Welcome

GMLPN Members' Meeting

Wifi

Network: BGC-Secure

Password: bgc180609

Mark Currie
Chair - GMLPN
Welcome & Introduction

Rob Mottram

ALIN

Title TBC

MAXIMISING POTENTIAL THROUGH STUDY PROGRAMMES

ALIN (ADULT LEARNING IMPROVEMENT NETWORK)

ROB MOTTRAM – MARCH 2019

MAXIMISING POTENTIAL THROUGH STUDY PROGRAMMES

- **ALIN in its 4th year supporting providers in developing and managing the work placement element of 16-19 Study programmes to improve the quality and delivery.**
  - **Management of work experience and the better embedding of maths and English**
  - **Raising the profile of calculation and communication**
  - **Increasing the focus and importance of Social action**

ETF STUDY PROGRAMME PROJECT SUCCESS

- Exceeded targets by delivering support and CPD to over **70 providers**
- Achieved a total dissemination and reach of over **25,000** participants who have benefitted from the project.
- Model of delivery is a **bespoke support service** with a flexible and personalised approach to meet the needs of the provider.
- One of the major successes of the ALIN delivery of the Foundation's 2016/17 study programme project was the introduction of the concept of **calculation** and **communication**.

IMPACT OF STUDY PROGRAMME PROJECT: RESOURCES

- The development and production of the exploring (Technical) route flyers has **exceeded** any anticipated impact that was expected. This innovate resource developed around the 15 routes outlined in the Sainsbury report, has been **hugely welcomed by providers**.

- There are now over **55** flyers that provide a resource that links directly to the vocational / technical routes offered mapped to maths and English FS and GCSE, creating **clear and informative material** that can be used equally by Learners, Providers, Employers and Parents.

TECHNICAL ROUTE FLYERS

SPECIFIC IMPACT OF THE PROJECTS AROUND CALCULATION AND COMMUNICATION

- *“Maths and English will be rebranded as communication and calculation. Lessons will be called e.g. Communication in Business, Calculation in Business etc.”*
  Training 2000

- *“Best practice in developing maths skills to improve the understanding of concepts and overcoming barriers to learning maths”*
  Key Training

- *“Review the delivery of English and maths in work experience in each vocational area and map work activities to ensure that learners have the best opportunity to develop their relevant skills”*
  Myerscough College

ANIMATIONS

- The animations are limited to one and a half minutes each for maximum impact. 8 completed so far
- https://learningvideos.co.uk/wp-content/uploads/2018/05/Being-a-Barista-27.05.mp4
- https://youtu.be/WjiJn2hCQik
- https://youtu.be/DKg8LmR-e2M
- Teaching notes, posters and worksheets are provided with suggestions on how these can be used. We have uploaded the videos to YouTube, for promotional and practical access.
- Once approved by ETF these will also be uploaded to the excellence gateway.

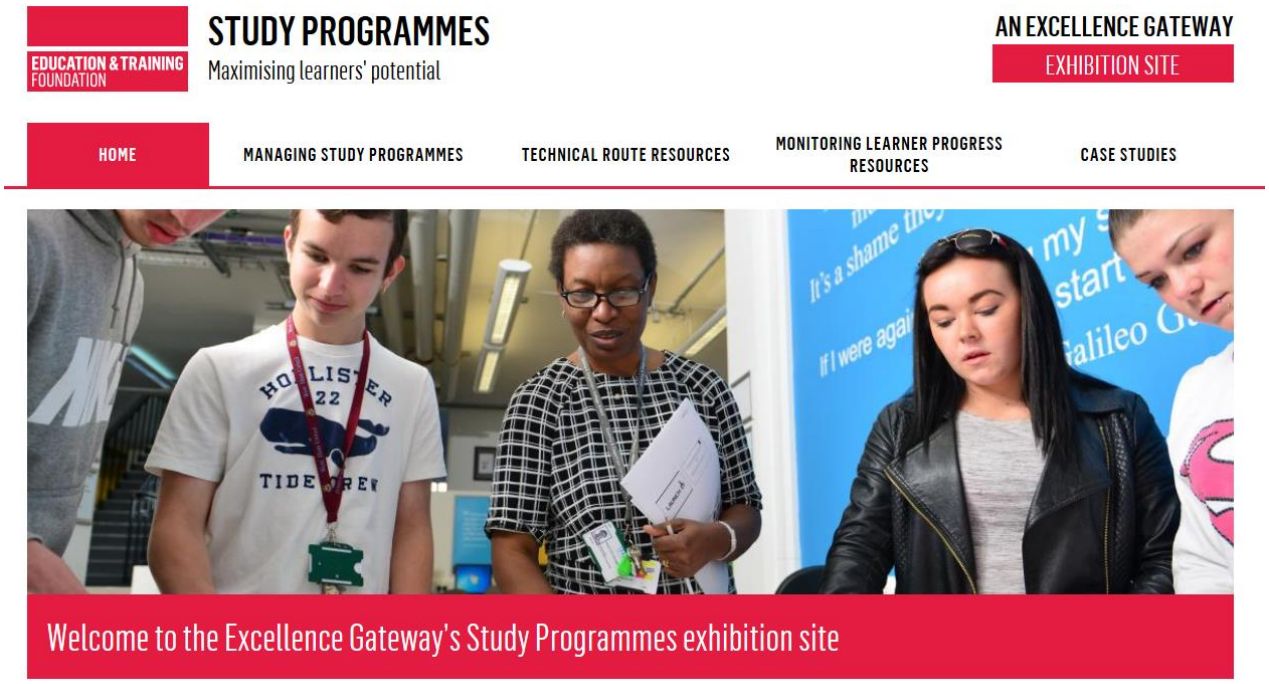
IMPACT OF RESOURCES

- *“The creation of poster size visible images of maths (calculation) and English (communication) skills in vocational areas and work experience to engage learners, vocational staff, employers supporting the development employability skills.”*
  Hugh Baird College

- *“The creation of technical flyers is an opportunity for curriculum staff to work together with maths and English staff to help learners gain valuable knowledge with practical work related examples”*
  Berkshire College of Agriculture

- *“Extend links with employers and enhance their knowledge of the breadth of experience for learners”*
  Bury College

BRAND NEW STUDY PROGRAMME EXHIBITION SITE LAUNCHED DECEMBER 2018!



BRAND NEW STUDY PROGRAMME EXHIBITION SITE LAUNCHED DECEMBER 2018!

- The Excellence Gateway Exhibition Site, launched by the ETF brings together all the key information and resources to help post-16 providers of study programmes in one place.
- Resources include reports, training materials, presentations, flyers, videos, posters, and case studies from study programmes.
- https://studyprogrammes.excellencegateway.org.uk/

DEVELOPING STUDY PROGRAMMES THAT PROMOTE SOCIAL ACTION, MATHS AND ENGLISH.

- A bespoke package developing **highly effective study programmes** including work placements.
- This programme delivers a **flexible and personalised** support service with proven positive impact.
- The ‘wrap around’ support package will include a **practical hands-on approach** to goal setting, planning and cascade of activities across the organisation to help drive developments forward.
- **Resources** to promote social action, maths and English skills.

WHAT IS SOCIAL ACTION?

Colleges and schools have been "encouraged" to make social action such as volunteering a component of 16-19 study programmes for the first time by the Department for Education.

New guidance on 16-19 study programmes states that social action can be classed as a form of work experience. The document stresses that it can only be included alongside other forms of work experience.

WHAT IS YOUTH SOCIAL ACTION?

The dictionary definition is:
'practical action in the service of others to create positive change'.

The guidance states:
“In a work experience context social action can take the form of young people honing their work related skills and behaviours to have a positive community impact”.

