018



Examples of GMLPN members worked with on M&A's:

- * North West Skills Academy
- * LTE/Manchester College Group
- * Acacia Training



Sam Riley, MD- North West Skills Academy:

"The Leadership Team provide an excellent service when it comes to sourcing and purchasing training related businesses. David and the team supported us to purchase a provider that will allow us to complement our existing offer and support our growth plans."



Leadership Team's involvement in finding Total People for Manchester College 2015

- Independent broker
- "Training and skills "credentials and commercial due diligence
- Seller interest real or not?
- Part of a due diligence team looking at legals, finances, commercial, market position, reputation and credibility
- David built rapport with potential owners and brokered initial expressions of interest
- David very conscious of cultural fit and building a legacy .. the owners of Total People wanted to ensure the business moved in safe hands.
- Ian Holborn former CFO, LTE Group



Victoria Sylvester, MD – Acacia Training:

"The Leadership Team has given us the support and confidence to develop into a quality learner and employer focused, profitable and well positioned education provider. The support and challenge model they operate is very effective and they have high levels of expertise within their diverse team."



How much would you pay for this business?

- Business A
- £500k direct non levy contracts care provider
- £50k profitability
- No OFSTED grade
- 5555555



How much would you pay for this business?

- Business A
- £500k direct non levy contracts care provider
- £50k profitability
- No OFSTED grade
- Owner Wants £1.5m



How much for these businesses:

- Business B
- £250k Advanced Learner Loan Contract childcare provider
- £400k Non Levy Contract
- £250k per annum new AEB contract
- £800k turnover
- £150k Profitability
- Satisfactory OFSTED
- Just gone up for sale at....?



How much for these businesses:

- Business B
- £250k Advanced Learner Loan Contract childcare provider
- £400k Non Levy Contract
- £250k per annum new AEB contract
- £800k turnover
- £150k Profitability
- Satisfactory OFSTED
- For Sale at £450k



What are people looking to buy?

- Contract Values
- Grade 1 or 2 OFSTED
- Profitability
- Client Base (e.g. Levy Employers)
- Owner's lack of involvement in day to day
- Strength of management team
- What you have that they need!



Our tips for selling:

- Don't sell when you are down
- Prepare properly for sale over a 12-24 month period
- Get the Audit (ESFA) and Quality (OFSTED) in top notch condition
- Build maximum value in your business the things people want to buy
- Share the load get a Non Exec to help navigate the process
- Build a solid management team who can run the business in your absence
- Strong Financial Management
- Don't take your eye off the ball when you have agreed a deal!



Our tips for Buying:

- Look at where the value really is
- Don't just look in the rear view mirror, look at what you can do with it
- Do the Due Diligence especially on the learners!
- What goes if the owner goes?
- What are the risks and distractions to your existing business?
- Be wary of creating debt.



How can we support?

- SELLERS
- Help you get the business in order and build value before selling
- Help you develop your management team
- Navigate the pathway whilst you run the business share the load
- Prepare your Information Memorandum
- Put together forward facing financials
- Provide legal support to avoid high bills and long delays
- Find a buyer for your business



How can we support?

- BUYERS
- Search and Find facility
- Conduct due diligence on your behalf
- Valuation advice and market information
- Negotiate the deal
- Provide legal support to avoid high legal bills and delays



Thank you

- Feel free to give us a shout:
- David Kitchen (MD)
- David Hellier (M&A)
- Elsa Neary (Client support)
- David Golden (Employer support)
- Glenise Burrell (Quality Improvement)





Greater Manchester Skills Summit 2019

"A serious conversation about Skills"

A GM Chamber of Commerce and GMLPN joint initiative



SKILLS SUMMIT 2019









Greater Manchester: OUR REGION, OUR REALITY

The Objectives:

Build a common understanding of the current skills and employment issues and challenges in Greater Manchester: how young people, youth leaders, trainers & educators and business leaders contribute to and invest in people, communities and the Greater Manchester economy.

To identify where the current work and skills system needs reform to ensure that it is fit for purpose both now and in the future and to identify actions which can be taken in the immediate future to initiate the change process.







- 100 senior representatives from across industry, education and stakeholders
- Included contributions from:
 - Industry and employer organisations
 Training providers, colleges and universities
 Community organisations
 MPs and GMCA Andy Burnham
- Very positive feedback and a strong commitment to joint action
- Full conference report and feedback circulated widely









Vital ingredients of the best technical and vocational education systems both in the UK and Europe:

- Employers directly engaged in the design and delivery of the work and skills system
- Coherent industrial strategies underpinned by clear skills strategies
- Greater parity of esteem between academic and vocation educational routes
- Well informed young people equipped to make sound career choices
- An effective re-training system which sustains employability









Employers and providers establishing a clear 'Ambition' for the work and skills system







An Ambition Statement for Greater Manchester

- What is it: Joint 'Ambition Statement' informed and influenced by the views of our Members
- **Evidence base:** Future of Skills 2028 Campaign, British Chambers of Commerce Greater Manchester Workforce Development Survey, GMLPN Network and actions from our Skills Summit 2019
- What we want to achieve: clearly set out what Industry and Educators need in terms of skills 'levers' and the steps/solutions needed to achieve these, linking also to other policy areas such as transport, infrastructure and health & well being (as part of the wider GM Local Industrial Strategy)
- Timescales:
 - July Outline of key themes to GMCC/GMLPN Members, followed by presentation to ESAP
 - August Narrative and evidence base completed
 - September Launch









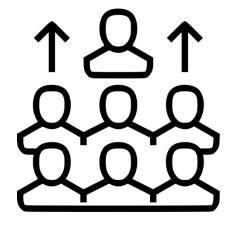


Policy: Increased lobbying to secure greater devolution of both skills funding and policy including greater control over unused apprenticeship levy and how this could be used as a skills levy for Greater Manchester.







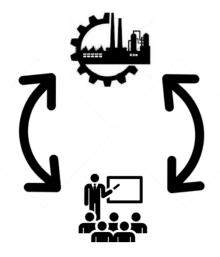


Collaboration: More structured facilitation needed between educators and industry, through anchor organisations acting as 'skills brokers', to identify need, grow capacity and agree solutions.







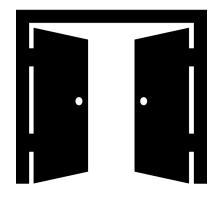


Co-design: to meet the rapidly changing needs of industry there is a need for employers and educators to work together on curriculum co-design, co-delivery, co-assessment and co-evaluation.







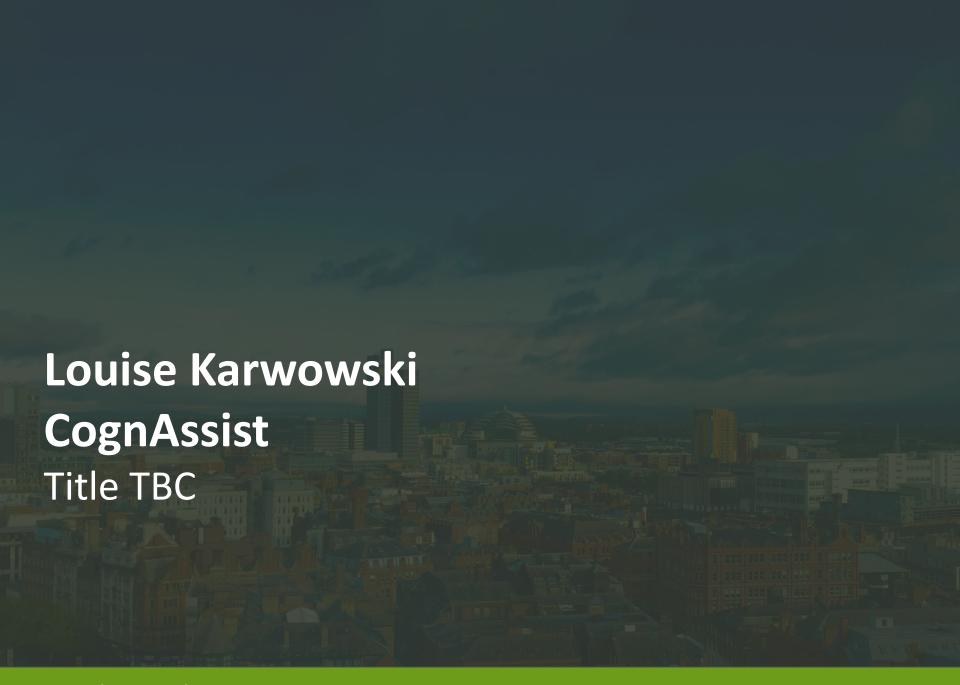


Employment: working together, industry & educators to create more effective routes into sustainable jobs, increasing social mobility, with the support of mental health and wellbeing services.













