

Sector Update Funding Summary July 2018

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in association with Smart Apprentices | www.smartapprentices.com

Appendices;

1.T Levels - Industry Placement Capacity and Delivery Fund: principles for high quality industry placements

Introduction

The window has eventually opened for non-levy apprenticeship growth, being delayed by almost one month for some unknown reason. Another opportunity opens in October which will then move us in March to theoretically open-ended contracts with only the providers financial viability, as measure by the ESFA, as a growth limiter.

The funding band review trundles on with the results likely to be known in the Autumn. Lucy Rigler IfA deputy director of Funding Policy confirmed “Where a recommendation is for a funding band to go up it will happen immediately, and where it is going down there will be a minimum period of two months’ notice.”

AEB devolution also continues at a pace, which includes Greater Manchester launching a Prior Information Notice to procure AEB for 2019/20.

Contracts have now been released to cover for January to March 2018 overperformance on non-levy apprenticeship funding.

Apprenticeship technical funding guide

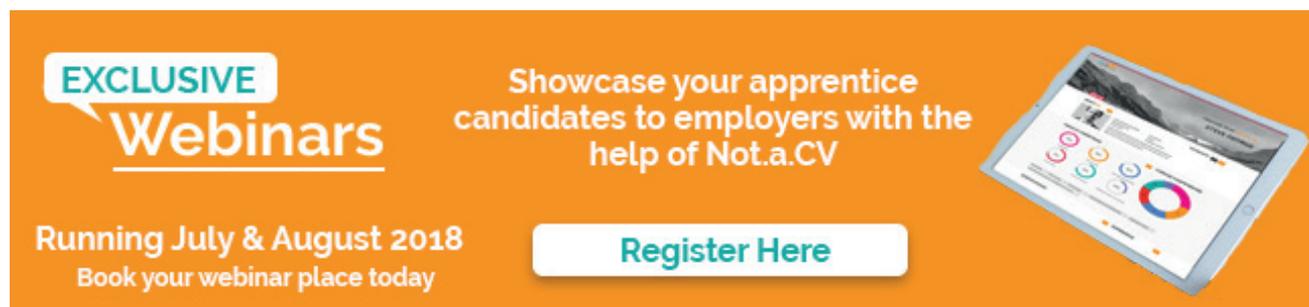
We have published version 4 of the technical guide to the apprenticeship funding system from 1 May 2017.

This explains how funding will work for apprenticeship frameworks and standards starting on or after 1 May 2017, including how we will calculate provider payments.

Changes made from version 3 of this document

- a. Updated the document throughout to include transfers in the apprenticeship service; the most notable changes are in paragraphs 84 to 86 and 104 to 108.
- b. Included new policy changes for new starts from 1 August 2018:
 - i. the new 30 funding bands (see paragraph 14)
 - ii. the care leaver bursary (see paragraphs 125 to 129)
- c. Included a change that limits the levy declarations which can enter accounts newly created by employers (see paragraph 72)
- d. Further clarification on existing policy for:
 - i. co-investment (see paragraphs 51 to 54)
 - ii. English and maths (see paragraphs 141 and 142)
 - iii. how all types of additional payments are earned and paid (see paragraphs 59, 124, 129, 135, 141 and 147).

<https://www.gov.uk/government/publications/apprenticeship-technical-funding-guide>



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Non-levy apprenticeship performance-management point

You are now able to submit a growth request for your non-levy apprenticeship contract for the 2018 to 2019 funding year. Any growth awarded will be subject to the available budget. We may not be able to fund every request but we remain committed to supporting high-quality apprenticeship delivery wherever possible. We will prioritise available funds to meet gaps in the construction sector, in particular:

- Accessing and rigging
- Stonemasonry
- Applied waterproof membranes
- Plant maintenance
- Cladding

Providers must submit a growth request form to be considered for an increase. Any growth awarded will be from August 2018 to March 2019.

Completed growth request forms must be sent to Provider.PerformanceManagement@education.gov.uk and provider managers before 5pm on Friday, 3 August..