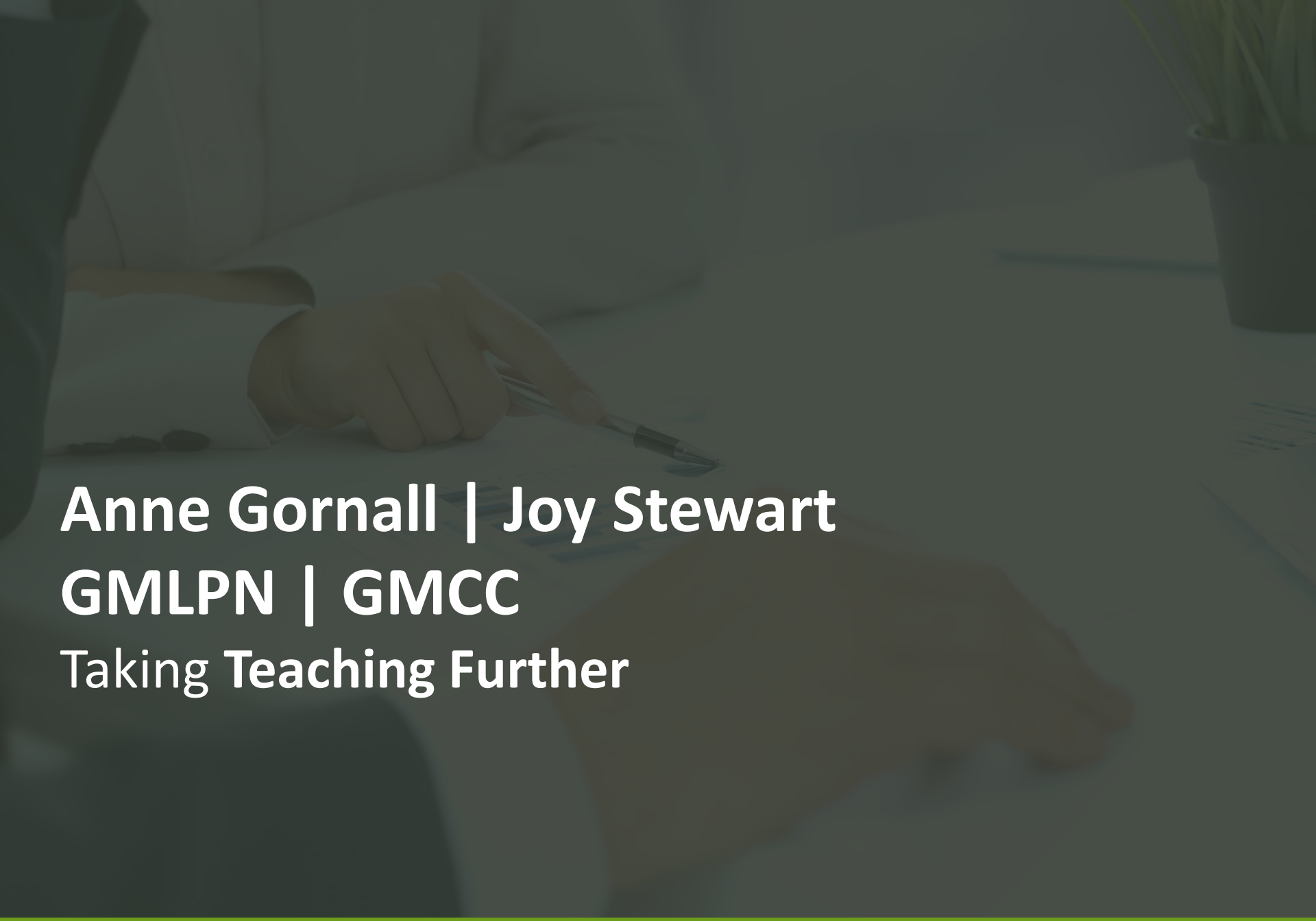
TYPES OF SOCIAL ACTION

EDUCATION & TRAINING FOUNDATION

INFO@ ALIN.ORG.UK

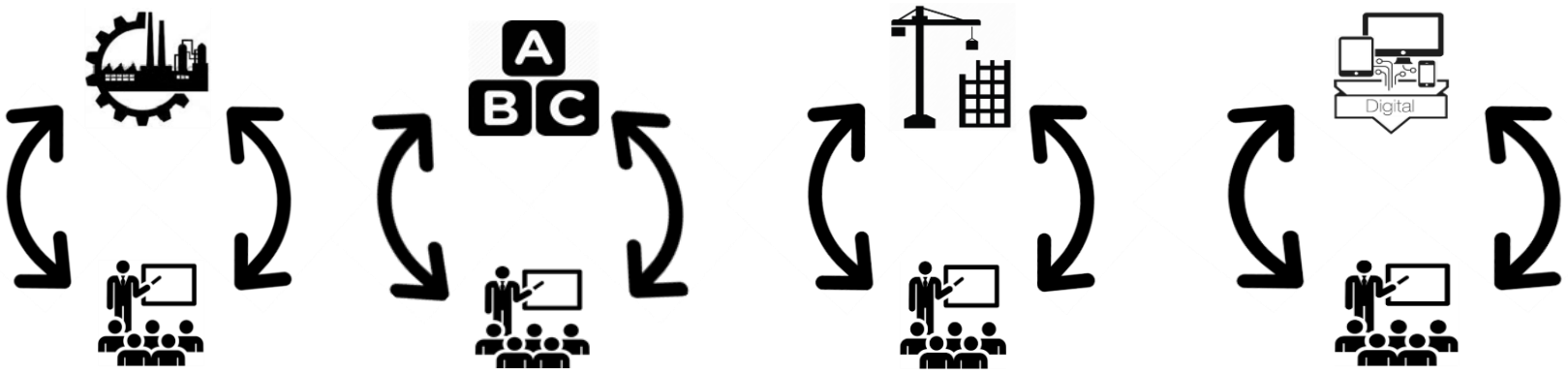
ETFOUNDATION.CO.UK

THANK YOU
ANY QUESTIONS?



Anne Gornall | Joy Stewart
GMLPN | GMCC
Taking **Teaching Further**

Taking Teaching Further



GMLPN Network Meeting

27 March 2019

#GMIndustryExchange

A Collaborative Skills Exchange between Further Education & Industry across Greater Manchester

Greater Manchester Learning Provider Network

Greater Manchester Chamber of Commerce
Connect. Communicate. Create.

EDUCATION & TRAINING FOUNDATION

Introduction

- Delivered in partnership – GMLPN & GMCC
- What is Taking Teaching Further?
  - Funded by ETF
  - T-Levels
  - Strand One
  - Strand Two

https://www.gov.uk/government/news/fe-providers-benefit-from-scheme-to-boost-teaching-workforce

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EDUCATION & TRAINING FOUNDATION

Project aims and objectives

- Industry Boards – four sectors
  - Childcare & Education
  - Construction
  - Digital
  - Engineering & Manufacturing
- Exchanges
  - At least 24 exchanges will take place
  - 8 case studies to be produced

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Research

- FE workforce
  - Dual professional teachers and trainers who combine occupational and pedagogical expertise, who are trusted and given the time to develop partnerships and curricula with employers.
  - Access to industry-standard facilities and resources, reflecting the ways in which technology is transforming work.

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Activity to Date

- All four Industry Boards have met (Dec 2018 and Mar 2019).
- Recruited attendees representing 35 FEIs and 26 employers.
- At least 26 exchanges have been identified and planned.

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Example Exchanges

- Quad Plus an Employer in Engineering & Manufacturing sector working with Bolton College and Trafford College to identify skills gaps in the curriculum.
- Quad Plus are developing and assessing project that enables learners to gain the extra skills that are required.

Example Exchanges

- Wilmott Dixon, BAM, Kier and Laing O'Rourke offering half day placements for teaching staff at Trafford College, Wigan and Leigh College and The Manchester College.
- Purpose of the visits are to highlight new techniques across all areas of construction, not just site visits.

Findings

- FEIs and employers are keen to collaborate and to develop sustainable, meaningful relationships.
- Exchanges are developing as one to many and many to many.
- Skills gaps in the curriculum are being identified and filled. For example, health & safety and behaviours required prior to commencing employment.
- Industry Boards indicated that Awarding Bodies could engage more closely with employers.
- FEIs have challenges to attract and retain talent in subject areas where the sector has its own recruitment challenges e.g. construction & digital

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Matt Leigh
GMLPN
Apprenticeship Ambassador Programme

Apprenticeship Ambassador Programme 2019-20

#SEEDIFFERENT
THINK APPRENTICESHIPS

GMCA GREATER MANCHESTER COMBINED AUTHORITY

Raising awareness of Apprenticeships

- Current or recent apprentices share their positive experience to:
  - Students in schools and colleges
  - Parents
  - Teachers
  - Employers
  - JCP staff and clients
  - Anyone else
- Supports existing #SEEDIFFERENT project and enhances ASK project

#SEEDIFFERENT
THINK APPRENTICESHIPS

GMCA GREATER MANCHESTER COMBINED AUTHORITY

2013-2017

- Three previous phases
- 346 ambassadors recruited
- Attended 482 events at 130 different GM schools
- Over 19,000 young people engaged
- Model replicated outside GM

#SEEDIFFERENT
THINK APPRENTICESHIPS

GMCA GREATER MANCHESTER COMBINED AUTHORITY

Benefits to schools and colleges

- Free, impartial and inspirational message to students and parents
- Enables students to make informed post-16 and post-18 choices as required by Ofsted
- Supports schools and colleges to meet the aims of Gatsby Benchmarks One and Seven
- Adds value to sessions delivered under the ASK project

#SEEDIFFERENT
THINK APPRENTICESHIPS

GMCA GREATER MANCHESTER COMBINED AUTHORITY

Benefits to apprentices

- Develop presentation skills
- Gain confidence
- Opportunity to share their experiences with young people

“The Apprenticeship Ambassador Programme has given me the opportunity to tell my story to other young people who are potentially struggling with the same choices I did and the idea that I may be able to help others through a crucial and often very difficult period in their young lives is very rewarding.”

Holly O’Farrell, Apprentice Ambassador

#SEEDIFFERENT
THINK APPRENTICESHIPS

GMCA GREATER MANCHESTER COMBINED AUTHORITY

Benefits to employers

- Provides apprentices with the tools to develop and deliver presentations
- Apprentices share their positive experiences of their current role
- Ambassadors develop self-confidence and communication skills
- Ambassador Training and events can contribute to 20% off the job training

#SEEDIFFERENT
THINK APPRENTICESHIPS

GMCA GREATER MANCHESTER COMBINED AUTHORITY

Benefits to providers

- Apprentices share their positive experiences of their current Apprenticeship provider
- Ambassador Training and events can contribute to 20% off the job training
- The programme raises awareness of Apprenticeships to potential future apprentices
- In addition to ambassador events, ambassadors have supported their own providers at events

#SEEDIFFERENT
THINK APPRENTICESHIPS

GMCA GREATER MANCHESTER COMBINED AUTHORITY

Recruitment and Training

- Aim to recruit at least 60 ambassadors representing a range of sectors
- Ambassadors will attend a training session before attending any events
- Next training sessions:
  - 26 April – Trafford Council
  - 24 May – Oldham College

#SEEDIFFERENT
THINK APPRENTICESHIPS

GMCA GREATER MANCHESTER COMBINED AUTHORITY

Next Steps

- Places available on the next two training sessions
- Nominations can be sent by e-mail to Matt Leigh – matthew.l@gmlpn.co.uk
- We need the following:
  - Name of Apprentice
  - E-mail address of Apprentice

#SEEDIFFERENT
THINK APPRENTICESHIPS

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Jonathan Bourne | Janine Hooley
Damar Training

TFGM Transport Offer

Transport for Greater Manchester

www.tfgm.com/apprentices

Free Personal Travel Plan

TfGM can also assist in planning the journey to your apprenticeship; either by public transport, cycling or walking, with a free electronic Personalised Travel Plan.