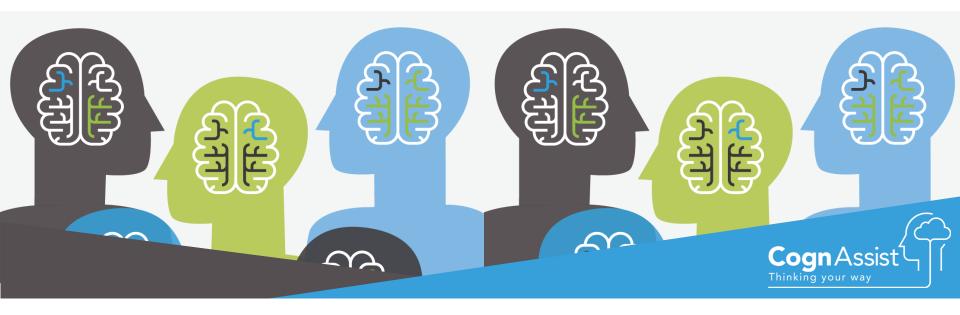
Louise Karwowski

Neurodiversity Expert, Cognassist

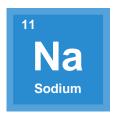


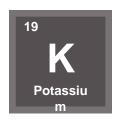
What is neurodiversity?

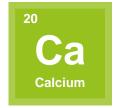
It's just a different way of thinking and learning.



10_{15} = 1 quadrillion







- Your brain is 2-3% of your mass but consumes 1/5th of your energy
- There is no place for memory, memories are encoded in the same pathways used for processing the information
- There are over 1 quadrillion synapses in your brain
- Sodium, potassium and calcium are moved around your brain to create chemical potential differences and fire neurons to power some of these quadrillion synapses
- The wiring of neural pathways is absolutely unique to you
- No wonder people think differently!



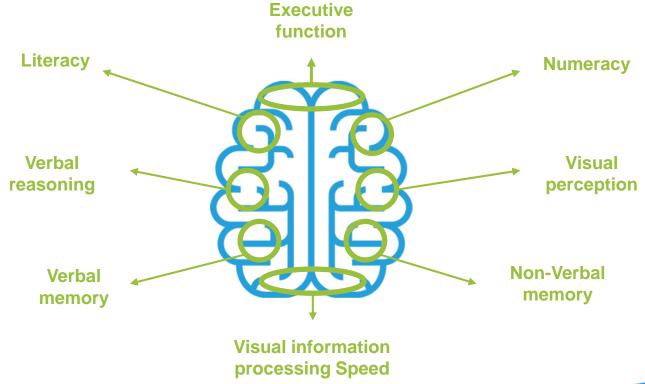
Does IQ affect neurodiversity?

People with an additional learning need have above average IQ

People with an additional learning need have below average IQ

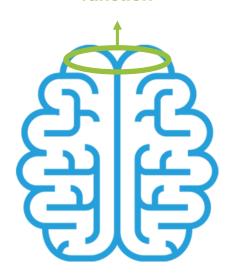
Learners of any level could identify as neurodiverse.