As we have launched the non-levy apprenticeship performance-management point later than published, please note we will be using the ILR R12 data returns (due 6 August) instead of the ILR R11 as detailed in Annex D of the apprenticeship funding and performance management rules. Please ensure that your R12 ILR returns are accurate and complete, as at this performance management point we will also be reducing your allocation where performance against the standard national profile is below tolerances published in Annex D.

As at this performance management point we will also be reducing your allocation where performance against the standard national profile is below tolerances published in Annex D, please ensure that your R12 ILR returns (due 6 August) are accurate and complete.

<https://www.gov.uk/government/publications/sfa-growth-request>

New find an apprenticeship developer hub

Following user feedback, we will be launching a new developer hub at the end of July for the technical teams who manage the uploading of apprenticeship vacancies to find an apprenticeship.

The new hub will enable the use of advanced options when searching and creating new apprenticeship vacancies. You can read more details in this FE Connect blog post.

To use the new hub, you will need to register for an account. We will publish details on how to register on FE Connect when the hub goes live. You will still be able to use the existing web services to upload vacancies until early 2019 to allow plenty of time for transition.

Traineeships: social media campaign

We have launched a new wave of social media activity to promote traineeships. This activity will focus on raising awareness amongst young people of the traineeships programme and its benefits.

We will be using the Get In Go Far social media platforms, including Facebook and Twitter, to get the message directly to our target audience, young people aged 16 to 24.

As we launch this activity, do take advantage of increased interest in the programme and post your traineeship opportunities to find a traineeship so that more young people can see these and sign up during the campaign.

You may wish to re-tweet or add this on your own media platforms to promote the programme, and to inform your networks that this is happening. Use #Traineeships to maximise engagement with your posts and make the most of this new campaign.

Updated adult education budget (AEB) funding rules 2018 to 2019

In response to sector feedback, this week we have made 2 small revisions to version 2 of the adult education budget (AEB) funding and performance management rules 2018 to 2019.

The changes include:

- Amendments to low wage flexibility, paragraph 151, making it clear individuals who meet the criteria, are eligible
- Glossary – ‘employed’ definition changed to ‘employed status’

The rules apply to all providers of education and training who receive AEB funding through the ESFA.

<https://www.gov.uk/government/publications/adult-education-budget-funding-rules-2018-to-2019>

Adult education budget (AEB) devolution - draft orders laid before parliament

On 23 July 2018, draft orders were laid before parliament to transfer certain adult education functions in the Apprenticeships, Skills, Children and Learning Act 2009, to the combined authorities:

- Cambridgeshire and Peterborough
- Greater Manchester
- Liverpool City Region
- Tees Valley, West Midlands
- West of England

Alongside the laying of draft orders, we have published statutory guidance.

The government remains committed to devolution of the AEB to the Mayor of London in time for the academic year 2019 to 2020. We will deliver this through a delegation to the Mayor of London of certain adult education functions from the Apprenticeships, Skills, Children and Learning Act 2009 under S39A of the Greater London Authority Act 1999. This delegation will be set out through an agreement between the Secretary of State for Education and the Mayor of London.

2018 to 2019 adult education budget (AEB) webinar

We held 2 webinars last week to cover the 2018 to 2019 AEB funding rules, and focused on the following areas:

- Who we fund
- Low wage trial
- AEB programmes and policies
- Performance management approach

We have published the slides on GOV.UK. – same link as above

2018 to 2019 adult education budget allocations – grant-funded providers

In October 2018, we will review your 2018 to 2019 adult education budget grant allocation against your year-end claim for 2017 to 2018. If your claim is significantly less than your allocation, you may be in scope for a reduction. It is therefore important that you submit an accurate and timely year-end claim.

If you have any queries please contact your provider manager or intervention manager.

This does not affect AEB contracts for service.

Funding regulations for post-16 provision

Colleges, providers, schools and academies receive annual funding allocations from the Education and Skills Funding Agency (ESFA) for provision of 16 to 19 education.