Adrian Healey
The Growth Company

SEDA Project & Employer Engagement Workshops

SEDA Project & Employer Engagement Workshops

Adrian Healey
Project Lead

#SEEDIFFERENT
SME APPRENTICESHIP SUPPORT

GMCA GREATER MANCHESTER COMBINED AUTHORITY

Context

- Open to anyone engaging with GM based SME employers regarding apprenticeships.

- Choice of ten 1 day workshops running until November in central Manchester.

#SEEDIFFERENT
SME APPRENTICESHIP SUPPORT

GMCA GREATER MANCHESTER COMBINED AUTHORITY

Subject Matter

The programme will help you:

Develop self-awareness - promoting apprenticeships is more effective when you understand purpose/personal values and personality traits.

Increase insight - help ensure the business case for an apprentice is apparent to the organisation. Learning how to challenge preconceived notions.

Make it simple - exploring how you can simplify the message for employers and manage assumptions surrounding complexity.

Be Responsive - we will identify the expectation of employers and explore strategies to improve responsiveness through sharing good practice.

Play the long game - we will explore how to develop resilience to play the long game which will deliver results.

#SEEDIFFERENT
SME APPRENTICESHIP SUPPORT

GMCA GREATER MANCHESTER COMBINED AUTHORITY

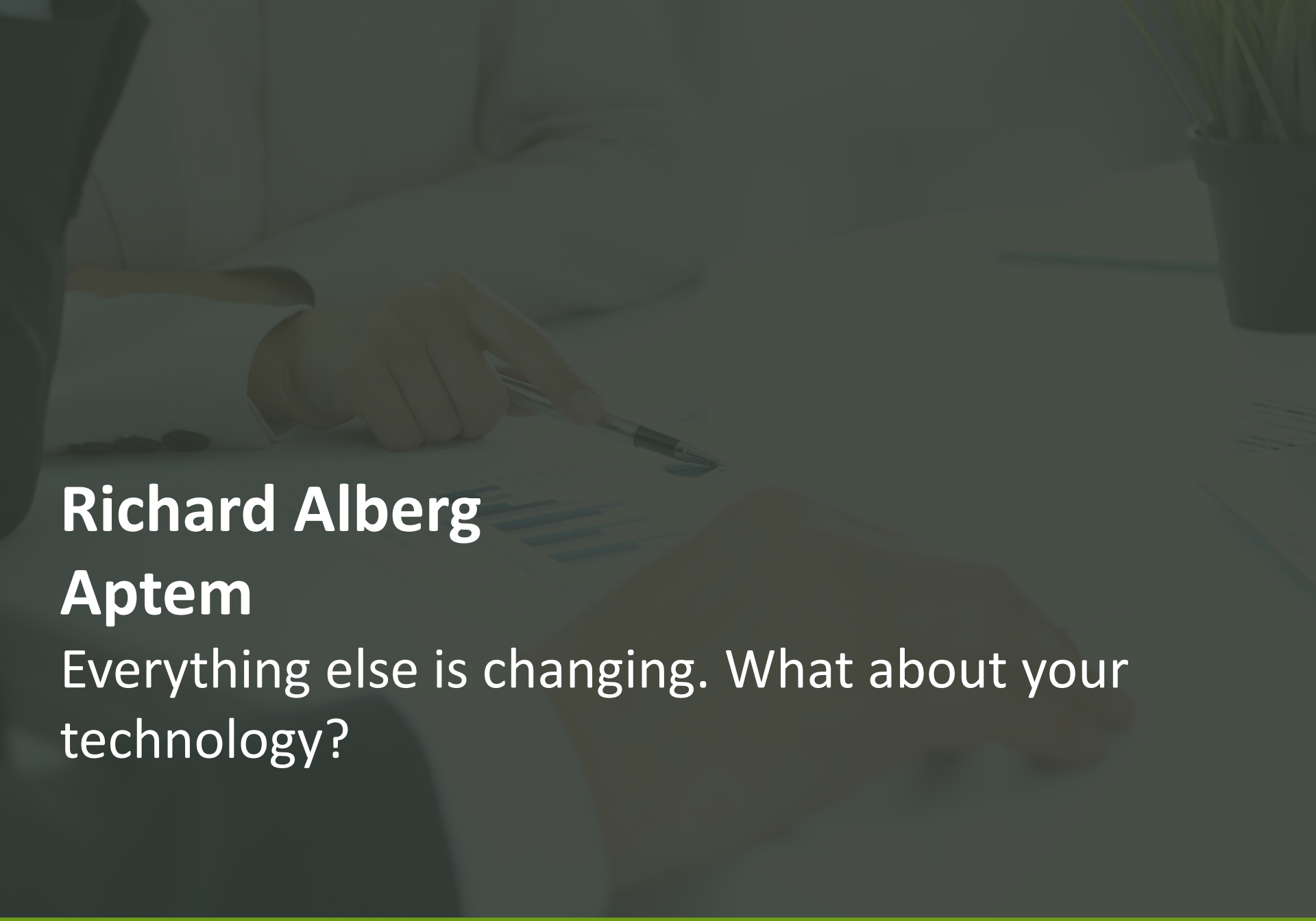
Dates

Date	Spaces left
29-Mar-19	SORRY THIS EVENT IS SOLD OUT
30-Apr-19	2
08-May-19	SORRY THIS EVENT IS SOLD OUT
24-May-19	SORRY THIS EVENT IS SOLD OUT
20-Jun-19	5
06-Sep-19	12
19-Sep-19	14
03-Oct-19	15
29-Oct-19	15
19-Nov-19	14

#SEEDIFFERENT
SME APPRENTICESHIP SUPPORT

GMCA GREATER MANCHESTER COMBINED AUTHORITY

Attendees so far



Richard Alberg

Aptem

Everything else is changing. What about your technology?

Everything else is changing.
What about your technology?

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So how can one improve a business?

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Technology

- Impacts every aspect of business
- Scales exceptionally well
- Facilitates a different delivery model

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The MWS Aptem Pitch

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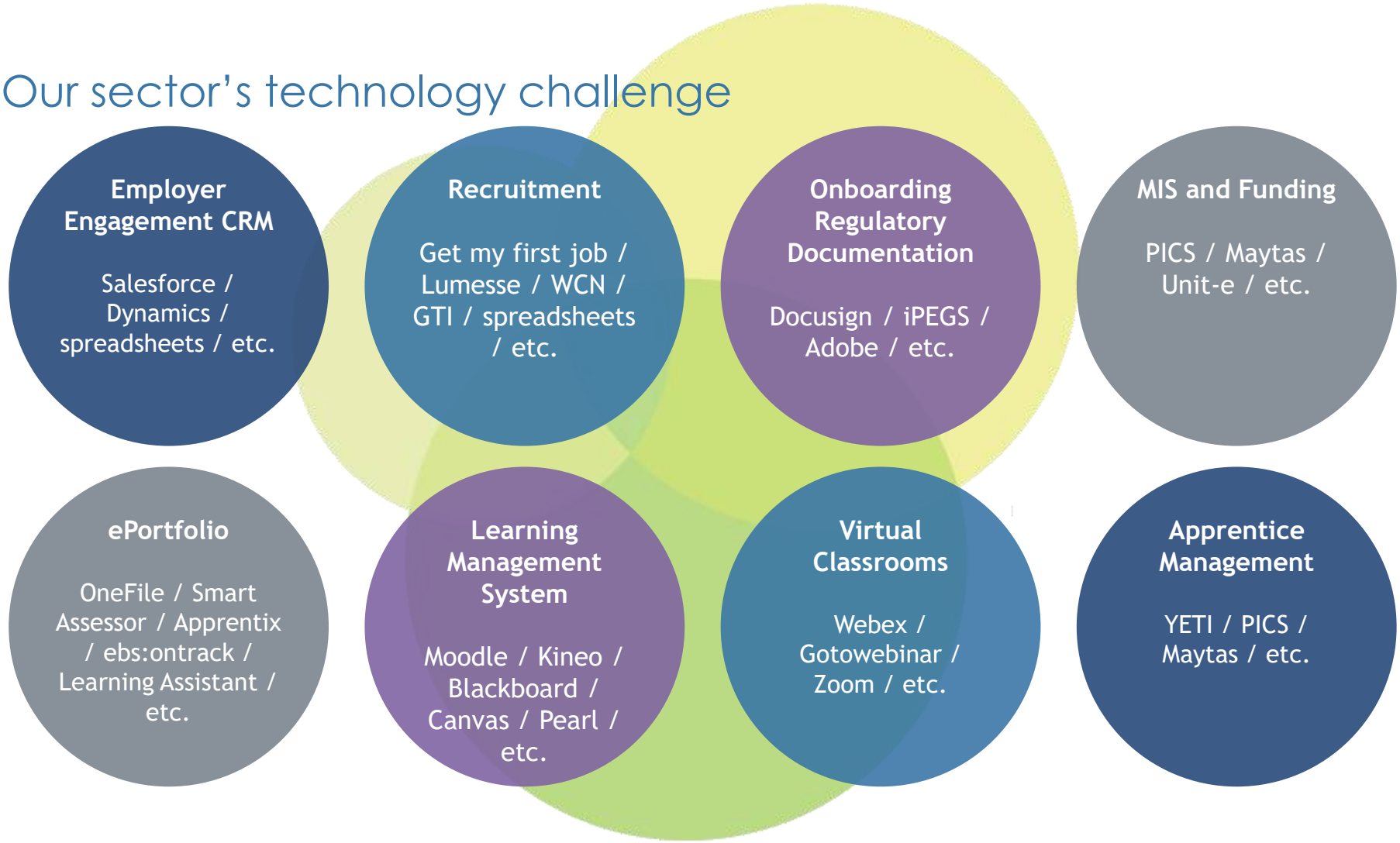
Our sector's technology challenge