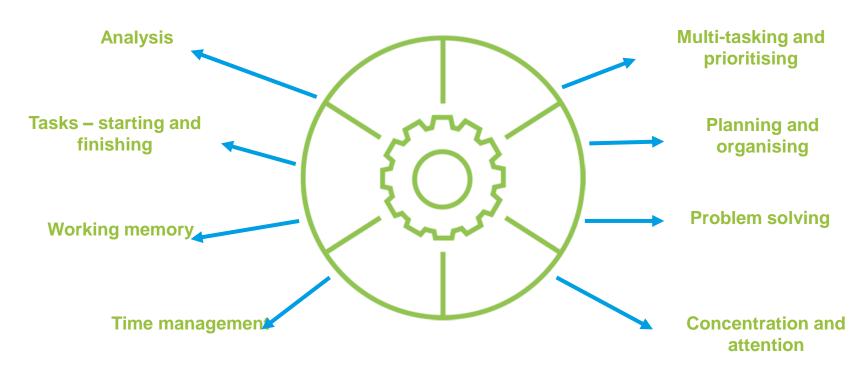


Executive function

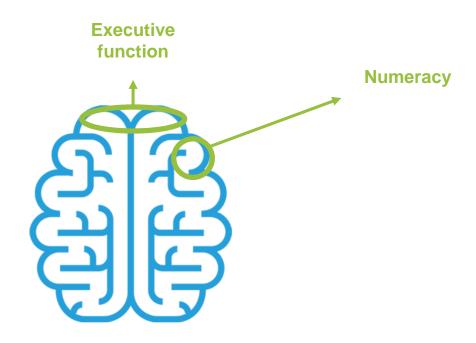




Executive function





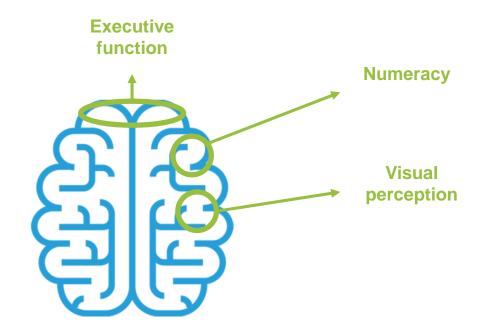




Numeracy





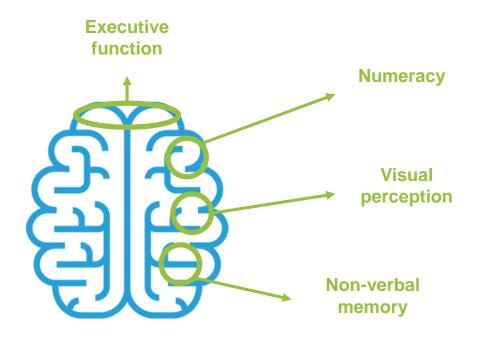




Visual perception

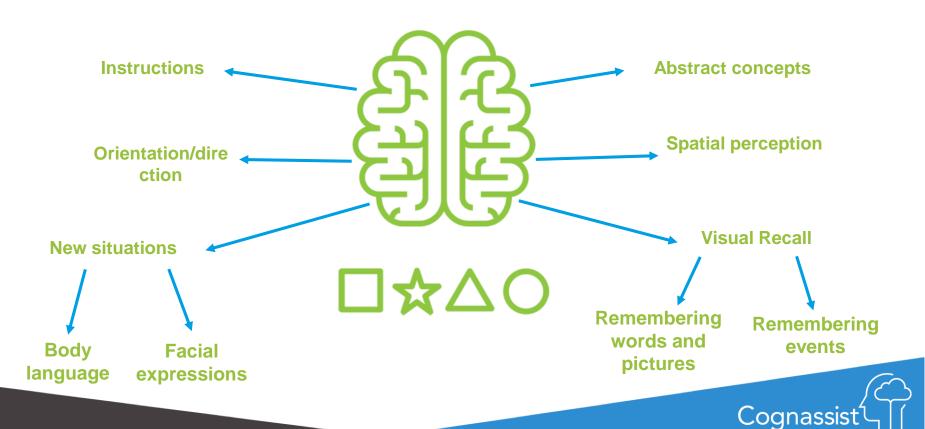






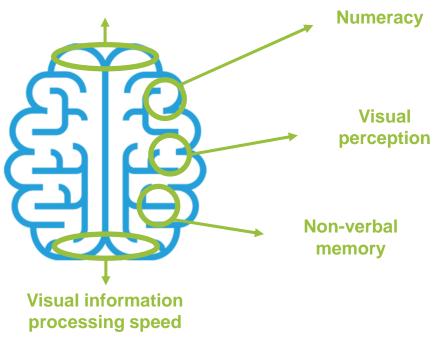


Non-verbal memory



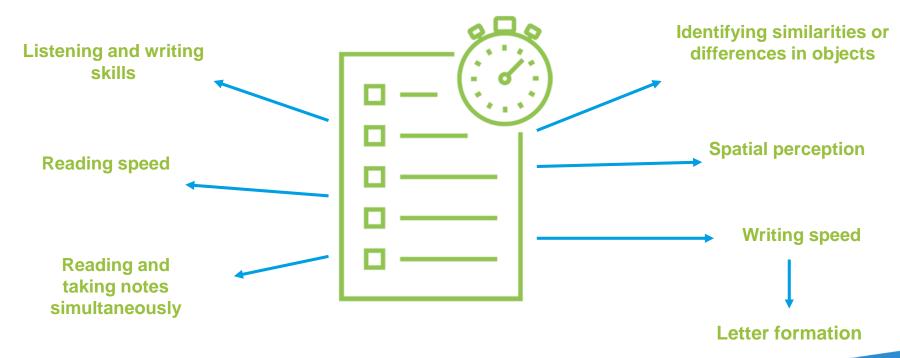
Thinking your way

Executive function

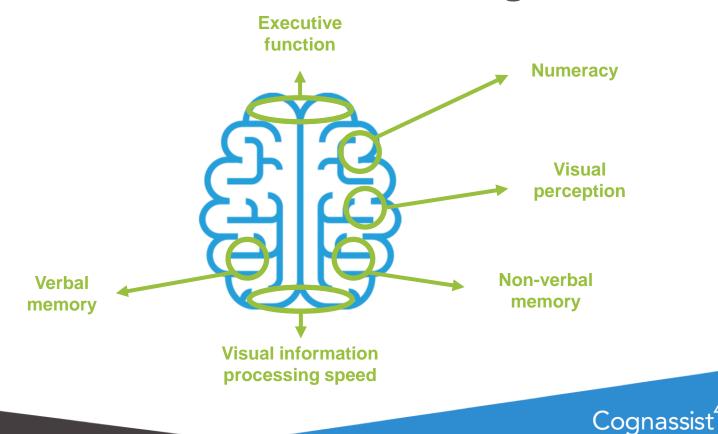




Visual information processing speed





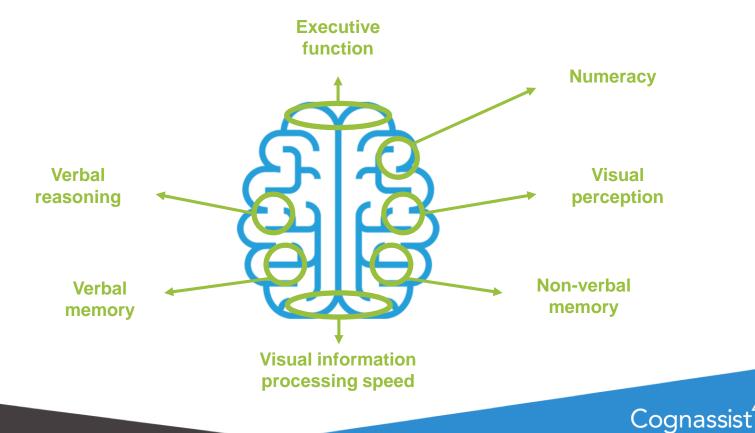


Thinking your way

Verbal memory





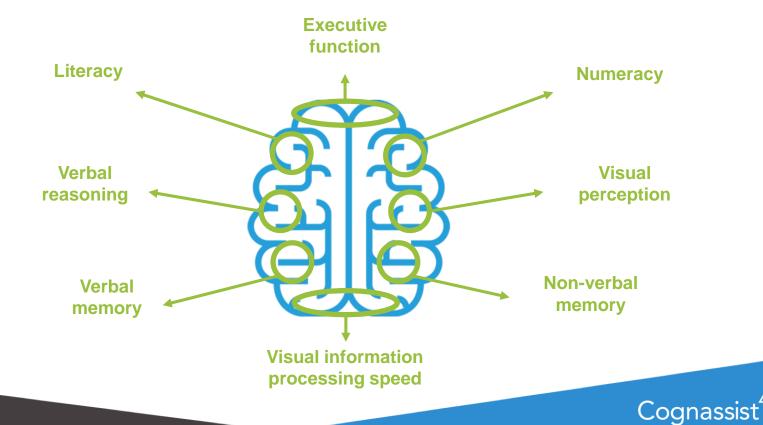


Thinking your way

Verbal reasoning

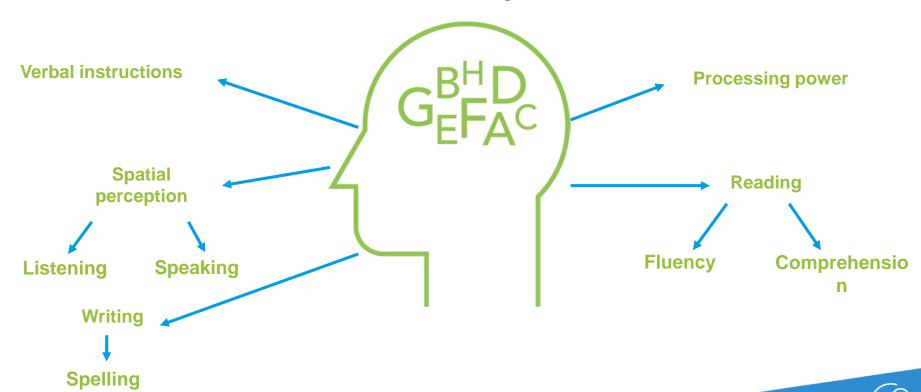




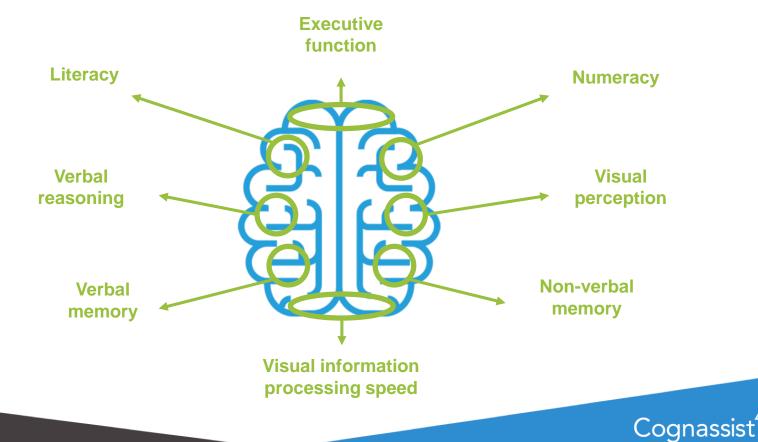


Thinking your way

Literacy



Cognassist Thinking your way



Thinking your way



Learner Support Assessment

Welcome to the learner support assessment

This assessment consists of 8 types of test, which contain different types of questions.

Before taking this assessment, you should have completed the questionnaire.

Once complete, we will use your answers to determine areas in which there may be opportunies for improvement.

Next





Verbal Memory

Mr George Patterson of 75 Riversdale Road in Morecambe was walking his dog in Prenden Park when he was attacked by 3 youths.

He was dragged to the ground and had his wallet, watch, keys and trainers taken.

Ben who is 40 years old and his wife Joanne who is 42 were jogging nearby and after hearing Mr Patterson shouting for help ran to help him, but the youths had cycled away on their bikes.

Ben rang the police and after 7 minutes PC Bell and PC Chambers arrived as they had just come from Mr Greens Butchers round the corner where there had been a report of shoplifting.

PC Bell used his radio to give other police officers a description of the youths and after only 12 minutes a police van with 6 officers found and arrested the youths.