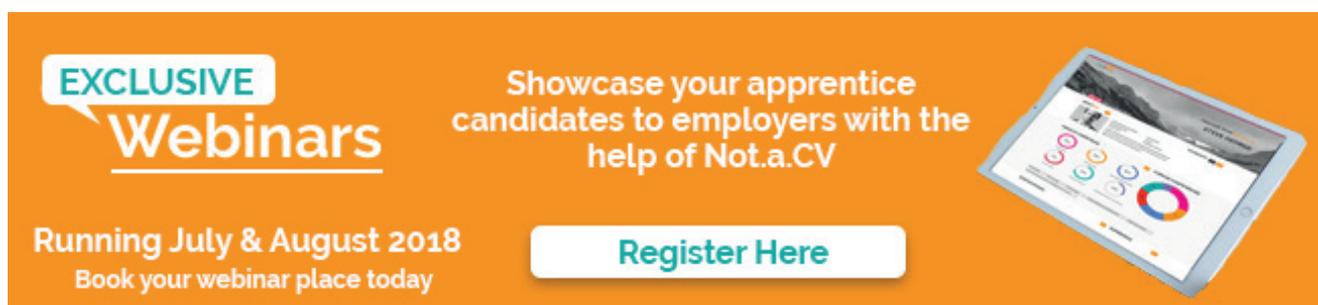
These documents give advice about the use of funds for each funding year.

We have made the following additions and updates to this guidance document.

Updated paragraph 28 so that our rules on student eligibility is clearer and an additional sub-category was added in June 2018

- Updated paragraph 50 to remind all institutions that summer taster programmes are not fundable for either school leavers or students who have completed full time study programmes earlier in the funding year
- Updated annex C and the question and answer section on students attending study programmes for less than 6 weeks to provide answers to questions in respect of the changed guidance from 2017 to 2018 in paragraph 72; the advice in paragraph 72 is unchanged for this year
- The advice on informing the ESFA when any school or academy intends to close a sixth form has been clarified and moved to the front of Annex E with similar advice in ILR funding returns for ILR funded institutions

<https://www.gov.uk/government/publications/advice-funding-regulations-for-post-16-provision?>



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16 to 19 bursary fund

We have published an update to the institution guide for the 16 to 19 bursary fund for 2018 to 2019. The update includes:

- Advice about how institutions may wish to use Universal Credit award notices where students/families provide these as evidence of household income as part of applications for the discretionary bursary.
- A link to the key to success website which can be a useful way of identifying students who may potentially need help from the bursary fund but who may not ask for it
- A reminder for institutions that making flat rate bursary fund payment does not address individual need, as the bursary is designed to do - information about discretionary bursaries has been expanded to set this out more clearly.

16 to 19 funding: large programme uplift

Introduction - This note sets out the conditions under which the ESFA will pay a large programme uplift. It provides further information to institutions to support them in understanding and planning for the large programme uplift.

Latest updates - We have updated the A level criteria for large programmes. Now, students taking further maths A level will qualify for large programme funding when they achieve a grade C in this subject and the remainder of their results are at grade B or better. More information is in the large A level programmes section.

Purpose - The large programme uplift contributes to the costs of large study programmes that are of high quality and that provide substantial stretch and challenge.

When study programmes were introduced in the academic year 2013 to 2014, funding was based on the average programme size being 600 hours. However, we recognise that some study programmes have to be larger in order to prepare students for further study or work.

Definition of the large programme uplift - The large programme uplift reflects that some study programmes have to be larger than 600 hours.

The large programme uplift is only available for high quality study programmes that provide students with substantial stretch and challenge. This includes:

- Programmes of 4 or more full A levels
- The full level 3 International Baccalaureate (IB)
- Some large, level 3, Technical Baccalaureate (TechBacc) programmes

Students have to achieve a minimum grade to be eligible for the uplift.

Details about programmes that meet the TechBacc measure are available on GOV.UK.

We will apply an uplift of either 10% or 20% to the full time national funding rate per student to large programmes that meet the criteria set out in this note. The uplifts will be calculated based on the national funding rate for the relevant academic year.

The uplift is only paid for 2 years for each student aged 16 and 17 (academic years 12 and 13 only). Large programmes that take longer than 2 years do not get any additional uplift.