MWS's Aptem alternative

Put all the functionality into a single end-to-end system and increase efficiency whilst reducing complexity and costs

MWS Technology © 2019 MWS Technology Ltd

Three Phases enabled by Aptem

Phase 3 — Eighteen months: Machine Learning and Automation

- Aptem uses your data and suggests areas for improvement
- Learner goals better achieved
- Routine administration and queries automated

Phase 2 — Six months: Data Driven Decision Making

- Real time insight across your entire business
- Predictive analytics on learner progress and performance
- Confidence in your compliance

Phase 1 — Immediate: Operational Efficiency

- Increased margins
- Blended learning (offline and online)
- Faster, simpler, learner-friendly onboarding

© 2019 MWS Technology Ltd

Coming Now

Big Data and Cognitive Services

- Systems with end-to-end data are uniquely placed to take advantage of the Artificial Intelligence revolution
- Bots can reduce tutor and admin time
- Sentiment analysis can identify impending learner issues

MWS Technology © 2019 MWS Technology Ltd

AI / Machine Learning

MWS is currently using AI to research how to:

- Use sentiment analysis to identify impending learner issues;
- Reduce tutor and admin time with bots;
- Deliver genuinely personalised learning at large scale;
- Identify learners likely to drop out of a training programme and intervene in time;
- Effectively demonstrate learning delivery to Ofsted;
- See which tutors require management intervention.
- (Aptem: Smart machines can transform apprenticeships)

MWS Technology © 2019 MWS Technology Ltd

Intelligent apprenticeship technology

richarda@mwstechnology.com

http://www.aptem.co.uk

020 7870 1000

Refreshment Break
10.30-10.50

Wifi

Network: BGC-Secure

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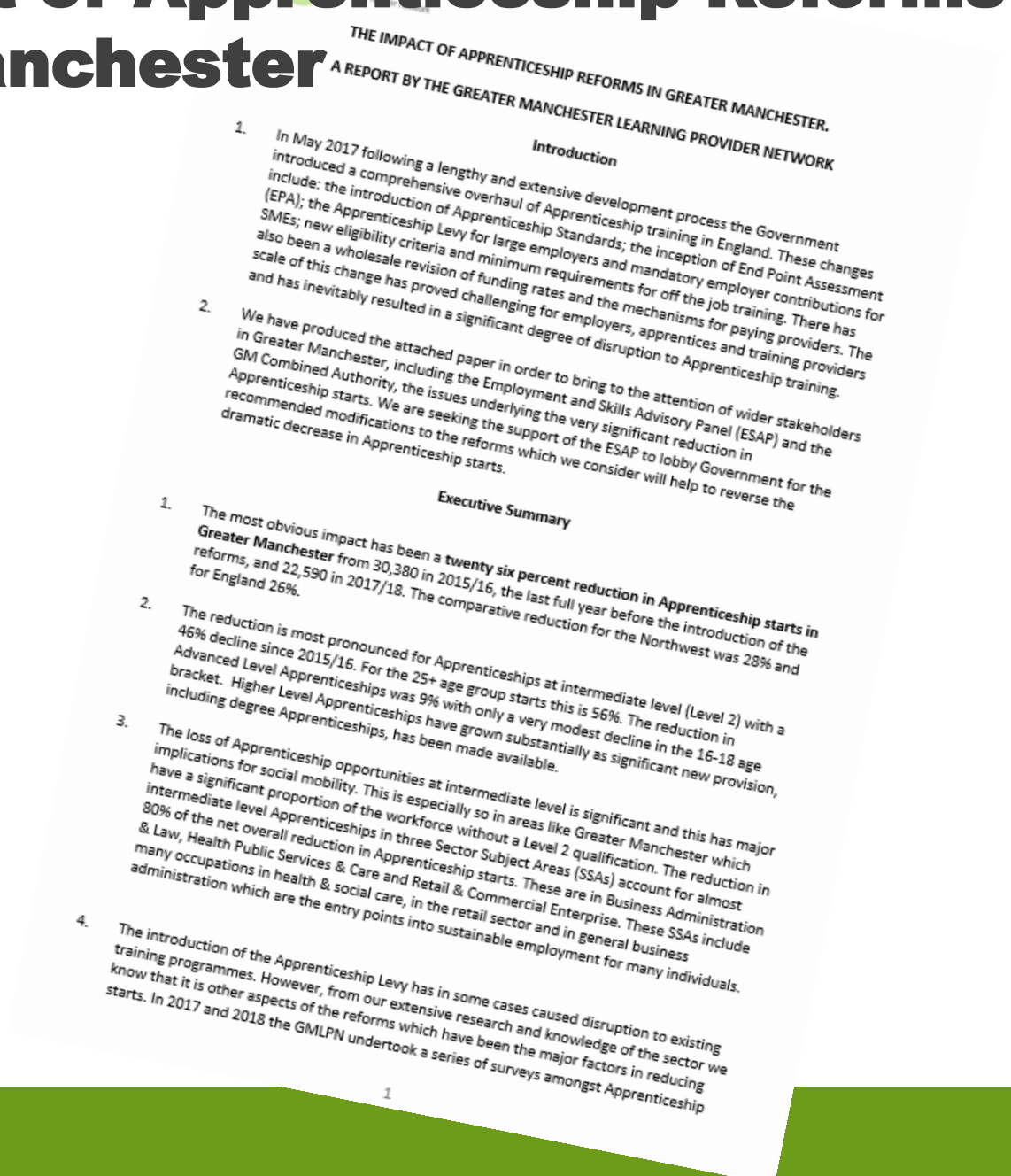
Mark Currie
GMLPN

Apprenticeship Reforms: Where are we now?

Education and Skills Advisory Panel - ESAP

The Impact of Apprenticeship Reforms in Greater Manchester



THE IMPACT OF APPRENTICESHIP REFORMS IN GREATER MANCHESTER.

A REPORT BY THE GREATER MANCHESTER LEARNING PROVIDER NETWORK

Introduction

1. In May 2017 following a lengthy and extensive development process the Government introduced a comprehensive overhaul of Apprenticeship training in England. These changes include: the introduction of Apprenticeship Standards; the inception of End Point Assessment (EPA); the Apprenticeship Levy for large employers and mandatory employer contributions for SMEs; new eligibility criteria and minimum requirements for off the job training. There has also been a wholesale revision of funding rates and the mechanisms for paying providers. The scale of this change has proved challenging for employers, apprentices and training providers and has inevitably resulted in a significant degree of disruption to Apprenticeship training.

2. We have produced the attached paper in order to bring to the attention of wider stakeholders in Greater Manchester, including the Employment and Skills Advisory Panel (ESAP) and the GM Combined Authority, the issues underlying the very significant reduction in Apprenticeship starts. We are seeking the support of the ESAP to lobby Government for the recommended modifications to the reforms which we consider will help to reverse the dramatic decrease in Apprenticeship starts.

Executive Summary

1. The most obvious impact has been a **twenty six percent reduction in Apprenticeship starts in Greater Manchester** from 30,380 in 2015/16, the last full year before the introduction of the reforms, and 22,590 in 2017/18. The comparative reduction for the Northwest was 28% and for England 26%.

2. The reduction is most pronounced for Apprenticeships at intermediate level (Level 2) with a 46% decline since 2015/16. For the 25+ age group starts this is 56%. The reduction in Advanced Level Apprenticeships was 9% with only a very modest decline in the 16-18 age bracket. Higher Level Apprenticeships have grown substantially as significant new provision, including degree Apprenticeships, has been made available.

3. The loss of Apprenticeship opportunities at intermediate level is significant and this has major implications for social mobility. This is especially so in areas like Greater Manchester which have a significant proportion of the workforce without a Level 2 qualification. The reduction in intermediate level Apprenticeships in three Sector Subject Areas (SSAs) account for almost 80% of the net overall reduction in Apprenticeship starts. These are in Business Administration & Law, Health Public Services & Care and Retail & Commercial Enterprise. These SSAs include many occupations in health & social care, in the retail sector and in general business administration which are the entry points into sustainable employment for many individuals.