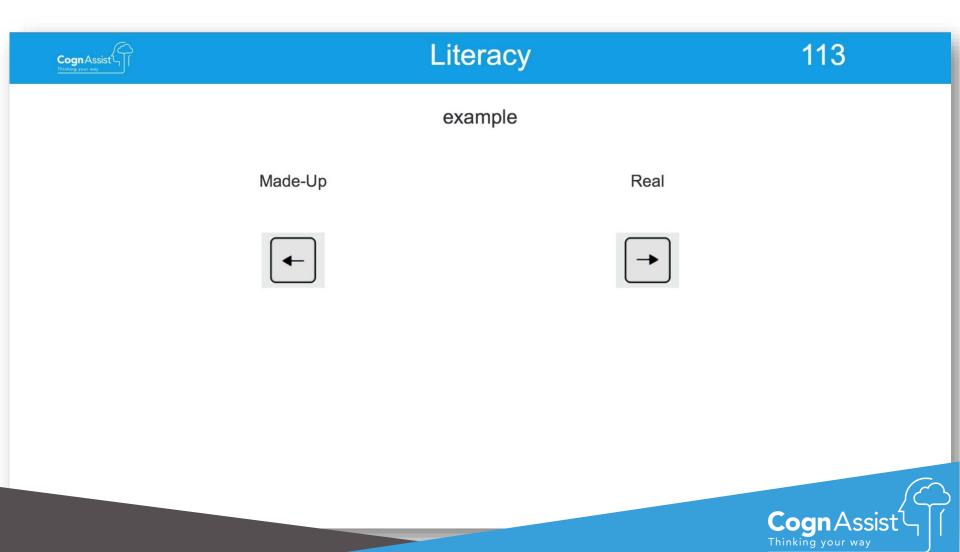


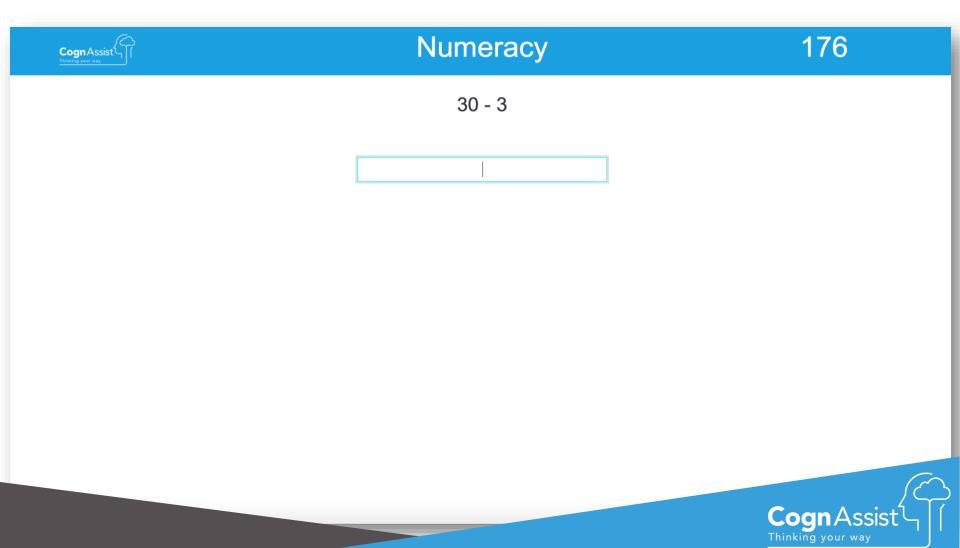
Verbal Memory

What was the name of the man's wife?

Joanne
Joyce
Jessica
Jennifer









Visual Information Processing

113



























Non-Verbal Memory Pictures







Non-Verbal Memory

Which object were you shown previously?













Letter Fluency

70

G





Verbal Reasoning

175

Summer Christmas

Chocolate

Presents

Holidays

Religion





Visual Perception



190



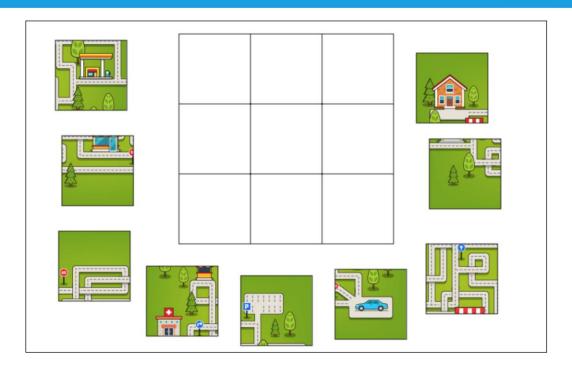




Visual Perception

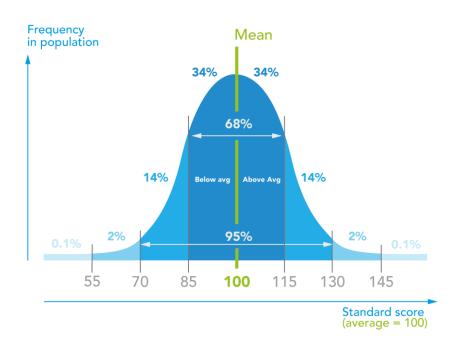
Hint

198

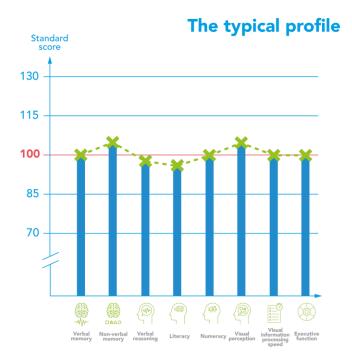




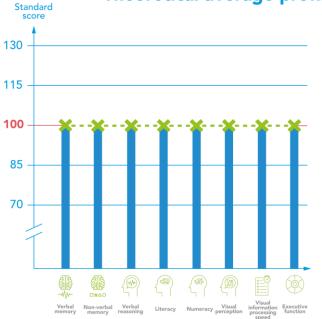
Standard score bell curve





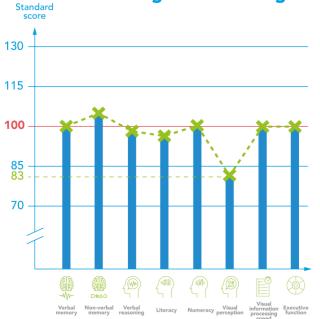


Theoretical average profile

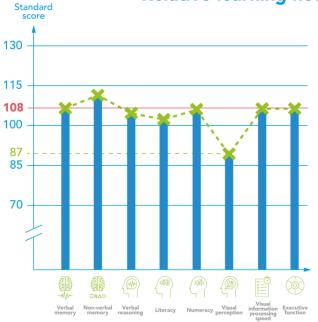




Cognitive learning need



Relative learning need





What's the impact on the learner?

Retained on course

Completion of apprenticeship
Increased confidence
Ability to achieve









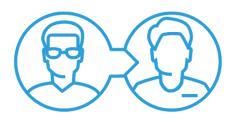


How can Cognassist support providers?

"Cognassist has improved our organisation's awareness of neurodiversity. Staff and learners understand that being different is not a bad thing; the more we understand about how our brains work and how we learn best, the more effective and enjoyable teaching and learning becomes." Buttercups training











Some of Cognassist's current customers













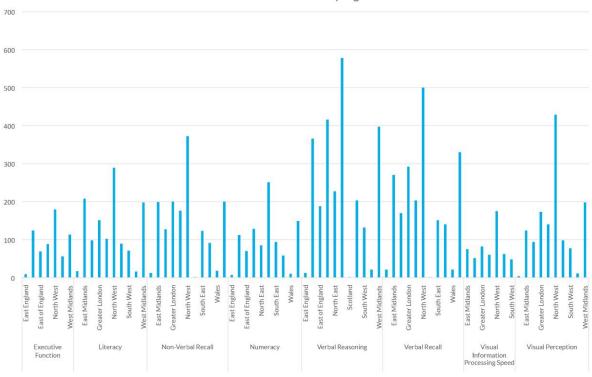






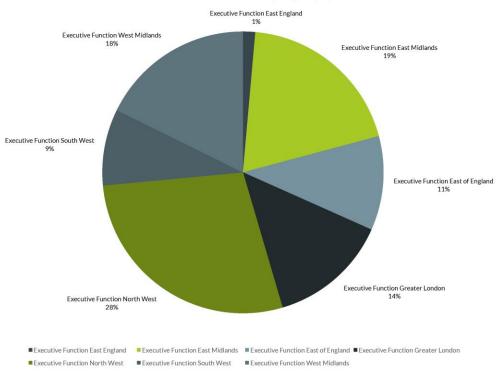


Domain identification by region





Domain identification by region (%)