<https://www.gov.uk/guidance/16-to-19-funding-large-programme-uplift>

16 to 19 advanced maths premium

We have updated our advanced maths premium factsheet to show:

- How we will calculate baselines for new providers
- The funding rate for funding qualifications of 235 guided learning hours or above, completed within one year
- The qualifying period for students covered by the premium

We will contact institutions between 6 and 13 July to confirm their baseline data.

16 to 19 Funding rates and formula

The funding rates and the formula used in the funding arrangements for 16 to 19 year olds.

The supporting presentation for the 2018 to 2019 Funding rates and formula guidance has been added.

<https://www.gov.uk/government/publications/funding-rates-and-formula>

Contacting providers delivering industry placements through the capacity and delivery fund in 2018 to 2019

We would like to make providers delivering industry placements through the capacity and delivery fund in 2018 to 2019 aware that our National Contact Centre are in the process of contacting them. This is to collect some data about their expected delivery of industry placements to help find suitable employer matches with providers.

We would appreciate your support in providing these details. You can also contact the National Contact Centre to provide this information by calling 08000 150 600.

Industry placements: capacity and delivery fund for academic year 2019 to 2020

We have published information on GOV.UK to explain the arrangements for delivering industry placements through the capacity and delivery fund (CDF) in 2019 to 2020 academic year. This information is for those 16 to 19 providers already in receipt of an allocation from the CDF in 2018 to 2019 academic year. It covers:

- Changes between academic years 2018 to 2019 and 2019 to 2020
- Submission of a mandatory monitoring form by midnight 1st October 2018
- Links to updated policy principles for high quality industry placements on GOV.UK

<https://www.gov.uk/guidance/industry-placements-capacity-and-delivery-fund-cdf-for-academic-year-2019-to-2020>



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Ofqual's approach to regulating Technical Qualifications

This week Ofqual launches its consultation on its approach to regulating the new technical qualifications that will sit within T Levels. The consultation will run until 6 August. It provides an opportunity for anyone with an interest in the new technical qualifications to shape Ofqual's thinking on how it will frame its rules. This will include looking at how assessments should be set and marked; when assessments and retakes can be taken; and certifications.

Ofqual is holding 3 consultation events in July to give an opportunity for people to hear about its proposals, ask any questions and provide their views.

Please note, following this consultation Ofqual will analyse responses and consult on the wording of the rules it will apply to technical qualifications. Ofqual anticipates running an 8-week technical consultation, beginning in early September.

This consultation on our regulatory approach to this new suite of Technical Qualifications is detailed and takes into account the government's clear policy intentions for the new Technical Qualifications as set out in their published Technical Annex and seeks to align with the Institute's central role in T Levels.

If the T Level programme is to be viewed with similar esteem to other qualifications such as A levels, then the Technical Qualifications which form a large part of the course of study need to be high quality, reliable, comparable, of the right level of demand and have their standards trusted both within each qualification and over time. We are keen to see that the Technical Qualification, which will provide an engaging, motivating course of study, is deliverable in schools and colleges. The regulatory approach we set out in this consultation seeks to achieve these objectives.

This consultation closes at 5pm on 6 August 2018

Funding rules monitoring survey

As part of our funding rules monitoring review, we have launched a survey.

This survey gathers feedback about your experiences of the funding rules monitoring process and will influence future processes. The scope of the survey includes documentation we publish, the Business Intelligence (BI) dashboards reports on the hub and the data within the reports.

The survey closes on Wednesday, 8 August.

<https://www.smartsurvey.co.uk/s/I78DO/>

For further information about funding rules monitoring, please refer to the ESFA financial assurance: monitoring the funding rules page on GOV.UK.

ESFA customer commitment

Many thanks to everyone who helped with the development of our customer commitment. We have now published our customer commitment statement on GOV.UK.

The commitment will help us to continuously improve our services. It shows you, our customers, how you can expect to see us work. It also helps us to increase our understanding of your needs and challenges, keeping our work customer focused.

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency/about>

Rob George Funding Management and Strategies

Established by Rob George in January 2012, RGFE service provision is personal and bespoke to each client.

RGFE helps providers manage their SFA contracts, provides regular funding updates including Monthly Funding Summary for SFA and EFA funding, meets with clients on a regular basis to give advice on business issues relating to funding and supports providers in subcontracting funding in/out of the organisation.