4. The introduction of the Apprenticeship Levy has in some cases caused disruption to existing training programmes. However, from our extensive research and knowledge of the sector we know that it is other aspects of the reforms which have been the major factors in reducing starts. In 2017 and 2018 the GMLPN undertook a series of surveys amongst Apprenticeship

1

Reduction in GM Apprenticeship Starts

26%

7790

from 2015-16 to 2017-18

Reduction in L2 Apprenticeship starts by

46%

25+ L2 Apprenticeship starts down by almost

56%

Social Mobility – can't get onto the ladder

Level 2 Apprenticeships are a gateway to social improvement

Follow Up

Paul Kett
Director General at
Department for Education

The Department had projected that levy-paying employers would use 13% of the available funds in 2017-18.

13% profile spend
vs.
9% actual spend

The average cost of training an apprentice on a standard is around double what was expected.

The introduction of standards has increased the number of high-level Apprenticeship starts

12.8%

of Apprenticeship starts at level 4 or above

Financial constraints could inhibit growth in the number of Apprenticeships

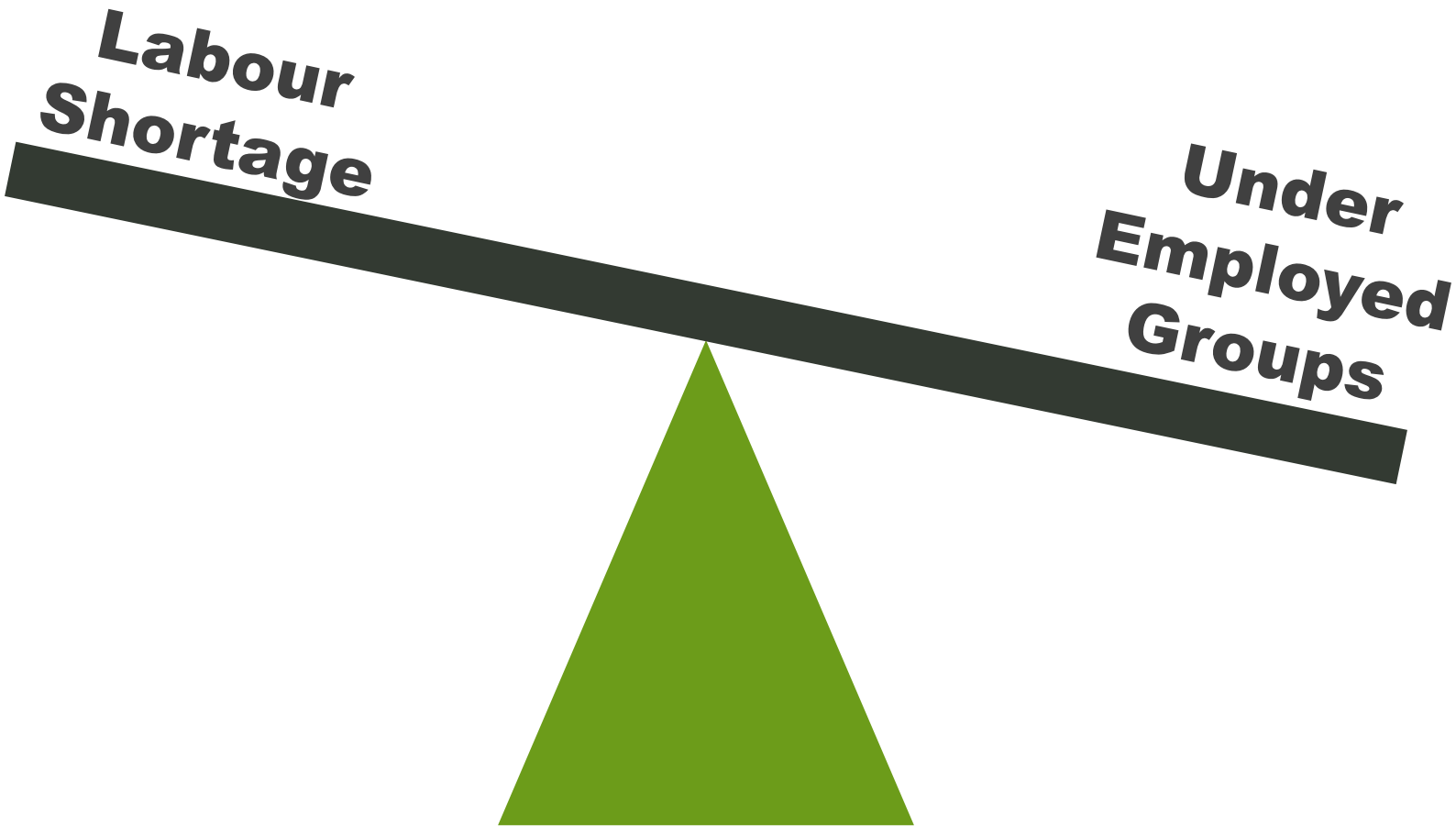
Challenge the algorithms

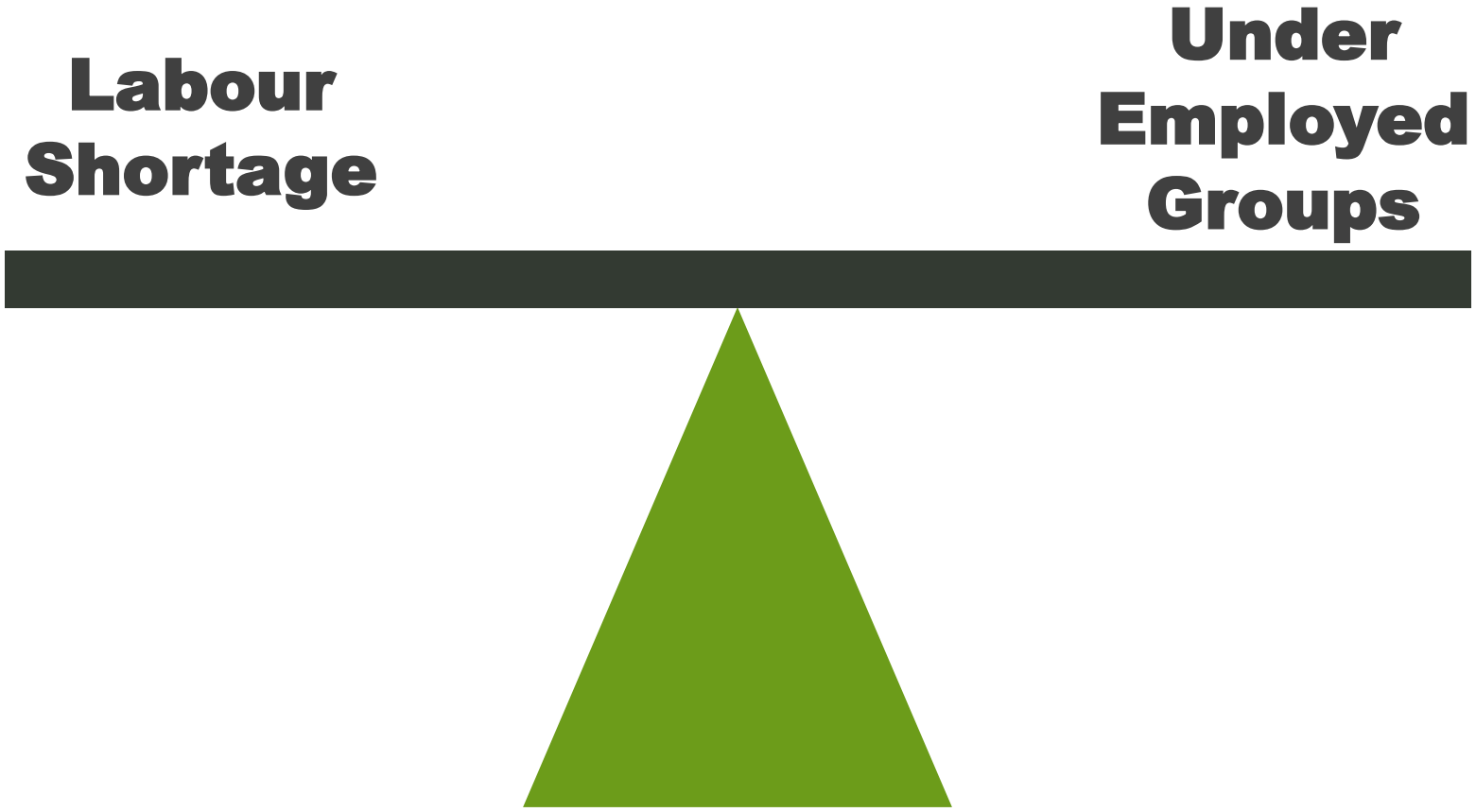
The Department aims to maintain the proportion of apprentices from the most disadvantages backgrounds at 25%

However, in 2017/18, only 22.6% of new apprentices were from these areas.