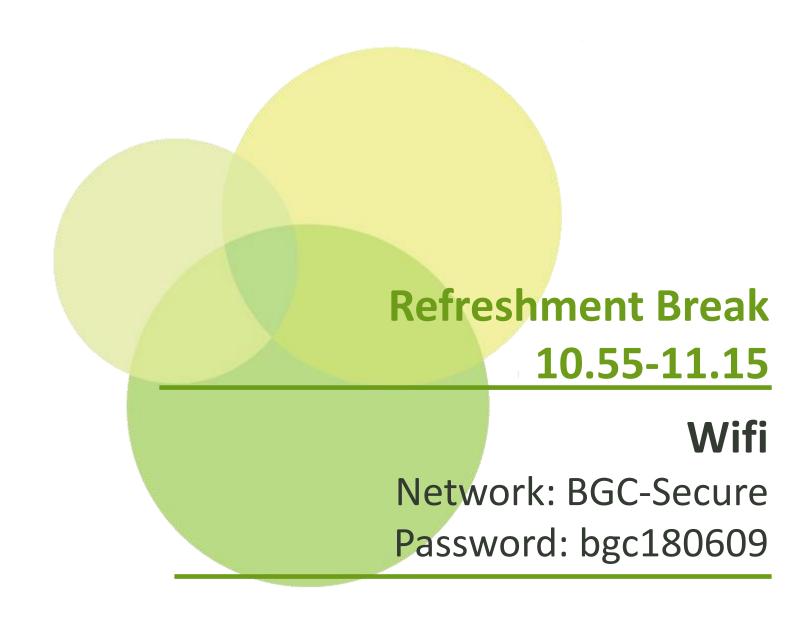


Your Questions?









Julie Hicklin | Pamela Williams Manchester City Council Supporting Youth Provision into SEND Apprenticeships

Supporting Young People with SEND into Apprenticeships and Traineeships



Julie Hicklin and Pamela Williams

Manchester City Council

June 2019

Objectives

- To explore funding and resources available to support learning providers
 and employers to recruit more young people with SEND into apprenticeships and traineeships
- To discuss changes to apprenticeship eligibility for young people with SEND
- To discuss best practice and barriers
- To encourage future networking

С

Changes in Apprenticeship Eligibility

- From 29 September 2017, apprentices who have, or previously had, an Education Health and Care plan, a statement of Special Educational Needs or a Learning Difficulty Assessment can apply for an adjustment to English and maths requirements to Entry Level 3 Functional Skills
- They must be able to meet the occupational standard of their apprenticeship
- British Sign Language (BSL) can now be used as an alternative to English Functional Skills for those who have BSL as their first language

Traineeships

- Young people with an Education, Health and Care plan may be eligible for additional funding to access a traineeship.
- This could include job coaching support.
- Discuss with local authority SEND staff.
- Access to Work may be available for work placements.
- Opportunities for partnerships with specialist supported employment providers.

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Funding for Apprenticeships & Reasonable Adjustments

- Handout and discussion on the funding that is available for providers.
- Handout of presentation on Reasonable Adjustments

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What do we need to do differently?

Group Discussion

- How can we work together to ensure inclusion?
- How are you promoting your opportunities?
- What are the barriers you face?

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What do we need to do differently?

How can we meet our objectives? Preparing for Adulthood Meeting

11th October 2019 at 9am - Hough End Centre, Mauldeth Road West, Chorlton, M21 7TL

Agenda

- opportunity to network with school and college staff;
- how to encourage more disabled young people to apply for apprenticeships/traineeships;
- how to encourage employers to recruit from a diverse range including priority groups;
- sharing best practice in recruiting young people with SEND;
- reasonable adjustments any further guidance and support required for providers?

Useful resources

- Disability Rights UK Into Apprenticeships
- https://www.disabilityrightsuk.org/intoapprenticeships
- Preparing for Adulthood
- https://www.preparingforadulthood.org.uk/
- Paul Maynard taskforce 2016
- https://www.gov.uk/government/publications/apprenticeships-improvingaccess-for-people-with-learning-disabilities/paul-maynard-taskforcerecommendations
- NIACE toolkit
- http://www.employer-toolkit.org.uk/

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Useful resources

- Access to Work
 https://www.gov.uk/access-to-work
- Mental health support for apprentices Remploy
 https://www.remploy.co.uk/employers/mental-health-and-wellbeing/access-work-mental-health-support-service-apprentices
- ETF resources
 https://www.et-foundation.co.uk/supporting/support-practitioners/special-educational-needs-disabilities-send-resources/

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Thank You

• Our Manchester •

j.hicklin@manchester.gov.uk

p.williams1@manchester.gov.uk

Gemma Richmond Mencap

Removing Barriers for People with Learning Difficulties



Apprenticeships with **mencap**

Removing Barriers, Challenging Perceptions

& Making Change





Who are Mencap?

- In the United Kingdom, about 1.5 million people are known to have a learning disability:
- A charity working in England, Wales and Northern Ireland
- We support about 10,000 people with a learning disability each year
- We support people in all support people to live their life how they would like. We do this through encouraging independence, changing laws, supporting relationships and employment



What is a Learning Disability?

A learning disability is a reduced intellectual ability and difficulty with everyday activities – for example household tasks, socialising or managing money – which affects someone for their whole life.

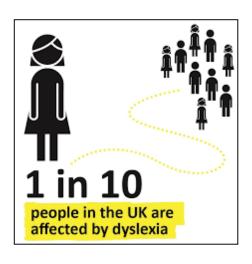
• People with a learning disability tend to take longer to learn and may need support to develop new skills, understand complex information and interact with other people.

LD has a scale. This can range from mild, through moderate, to severe.

 The level of support someone needs depends on individual factors, including the severity of their learning disability.

(Mencap, 2018)

Do you think dyslexia is a learning disability?



 Learning disability is often confused with dyslexia. Mencap describes dyslexia as a "learning difficulty" because, unlike learning disability, it does not affect intellect.

Autism

Like a learning disability, autism is a lifelong condition. Someone may have mild, moderate or severe autism, so it is sometimes referred to as a spectrum, or autism spectrum disorder (ASD).

There are common features of autism, which might affect the way a person:

- interacts with others in a social situation for example making little or inconsistent eye contact
 - is able to communicate with others
 - thinks about and deals with social situations.
 - Sensory sensitivity

WHY?

· Why do we do what we do?

We have been supporting people into paid work and find work experience placements for over 40 years

In the UK there are approximately **1.5million people** who have a learning disability and currently only 6% of people with a learning disability in employment.

We believe that people with a learning disability deserve the opportunity to work in a career they find meaningful, can learn new skills and develop professionally.

We are currently working in collaboration with the DoE to deliver the flexibilities around apprenticeships to ensure that the programme is accessible to all.







Mencap's Apprenticeships



WHAT?

- Last 15 months apprenticeships
- Standards Level 2 Customer Service & Retail
- Reasonable adjustments Length of programme

The 3 ships

Supported Internships

Traineeships

Apprenticeships



We want to support 120,000 more people with a learning disability in employment over the next 10 years.

The Conservative party's manifesto pledged to get 1 million more disabled people into work in the next 10 years.

12% of disabled people have a Learning Disability – so this equates to a target of 120,000 into employment in the next 10 years.

What barriers are stopping employers and training providers take on Apprentices with Disabilities?



Training and Delivery

Off the Job Training



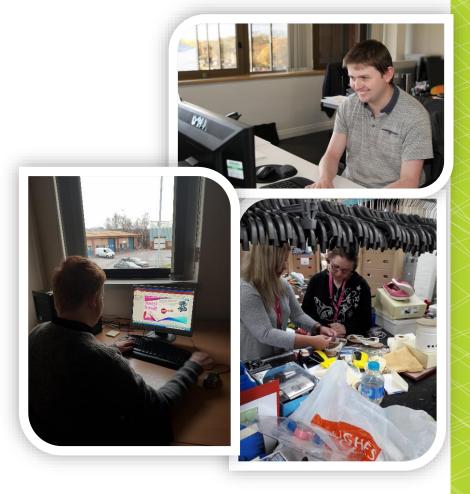
Maths & English



On the Job Training

- with the support of a Job Coach

- Supporting apprentice in their role.
- Support and guide employers in ways to manage apprentice.
- Support in the creation of resources to support apprentice develop their role.
- Group Sessions
- 1-1 work
- Assignments
- Work shadowing
- Industry Visits



Functional Skills



"...adjusts the minimum standard of English and maths required (to entry level 3) for a defined group of apprentices with learning difficulties and disabilities who are able to meet the occupational standard but will struggle to achieve English and maths qualifications at the level normally required." Paul Maynard taskforce recommendations:

https://www.gov.uk/government/publications/apprenticeships-improving-access-for-people-with-learning-disabilities/paul-maynard-taskforce-recommendations#recommendations

So, what next?