Rob has a wealth experience spanning across the further education industry in director level positions and has increased his knowledge over the past 10 years of funding rules and guidance. The funding summary is produced monthly and circulated to CEOs, MDs and Directors or private training providers, colleges, employers and key stakeholders in FE.

For more information, or if you would like a formal discussion or meeting with Rob, please call 07931 843000 or email rob@rgfe.co.uk



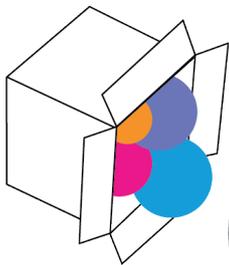
Smart Apprentices - Does your technology measure up?

Smart Apprentices flagship e-portfolio Smart Assessor has just won the prestigious Global Excellence Awards: Most Outstanding E-Portfolio Tracking Software.

The opportunities presented by the increased apprenticeship funding from the employer levy are exciting for providers who are able to differentiate themselves and deliver what employers want. Technology is key to delivering apprenticeships that meet the needs of employers, Ofsted regulators, apprentices and your own team with a modern, cost-effective delivery model.

With all the changes to apprenticeships in 2018, does your current e-portfolio technology measure up?

To discuss how we can help you to deliver outstanding apprenticeships from recruitment through to end point assessment, contact our Business Development Director Danny Taylor, danny.taylor@smartapprentices.com



T Levels - Industry Placement Capacity and Delivery Fund: principles for high quality industry placements

Appendix 1

Work placement will be a key element of the T Level programmes, I paste below the initial paragraphs from this html document;

<https://www.gov.uk/guidance/work-placement-capacity-and-delivery-fund-principles-for-high-quality-work-placements?>

Introduction

High quality, structured and outcome-focused industry placements will be an integral part of the new T Level package. A student will not be able to complete their T Level unless they have undertaken an industry placement. However, industry placements will be important in their own right to help young people gain the skills needed to move into employment. That is why we are making funding available now to ensure high quality industry placements can be delivered before T Levels are introduced. We expect providers to use the investment available through the Industry Placement Capacity and Delivery Fund (CDF) from April 2018, to effectively build capacity and establish links with employers. This funding has been provided to drive forward industry placement delivery, in readiness for T Level roll out from 2020. Allocation of these funds is not determinative of which providers will deliver T levels or which of the current qualifications being delivered are likely to be defunded.

Purpose

This note sets out the principles we expect providers to use when developing their plans for implementing a high quality industry placement offer. It also provides good practice that providers may want to adopt to establish or enhance their industry placement provision. The department is keen that this funding makes an impact as early as possible and to ensure that students undertaking industry placements in academic year 2018 to 2019 are offered a high quality experience that maximises their chances of stepping into skilled employment following their education.

Industry placement principles

This note builds on the high level principles being tested in the Industry Placement Pilot that ran throughout academic year 2017 to 2018 with The Challenge. The 8 principles outlined below were developed in consultation with over 150 employers and providers as part of the pilot design. These are 'emerging' principles that will continue to be refined through consulting more widely with the sector and employers, and therefore it is possible that these will change before T Levels are rolled out. However, for 2018 to 2019 and 2019 to 2020 CDF, these principles provide the minimum requirements for industry placement delivery and we expect providers to adopt them.

Timing and duration

- 1) Our expectation is that industry placements are on average 50 working days in length within an acceptable range of 45 to 60 days (plus) covering a minimum of 315 hours. (The normal full time working pattern of the employer, which would typically consist of 7 to 7.5 hours a day). This applies to 2018 to 2019 delivery only after which it will be reviewed. It is important to note that the minimum length of 45 days is non-negotiable. The exact duration for the T Level industry placement from 2020 is to be determined and this hourly total is subject to change.
- 2) The industry placement should be within the academic timetable as far as possible but we recognise that in some occupations, peak times will either be seasonal or fall outside the providers' normal working hours, such as catering, hospitality or events management.
- 3) Providers must ensure that student GCSE Maths/English exam preparation (where this applies) is not compromised.