Examples

- Gender targets
  - Woman in construction
  - Men in childcare
  - Women in logistics
- BAME
  - 11.9% target against 20.7%


Labour Shortage
Under Employed Groups


Labour Shortage
Under Employed Groups

EPA & EPAO

Ofsted

Education & Skills Funding Agency

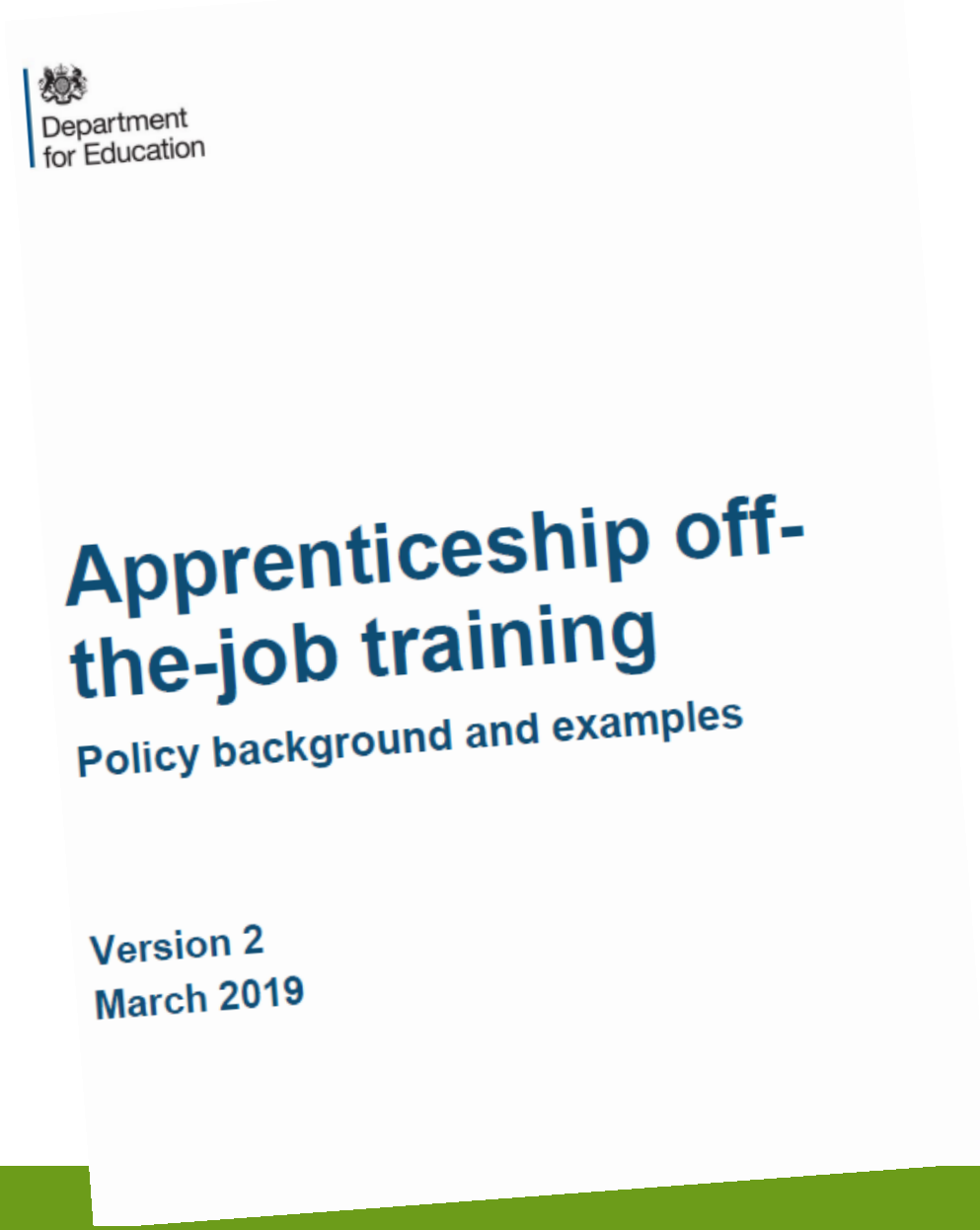
Teaching and Learning

Achievement rates

16/17	17/18
32%	?

of apprentices failed to complete their Apprenticeship successfully

New Guidance for 20% Off the Job



Recommendations from the apprenticeship programme – National Audit Office Report

- The Department should strengthen the programme's performance measures relating to participation among under-represented groups.
- The Department and the ESFA should assess whether they would secure better value for money.
- The Institute should improve assessment arrangements.

Adult Education Budget

Adult Education Budget - GM

- Annual budget finalized at £92.6m slightly higher than expected
- 71% of the total budget allocated via grant funding
- 12 colleges £49m & 7 local authorities £16.8m
- £1.5m for administration
- Commissioning outcomes expected by end of April
- Flexibilities
  - First Level 2 for all GM residents regardless of age
  - Fund Level 3 units
  - Licence to practice – pilot in construction
  - Level 2 - British Sign Language

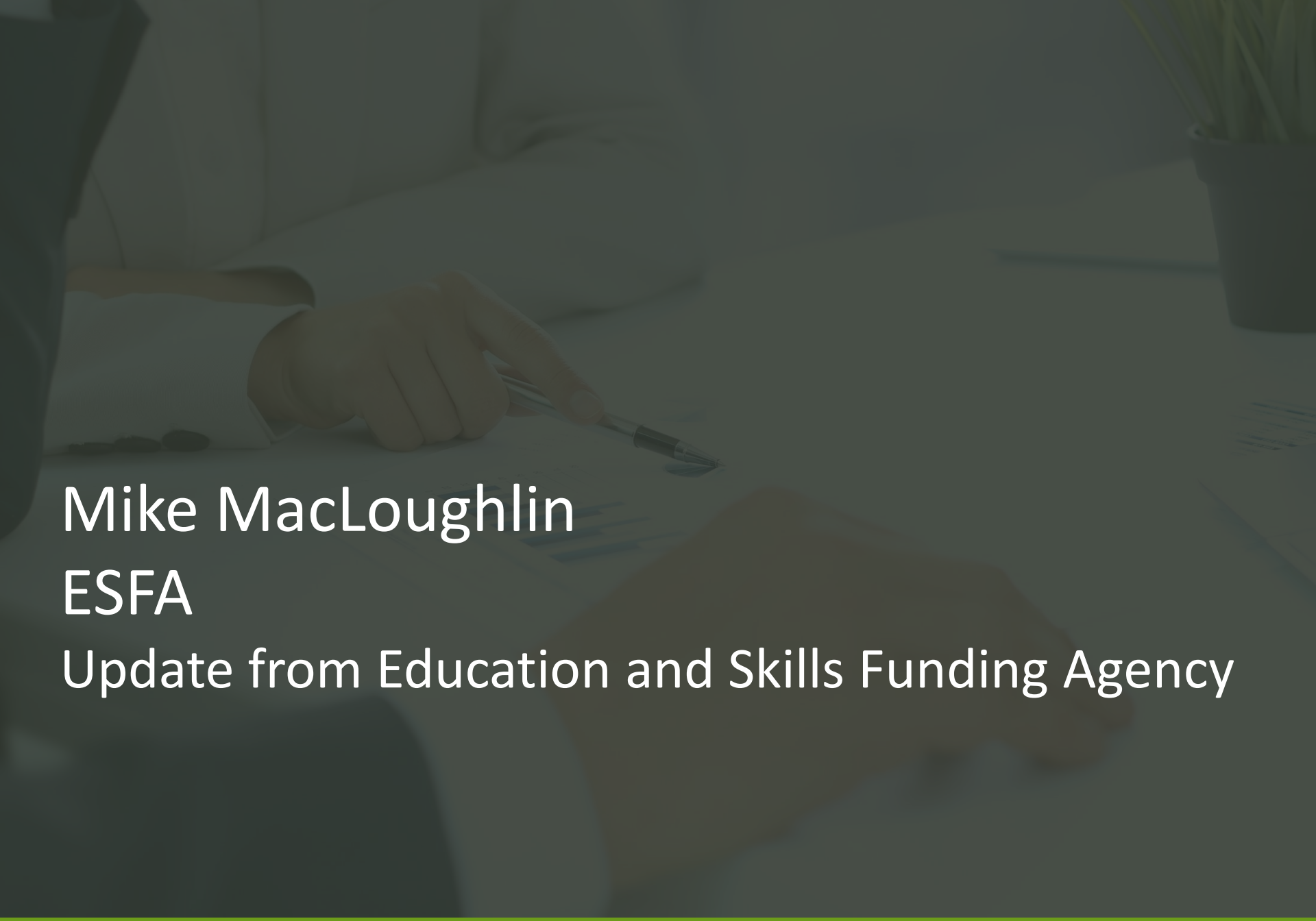
Andy Fawcett
GMLPN

Round Table Discussion – Apprenticeship Reforms

Discussion points

Which aspects of the reforms are having the most significant impact on starts, progression and achievement.