Mencap Apprenticeships @Mencap_Aships · May 1

The #Apprenticeship results are coming in fast this week! A huge Congratulations to @mencap_charity @MencapEmployMe #apprentice Hafsah Nadeem has passed her Level 2 Customer Service #Apprenticeship. Well done Hafsah!

A huge congratulations to @mencap_charity @MencapEmployMe Apprentice Lianne Faulkner for passing her Level 2 Customer Service #Apprenticeship with a Distinction! Well done Lianne!



THANK YOU

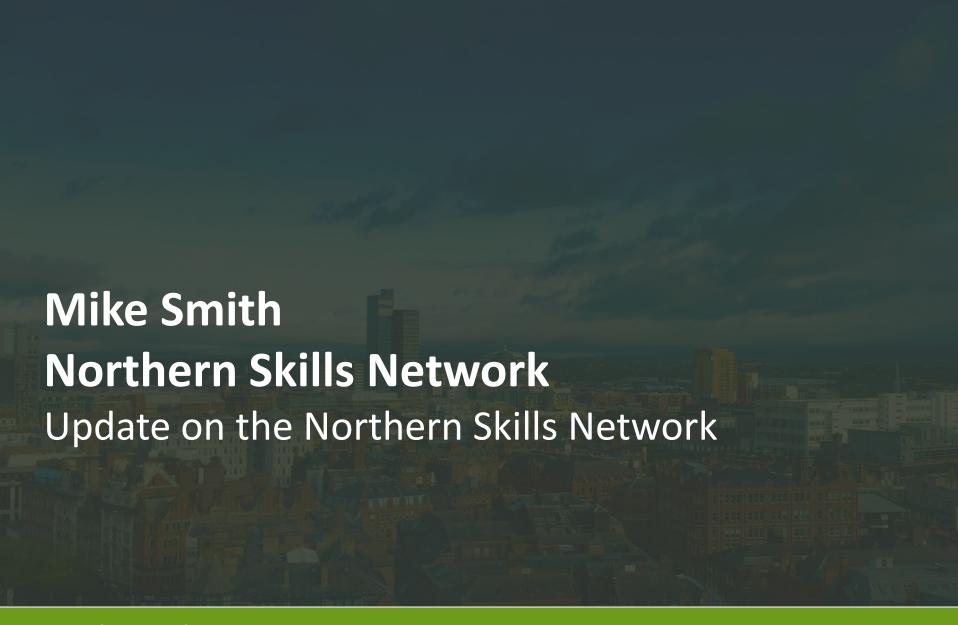
Any Questions?

Contact:

Michael Taylor – Lead Coordinator North

Michael.taylor@mencap.org.uk 07967786318

Gemma Richmond – Education and Apprenticeship Coordinator gemma.richmond@mencap.org.uk 07422074095





NORTHERN POWERHOUSE & NSN UP DATE

Mike Smith OBE NSN Chair



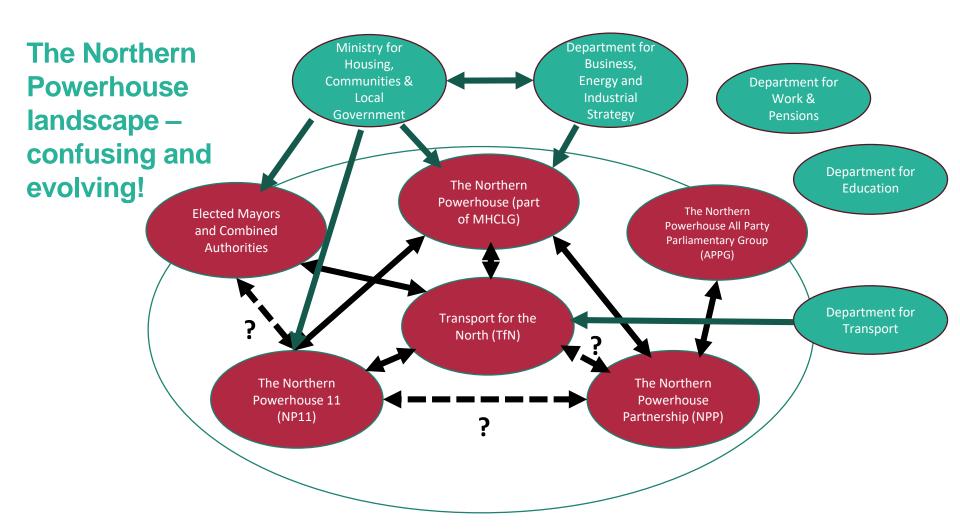
Recap on what the Northern Powerhouse is about?

George Osborne then Chancellor in the 2010-2015 coalition government, first outlined the Northern Powerhouse concept in a keynote speech in June 2014.

Building a Northern Powerhouse is about:

- boosting the local economy by investing in skills, innovation, transport and culture;
- by devolving significant powers and budgets to directly elected Mayoral Authorities to ensure decisions in the North are made by the North;
- and backing business growth right across the North, giving its cities the power and resources they need to reach their huge untapped potential;
- thereby rebalancing the national economy from south to north.









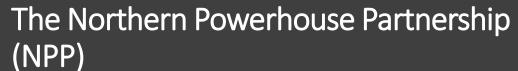
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The Northern Powerhouse

- The Northern Powerhouse strategy Published at the 2016
 Autumn statement by the then Chancellor George Osbourne,
 was a proposal to boost economic growth in the North of
 England particularly in the "Core Cities" of Manchester,
 Liverpool, Leeds, Sheffield and Newcastle.
- The proposal involves improvement to transport links, investment in science and innovation, and devolution of powers in City Deals.
- Jake Berry (MP for Rossendale and Darwen) was appointed Minister for the Northern Powerhouse and Local Growth on 8 January 2018.
- It's just been announced that his role has been enhanced and that he will also serve as a junior minister at the Department for Business Energy and Industrial Strategy in order to help coordinate economic policy.



THE NORTHERN POWERHOU RARTNERSHIP





- The NPP exists to increase the impact and contribution of the North of England to the UK economy by bringing the individual cities, regions and counties closer together, so that the whole of the North has a greater economic input than its separate parts.
- Chaired by the former Chancellor, George Osborne, the NPP has a business- led board, with representatives from key companies operating across the North including Manchester Airports Group, Mace, Barclays, Associated British Ports, Siemens, HSBC, Addleshaw Goddard, Arcadis, Drax, Arup, Bruntwood and support from EY.
- 26th April 2017 Northern Powerhouse Partnership appointed Henri Murison as its first Executive Director.



Northern Powerhouse 11 – 'NP 11'

- In July 2018, Jake Berry speaking at the first ever Northern Powerhouse Business Summit in Newcastle Gateshead, announced that Local Enterprise Partnerships in the North of England would form an influential new body to support the government's ambitions for the Northern Powerhouse across the region.
- The Chairs of each of the 11 Local Enterprise Partnerships (LEPs) will sit on a newly formed, government-funded board called the 'NP11'.
- The newly formed NP11 Board is chaired by Roger Marsh OBE, Chair of the Leeds City Region Enterprise Partnership (LEP).







Northern Powerhouse strategy

Northern
Powerhouse
Schools
Strategy Review

Northern Powerhouse strategy

- Published in November 2017, the strategy is divided into four main areas; connectivity, skills, enterprise & innovation, and trade and investment.
- In terms of skills the strategy heavily focuses on early years (especially secondary schools), careers advice and pathways, and higher skills.
- The strategy is less clear about adult skills, but dose refer to the devolution of AEB to elected Mayors and the need to work with City Regions, to support them to work with employers and providers to develop an ambitious, locally owned plan for promoting uptake of high-quality apprenticeships.







NPP Report – Educating the North

- Stresses the important of high-quality education and skills in order to achieve the NPP vision for the North.
- The report makes 14 specific recommendations that it believes are necessary to close the educational attainment and productivity gap between the North and the South East.
- Again there is heavy emphasis on early years education, opportunity for the most disadvantaged and improvements to careers and pathways.
- The report also talks about the North becoming the world's leading centre for degree and higher-level apprenticeship, with an aspiration for 1 in 5 students pursuing them.
- Finally IoTs are referred to as an important enabler to the Northern Powerhouse becoming the lead in the '4th Industrial revolution'.
- Again, very little is said about adult skills, except for a call for the Northern Powerhouse Independent Economic Review (NPIER) to be refreshed to include a specific focus on the skills requirements in the prime capabilities (advanced manufacturing, energy, digital and health innovation) and enabling sectors to deliver improved productivity.