- Eligibility – acquisition of new skills
- 20% off the job
- Employer contributions for SMEs
- Availability and user experience of Standards and EPA
- Employer Procurement processes
- SME employer contributions – impact of the reduction from 10% to 5%
- ESFA Allocations for non – levy delivery



Mike MacLoughlin

ESFA

Update from Education and Skills Funding Agency

Greater Manchester Learning Provider Network

March 2019

Mike MacLoughlin, Roisin Morris
ESFA Further Education Directorate territorial team:
Cheshire, Warrington and
Greater Manchester (Central and North)

Education & Skills Funding Agency

Agenda

- Business critical issues
  - 2019/20 funding allocations
  - RoATP
  - Qualification achievement rates/minimum standards
  - Learner and employer satisfaction surveys
- Policy updates
  - 2019/20 funding rules
  - Apprenticeship co-investment
  - Apprenticeship levy transfers
  - Review of post-16 qualifications
  - OFSTED inspection regime
- Strengthened oversight of independent training providers
- Questions

Education & Skills Funding Agency

Business critical issues #1

Non-levy apprenticeship funding April 2019 to March 2020

- Allocation statements issued through MYESF in February 2019
- Covers carry-in (existing) apprentices and new starts
- Must give priority to carry-in apprentices
- Based on R04 data
- Deadline for exceptional business cases due to data is **31 March 2019**
- Will be reviewed at R09 – changes subject to affordability
- No growth during the year unless significant budget becomes available

Non-levy apprenticeship funding 2019 to 2020 continued

Allocation methodology

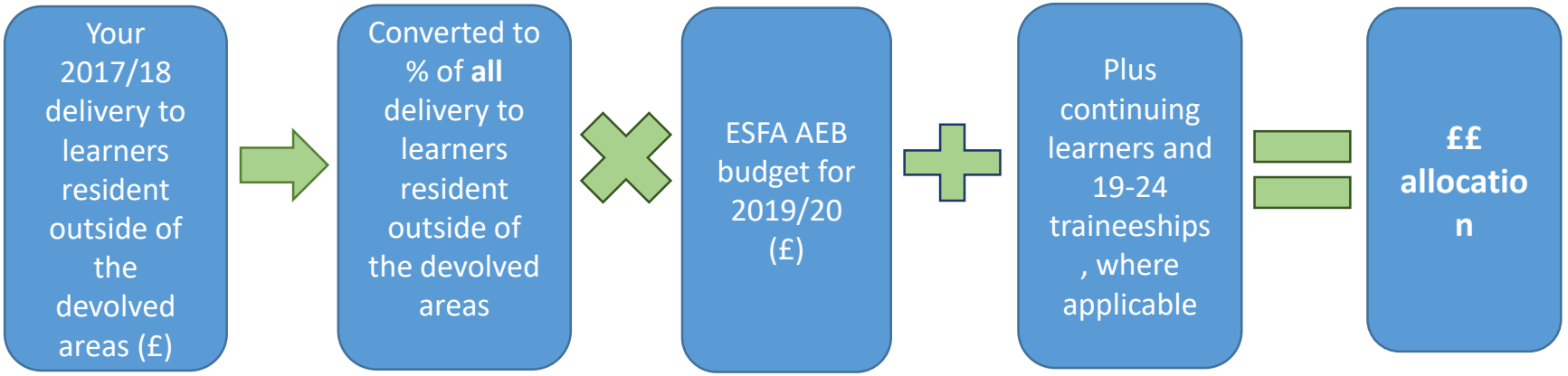
Business critical issues #2

Adult education budget, traineeships and loans funding 2019 to 2020

- Allocations issued 7 March 2019 through MYESF:
  - adult education budget for new learners in non-devolved areas and for continuing learners everywhere
  - 19-24 traineeships
  - advanced learner loans
  - 16-18 traineeships
- New webpage on GOV.UK has links to technical guidance and ‘calculators’ https://www.gov.uk/guidance/19-funding-allocations
- Deadline for exceptional business cases due to data is 5 April 2019

AEB, traineeships and loans funding 2019 to 2020 continued

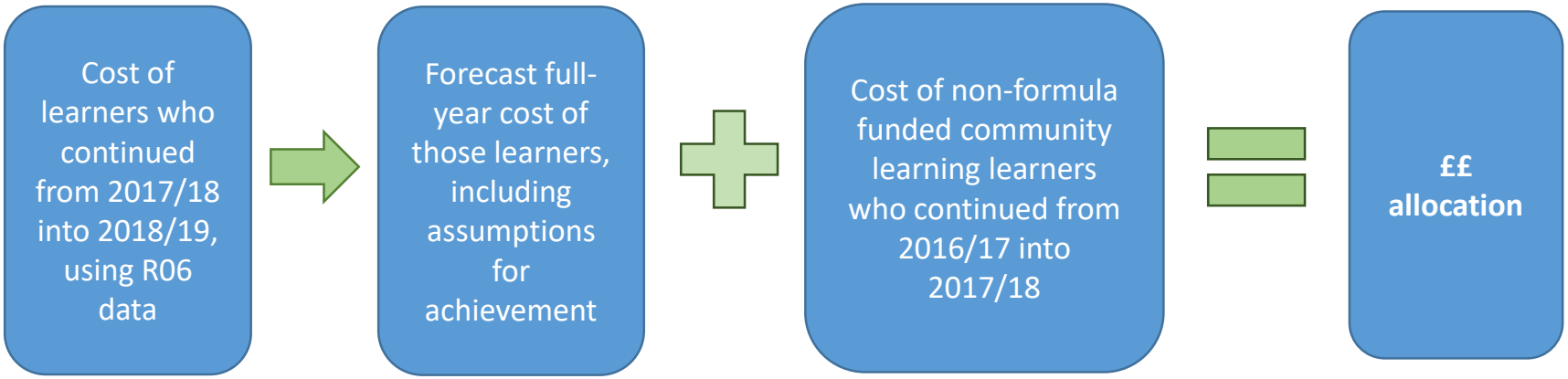
Non devolved AEB allocation methodology



- 19-24 traineeships a separate ring-fenced budget line within AEB
- Devolved AEB + continuing learners AEB = single budget line. Must give priority to carry-in learners

AEB, traineeships and loans funding 2019 to 2020 continued

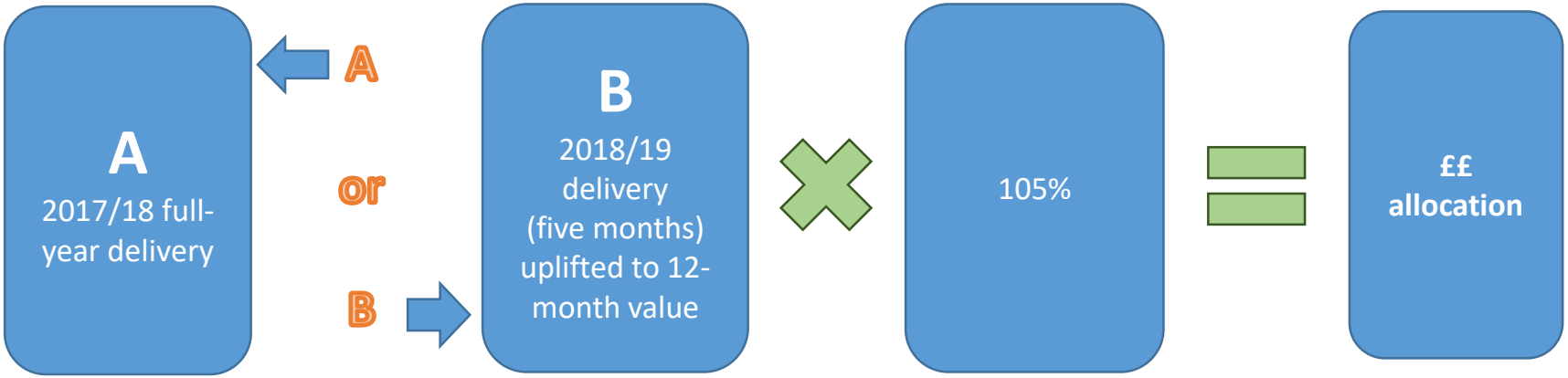
AEB continuing learners allocation methodology – *illustrative value*



- Shown separately to non devolved AEB but a single budget
- Actual value to be calculated using R12 data (in August 2019)

AEB, traineeships and loans funding 2019 to 2020 continued

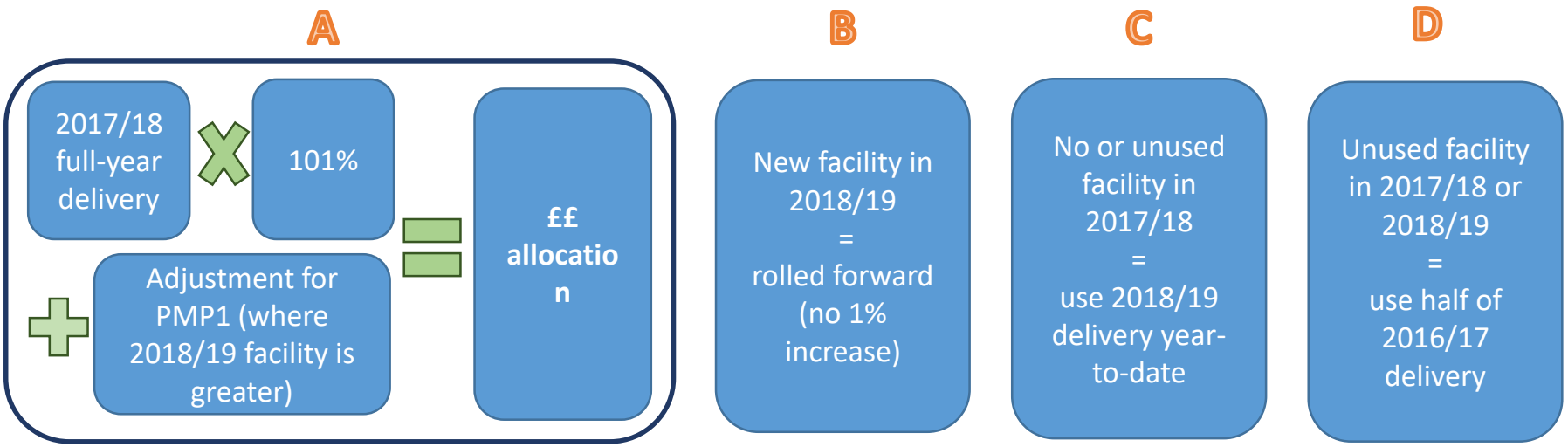
19-24 traineeships methodology



- Remains a national ESFA-funded programme
- Includes learner support (calculated separately)
- Business case if no traineeship allocation but want to start delivery

AEB, traineeships and loans funding 2019 to 2020 continued

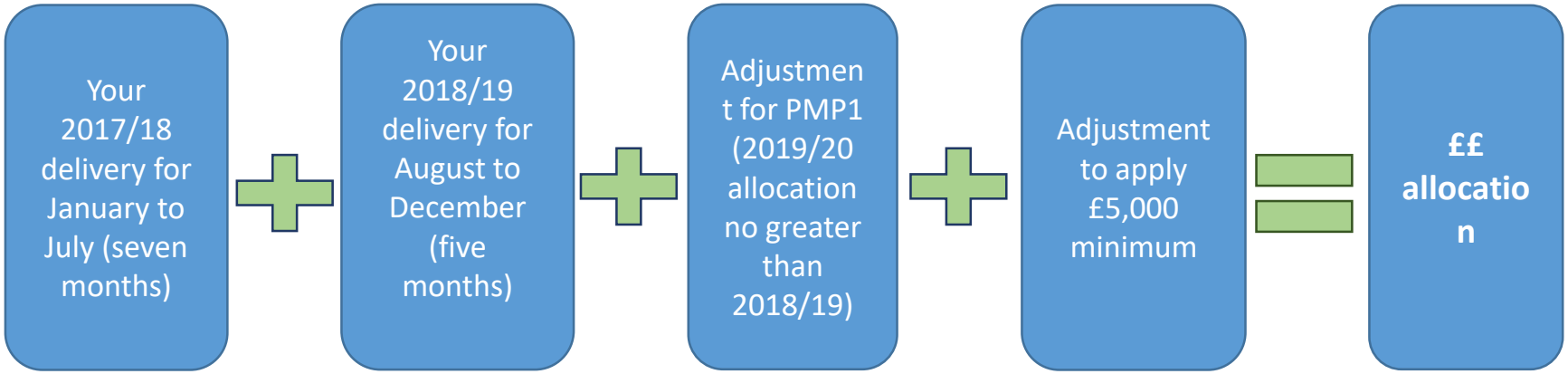
Advanced learner loan facility methodology – one of four options



- Facility capped at 2018/19 value (as at Feb19) if under notice for minimum standards, OFSTED or financial control
- Loan bursary calculated and allocated separately

AEB, traineeships and loans funding 2019 to 2020 continued

16-18 traineeships methodology (for providers who do not have 16-19 funding)



- Allocation capped at 2018/19 (as at Feb19) if under notice for minimum standards, OFSTED or financial control
- Business case if existing 16-18 traineeship contract but no delivery in 2017/18 or 2018/19
- Bursary calculated separately

Business critical issues #3

Register of Apprenticeship Training Providers

- Opened to new (not registered) providers in December 2018; can apply at any time
- Existing (registered) providers invited to apply in tranches; please await your invitation
- **All** subcontractors must be on the register
- Can apply twice in 12-month period
- Usually a 12-week assessment period (but could be longer)

https://www.gov.uk/guidance/register-of-apprenticeship-training-providers

Business critical issues #4

Qualification achievement rates / minimum standards

- Final 2017/18 data to be published in the Hub and on GOV.UK on 28 March (tomorrow)
- Will include both national and provider type QARs for benchmarking
- Minimum standards letters to applicable providers issued in April
- QAR business rules for 2018 to 2019 published

https://www.gov.uk/government/collections/qualification-achievement-rates-and-minimum-standards

Business critical issues #5

Employer and learner satisfaction surveys

Learner satisfaction survey

- Indicative reports issued through provider extranet at end of February
- Any paper responses due by 5 April 2019. (Will be collected by courier on 9 April 2019)
- Online responses by 3 May 2019

https://www.gov.uk/government/publications/fe-choices-learner-satisfaction-survey-guidance

Employer satisfaction survey

- Invitations to participate sent to providers in February 2019
- Launched 25 March 2019; deadline 3 May for provider-led responses

Policy update #1

Draft funding rules published

- **Adult education budget (AEB)**; performance management rules https://www.gov.uk/government/publications/adult-education-budget-aeb-funding-rules-2019-to-2020
- Feedback to AEBRules.feedback@education.gov.uk
- **Advanced learner loans (ALL);** performance management rules https://www.gov.uk/government/publications/advanced-learner-loans-funding-rules-2019-to-2020
- Feedback to advancedlearner.loans@education.gov.uk

- **Apprenticeships funding rules** –Version 2 now published https://www.gov.uk/government/publications/apprenticeship-funding-rules-2018-to-2019

Policy update #2

Apprenticeship co-investment

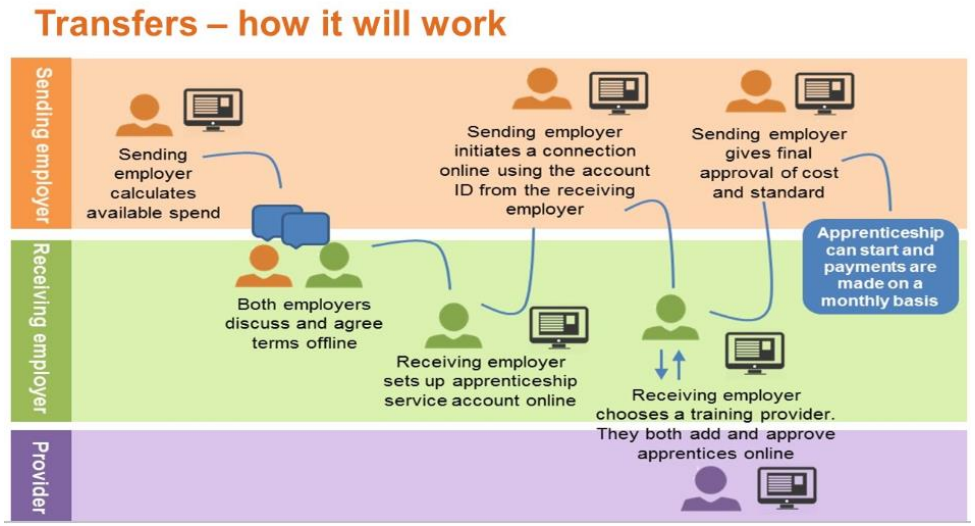
- Reduction in apprenticeship co-investment confirmed from 1st April 2019.
- 10% down to 5% for small business when taking on new apprentices
- Applies to any new apprenticeship **starts** from 1st April 2019
- Government funding will cover 95% of the maximum funding band rate - employers pay the remaining 5% co-investment direct to training provider.
- If the price exceeds the funding band, employer is responsible for full cost above the funding band maximum

Policy update #3

Apprenticeship levy transfers

From April 2019 employers can transfer up to 25% of their annual apprenticeship service funds – an increase from the current 10%

https://www.gov.uk/guidance/transferring-apprenticeship-service-funds



Any employer can receive a transfer whether they pay the levy or not.

Levy-payers can decide if they want to support their own supply chain, sector, region or even a chosen charity. The choice is theirs.

Policy update #4

Review of post-16 qualifications at level 3 and below

- First stage of consultation launched 19 March, closes 10 June 2019. Second stage to follow later in 2019.
- Currently around 12,000 quals at L3 and below with varying quality and relevance (Wolf and Sainsbury)
- Review is just post-16 qualifications, exc. GCSEs, A Levels (and T Levels)
- So, AGQs / BTECs / CTECs / International Baccalaureate etc.
- Seeking views on the principles of quality, purpose, necessity and progression of all future post-16 qualifications
- Qualifications that overlap with T Levels or A Levels should not be approved for public funding for 16 to 19 year olds.

Policy update #5

OFSTED approach to new AEB providers

Inspection handbook updated to confirm OFSTED will carry out monitoring visits to new AEB providers (as well as new apprenticeship providers)

https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook

Strengthened oversight of independent providers

Monitoring and early action to protect learners and public funds are increasingly important

We have learned lessons from recent provider failures, some of which have resulted in significant numbers of learners being disadvantaged. We know that in some cases we have been too “hands off” and that we need a more differentiated approach to contract management based on risk.

- Aims of risk-based contract management:
  - to encourage providers to recognise issues and take early action before they reach crisis point
  - to provide a clear framework for contract management actions differentiated by risk
  - to protect current learners in the event of provider failure

Summary of Changes

- Published contract management framework which provides criteria to inform decisions on individual providers
- Provide clarity and consistency for providers by:
  - named contract managers overseeing a relationship from beginning to end
  - collating guidance into one coherent place and clearly linking to contracts
- Preventative approach to monitoring risks and identifying problems sooner, with new contractual requirements to allow us to seek additional information and assurance
- Proactive contract management for high value/ high impact providers, with clear sanctions for non-compliance
- Strengthening oversight of subcontracting

Next Steps

- Plan to publish contract management framework alongside college policy document
- Further iterations expected in line with any subsequent changes to contracts
- Start to implement risk-based contract management from 1st April 2019 to the extent that existing contracts allow for this

Mark Currie
Chair - GMLPN
Close