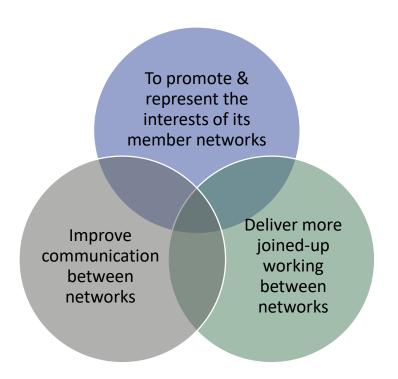


Why need NSN?

- Labour movement and skills demands are likely to be less constrained by traditional geographic boundaries, as infrastructure and transport improves across the Northern Powerhouse.
- Increasingly decisions on skills policy and strategy (potentially including funding)
 will be influenced by the Northern Powerhouse agenda and delivered through
 MCA/LEP's working together collaboratively.
- Networks traditionally tend to be good and effective in engaging with their local stakeholders; local authorities, LEPs, employers' groups etc.
- At the Norther Powerhouse level local networks, however, lack a single voice with which to influence decisions relating to skills policy and strategy.
- Therefore the need for an over-arching body to represent the interests of all of the networks and their members, to government departments and other NP stakeholders is seen as essential.



NSN's 3-Fold Purpose & Vision



NSN to become:

"The go-to organisation for the Northern Powerhouse Partnership and other stakeholders for advice on policy relating to work-based-learning & skills across the north of England."



NSN's Members















Cheshire and Warrington Network





Membership

- **257** Network Members
 - **71%** Independent Training Provider
 - **14%** FE/Sixth Form College
 - **7%** Other
 - **5%** Local Authority
 - 2% University

Other; Employer Providers, Voluntary/Community Sector, CEIAG Providers, Schools, Partner Oragnisations.

37% of Network Members are also members of AELP



Funding

 183 of Network Members have an ESFA contract, with a combined allocation of £689m nationally.

• This equals to **24%** of the overall ESFA non-levy national allocation.





Impact

- In 2017/18 there were a total of 336,440
 apprenticeship starts nationally. NSN members
 accounted for 84,110 starts, 56% of which were
 either Advanced or Higher Apprentices.
- In the North, NSN members accounted for 45% of starts, of which 51% were either Advanced or Higher Apprenticeships.



Employer Reach

The total number of employers reached by NSN members were:

- **78,781** nationally
- 51,810 in the north





Summary of progress

- New brand and logo established.
- High level impact and reach data collated.
- High level business plan agreed, and funding for the next 12 months secured.
- Set of outcomes for the year remaining agreed by the NSN Board including:
 - Further development of NSN's brand and website in order to promote the impact that its members deliver to a wider NP stakeholder audience.
 - Development of NSN's internal communication with its members via its website.
 - Becoming a member of the Northern Powerhouse Partnership programme.
 - Becoming a member of the NPP Skills Group.
 - Holding NSN's 1st annual conference with a theme around Local Industrial Strategies and devolution in early 2020.



ANY FURTHER QUESTIONS?



David Timperley Salford City Council

Salford Skills for Business Apprenticeship Fund: Supply and Demand

Salford Skills for Business Apprenticeship Fund

Supply and Demand

Wednesday 26 June 2019

Dave Timperley

- 1. Apprenticeship levy National picture
- 2. Why create the fund?
- 3. Partners
- 4. SSBAF
- 5. Local supply/Recruitment pool
- 6. How can you make the most of the fund?

Apprenticeship Levy – National picture

- Only 14% of available levy has been used to date by employers
- £3 billion untouched levy
- 2 in 5 employers have 'written off' their levy contributions
- From April 2019 nearly £120 million will be clawed back per month
- Only 19% of levy paying employers have made apprenticeship commitments, with many reporting some kind of frustration with the system
- 94% of employers are supportive of the apprenticeship levy in principle
- Those embracing apprenticeships reaping the benefits and rewards

^{*}The Open University requested data from the Education and Skills Funding Agency under the Freedom of Information Act 2000 on 10 December 2018. The data was returned on 11 January 2019.

Why create the fund?

- Opportunity to work with SMEs to stimulate demand for apprenticeships
- Ensure apprenticeship are of decent quality and are sustainable
- Develop the skills of the Salford population so they are best placed to benefit from the employment opportunities created within the city
- Better connect residents, especially priority groups, to the quality employment opportunities and likely future growth sectors
- The spirit of the fund is to engage local SMEs (non-levy payers) who are willing to employ Salford residents in long term sustainable jobs through an apprenticeship
- To support and train the existing workforce to close 'skills gap' in key sectors (i.e. health and social care, digital, manufacturing and construction, hospitality, business and professional services)

Partners























Salford City Council

Salford Skills for Business Apprenticeship Fund

Employers can access the fund for the provision of apprenticeship training and where necessary access some support with employment costs

New Apprentice Employee:

- Funding for apprenticeship training to support the new apprentice employee
- Wage subsidy £3k for new apprenticeship starts (one per employer)

Exiting Workforce:

Funding for apprenticeship training for an existing employee

Criteria

- Businesses with a Salford address, with less than 250 employees (SMEs)
- Salford resident accessing an apprenticeship
- Employer must pay at least the 'National Living Wage for 25 years of age +' to all its employees regardless of age (from April 2019 this is £8.21 per hour)
- NEET; looked after children; young people with special educational needs and/or disabilities; Salford Futures; Build Salford; young offenders; benefit claimants 18+yrs. This will include those accessing study programme or traineeship provision
- Key sectors including health & social care, education, digital, construction, hospitality, business and professional services

Application process

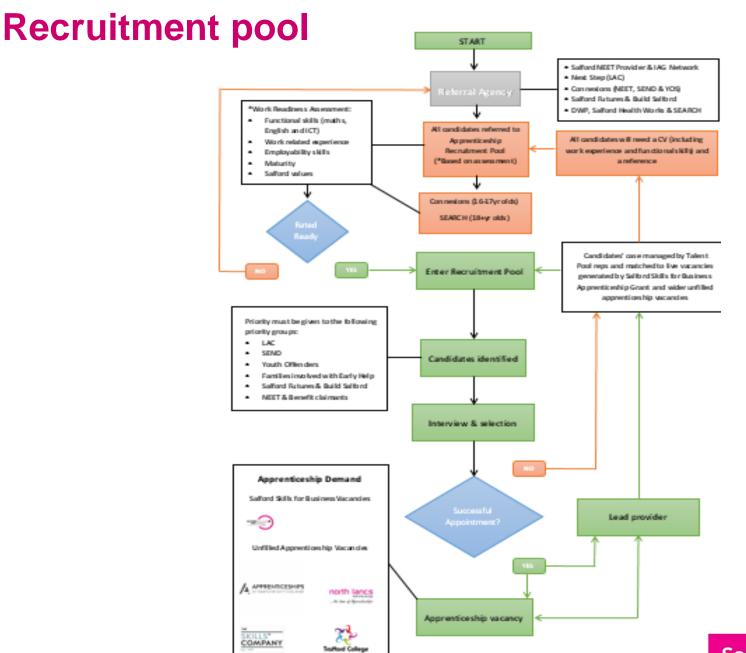
- On-line application to apply for SSBAF support i.e. apprenticeship training and where applicable access some support with employment costs e.g. £3k wage subsidy for employing a new apprentice
- Applications for funding from employers only
- Decisions on individual applications made by a panel of organisations who have pledged to gift a proportion of their levy to support the fund

£3k Grant Funding for wage subsidiaries:

- Grant paid in two instalments and becomes payable once an Apprentice has completed a minimum of 8 weeks in their apprentice role (evidenced by the apprenticeship provider and verified by the LA), followed by a final payment at 26wks
- Grants are subject to further eligibility checks and funding availability and the signing of this declaration is not a guarantee of grant funding

Local supply

- Growing need to respond to apprenticeship demand created by the fund and/or existing apprenticeship vacancies across the city
- Developed closer links with providers to identify and support 'apprenticeshipready' young people and adults leaving provision i.e. study programmes, traineeships and WBL provision
- Established a Recruitment Pool of 'Apprenticeship-Ready' candidates to support transition into apprenticeships
- Virtual coordination across commissioned services (Connexions and SEARCH) in partnership with providers delivering in the city:
- Agreed process and criteria with providers to RAG rating learners towards the end of programmes (to access pool support)
- Recruitment pool leads advising candidates on potential vacancies (weekly bulletins) and providing practical support with applications, interviews and advocating with providers and employers on behalf of the candidate



How can we support you and your learners?

How can you support?

Anything else you need?

Salford City Council

Contact:

E: david.timperley@salford.gov.uk

T: 0161 793 2533

Mike MacLoughlin ESFA

Update from Education and Skills Funding Agency

Greater Manchester Learning Provider Network

June 2019

Mike MacLoughlin, Karen Hopwood, Roisin Morris, Jonathan Gunther

ESFA further education directorate territorial team:

Cheshire, Warrington, Greater Manchester (Central & North)



Agenda

- Policy updates
 - ESFA oversight of independent training providers
 - Apprenticeships performance-management rules
- Business critical issues
 - o 2019/20 Allocations
 - o Change to Payment Date
 - o The new Hub: Submit Learner Data
 - o Common Findings from Funding Assurance Post-16
 - o Apprenticeship Service
 - o ESFA Update: 19 June 2019
- Questions



Policy update #1

ESFA oversight of independent training providers (April 2019)

- Purpose and context
 - o ITPs key part of the FE infrastructure
 - Majority provide good quality education and training, adhere to contracts
- Key expectations of providers
 - o Proactive use of monitoring reports, identification of issues/risks, take action
 - Work with us understand & demonstrate compliance, response to requests

https://www.gov.uk/government/publications/how-esfa-maintains-oversight-of-independent-training-providers-itps/esfa-oversight-of-independent-training-providers-operational-guidance

ESFA oversight of independent training providers continued...

Key measures

- Strengthened contract management, with requirements for further information and assurance where data and analysis suggest a risk to learners or public funds
- Enhanced assurance review, intervention and investigation arrangements, targeting specific areas of risk
- More proactive use of provisions in contracts to require specific actions to remedy breaches within defined timescales which will be closely monitored
 - https://www.gov.uk/guidance/esfa-education-and-skills-contracts-2019-to-2020
- Use of sanctions, such as suspension of recruitment or restricting growth, to mitigate the potential impact on learners while assurance is being gained or remedial act

ESFA oversight of independent training providers continued...

Risk assessment

- Weak or declining financial health
- Insufficient progress Ofsted monitoring visit
- Decline in QAR
- Financial health assessment late accounts
- Exceeding the recommended funding limit
- Complaints
- Data quality
- Audit
- Significant growth / decline

ESFA oversight of independent training providers continued...

Contract management dialogue and actions

- Risk indicators / characteristics
- Non-compliance, deterioration, underperformance
- Provider context
- Corrective action
- Additional assurance
- Additional obligations
- Implications

Differentiated approach

- Risk based
- Large ITP provider base
- New providers

Policy update #2

Apprenticeship performance-management rules 2019/20

Starts on or after 1 January 2018

- Allocation covers both existing learners and new starts (single pot but give priority to existing learners).
- No growth funding and <u>no funding for over-delivery</u>
- Can request virement from 19+ into 16-18; requests by 4 July
- Review in July 2019 (R11) and October 2019 (R02) for reductions

Carry-in learners (starts before January 2018)

- Allocations to be calculated from R12
- Review 2018/19 delivery in October 2019 for over-delivery (subject to affordability)

https://www.gov.uk/guidance/apprenticeship-funding-rules#the-latest-rules-2018-to-2019

2019/20 allocations – activity since March

- Non-levy apprenticeships funding reviewed after R09: Allocations now published issued through MYESF
- Apprenticeships carry-in funding being reviewed after R10
- ESFA-funded AEB:
 - o R10 increases
 - Business case outcomes by end of June
 - Continuing AEB learners to be reviewed after R12
- Advanced learner loans contracts issued & SLC portal open for learners to apply for 2019/20

Change to payment date

From August, we are combining the adult payment dates into one and will pay the following funding streams on the 14th working day of the month:

- Adult Education Budget (AEB)
- Apprenticeships
- Advance Learner Loans Bursary
- European Social Fund (ESF)
- National Careers Service
- 16 to 18 Traineeships
- Career Learning Pilots

Payments will reach bank accounts on 20 August 2019, and then on the 14th working day thereafter.

Queries to payment.queries@education.gov.uk.

Submit learner data

Are you using the 'new Hub' for your ILR submissions?? https://submitlearnerdatabeta.fasst.org.uk/

- ILR
- EAS
- ESF Supplementary Data

More information on FE Connect:

http://feconnect.education.gov.uk/blog/uncategorized/calling-all-providers-its-time-to-use-the-new-hub/

Common Findings from Funding Assurance Post-16

Data Accuracy: Providers must ensure that their ILR data is regularly reviewed to ensure that it is accurate. We have tools which we expect providers to use to test the credibility of their data frequently (that is, at least monthly). The tools include the funding information system (FIS) and provider data self-assessment toolkit (PDSAT).

PDSAT analyses the ILR data and produces reports that providers can use to identify and investigate potential anomalies in the data.

Many funding and data errors identified during assurance visits could be prevented if providers review their learner data in these reports for completeness and accuracy throughout the year.

Generic Issues:

- Learning support: Poor quality documentary evidence to demonstrate ALS was a common theme.
- Learner Eligibility: Providers must retain evidence that appropriate checks have been carried out to confirm eligibility.
- Subcontracting: Number of common issues were identified where subcontracting arrangements were not fully compliant with the funding rules.

Business critical issues #4 (cont'd)

16 to 19 Study Programme (including high needs)

Funding Issues	Data Issues	Data Quality and Compliance
Planned Hours	Condition of Funding	Individualised Learner Record (ILR)
Duplicate Records	Qualification Hours or Non- Qualification Hours	
Qualifying Periods	Planned Employment, Enrichment and Pastoral Hours	
Ineligible Learners	Work Experience	

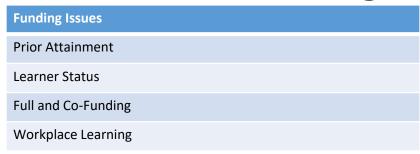
Business critical issues #4 (cont'd)

Apprenticeships

Funding Issues	Data Quality and Compliance
Recognition of Prior Learning	Individualised Leaner Record (ILR)
Evidence of the Start of Learning	Recognition of Prior Attainment and English and Maths
19+ Learners on Apprenticeships starting before May 2017	
Employment Status	
English and Maths	
Off-the-job Training	
Apprenticeship Agreement and Commitment Statement	
Ineligible Costs	
Minimum Duration	
Learner Status	
Payment of Employer Contributions	

Business critical issues #4 (cont'd)

Adult Education Budget (AEB)



Full detail can be found at:

https://www.gov.uk/government/publications/esfa-assurance-work-on-post-16-funding/common-findings-from-funding-assurance-work-on-post-16-providers-and-institutions

Apprenticeship Service HELP SHAPE THE DESIGN OF THE APPRENTICESHIP SERVICE

ESFA has opened an Expressions of Interest (EOI) for small and medium sized apprenticeship employers and supporting training providers to help develop the apprenticeship service

- The EOI will have two application windows. The first will open on 13 June 2019 and close 05 July 2019, after which the ESFA will select employers and supporting providers who have starts in August, September or October.
- The second window to submit an EOI for ESFA to select employers and supporting providers, who have starts in November and December 2019, will open later in the summer.

ESFA Update: 19 June 2019

- 1. For Action: Submit your college financial plans by Wednesday 31st July via IDAMS
- 2. Information: Register of Apprenticeship Training Providers Ofsted grade exemptions
- 3. Information: List of further providers selected to deliver T Levels
- 4. Information: Recording accurate data on the individualised learner record (ILR)
- 5. Information: Qualification achievement rate (QAR): in-year data release for 2018 to 2019
- 6. Information: Qualification achievement rate (QAR) technical specification documents and in-year guidance for 2018 to 2019
- 7. Information: Minimum standards 2018 to 2019
- 8. Information: Change in payment dates from August 2019

Questions?