Occupation specific

- 4) The industry placement must be occupationally specific and focused on developing the practical and technical skills required for the profession or trade that the student is studying for.
- 5) It will be expected that students will already have a number of occupationally relevant skills to apply and practice in the workplace. The provider must agree a structured work plan with the employer for the duration of the placement and meet with the student and employer at regular intervals.

Student readiness

- 6) The student must be considered work-ready (have an appropriate work ethic and etiquette) to undertake an industry placement, to manage both student and employer expectations of the appropriate behaviours in the workplace.

Externality

- 7) The industry placement must take place with an external employer (such as, it is on a site external to the student's learning environment and not on another site operated by the provider). It is critical that the student experiences a real life job role and work life pressures (including travel to work, independence from their peers, working with new people and dealing with the public). This requirement applies even where the institution has extensive facilities mirroring the workplace.

Special educational needs or disabilities (SEND) provision

- 8) Students with SEND must be able to access high quality external industry placements so they can benefit from that real life experience as much as their non-SEND peers. Providers should consider what preparation and support students with SEND would need in order to access industry placements, and complete them successfully. Providers should use available industry placement capacity and delivery funding, alongside other available funding where appropriate (for example, High Needs or Disadvantage Funding) to provide additional support in the workplace and assist with reasonable workplace adjustments. This could include the services of an independent workplace mentor or, where students have more complex needs, a job coach.

Clear and pre-determined outcomes

The principles above outline the key differences between 'work experience' commonly offered as part of 16 to 19 study programmes and more substantial 'industry placements' that will form an integral part of T Levels, namely, the strong emphasis on pre-defined and sector specific learning aims. The industry placement should provide the real life learning environment to develop and hone the technical skills and behaviours required for the relevant industry. We have specified a longer duration to ensure that students are given sufficient time to master essential skills and develop their strengths; and the employer has the opportunity to develop the students' technical abilities so they can add value to the business. The time in the workplace must have a clear structure and learning objectives to ensure students get the best from their industry placement; thereby enabling them to secure skilled employment in their field as a result.

For reference please see the assessment forms (PDF, 278KB, 6 pages) that can be used to complete assessments of student work readiness prior to the placement, and then subsequently their progress at mid-point and post placement, developed for pilot.

Timing and duration

We have provided illustrative examples (PDF, 326KB, 3 pages) that were developed for the pilots for planning the allocated time into the curriculum, using the day release and block placement industry placement options. These examples have been tested through the pilots. It is anticipated that employers from different industries will have their own preferences as to when to host industry placements during the academic year. We ask that providers offer a degree of flexibility when negotiating the timing and pattern of the placement with employers.

The industry placement should be within the academic timetable as far as possible and providers should ensure there are adequate flexibilities within the term time curriculum for students to undertake their placement. However, we recognise that in some occupations, peak times will either be seasonal or fall outside the providers' normal working hours, such as catering, hospitality or events management.

Building internal capacity

We recommend that providers take a whole organisation approach to planning the introduction of substantial industry placements and ensure that this is fully integrated into the core business. In the process of completing the implementation plan, we asked providers to forward plan for the next 2 to 3 years and consider staffing and other capacity issues. By September 2018, we would expect to see progress against these plans. In particular, evidence of the recruitment of dedicated staff to begin sourcing placements; re-training of existing staff; and student work preparation/employability training and time out on placements integrated into the curriculum for delivery from the autumn term.

Collaboration with employers

The department does not underestimate the scale of the challenge to create high quality industry placement opportunities for all technical students in future, in particular, the importance of securing willing employers to host substantial industry placements. When completing implementation plans, providers were asked to set out their overarching employer engagement strategy, including the requirement to identify appropriate employers within the local area and invest time to build networks and relationships, so that providers can successfully deliver high quality industry placements at scale.

Collaboration with other providers

We recognise providers' experience of delivering work placements of this nature varies considerably. Smaller and/or less experienced providers may encounter various challenges when building their industry placement offer from scratch. We would expect that leading providers who are actively delivering work placements will share their local knowledge and expertise (including good practice and materials/tools).

We also recommend that smaller providers collaborate with other neighbouring or similar providers for economies of scale, by being open to pooling resources, for example, hiring a cross-site work placement coordinator and/or sharing the operational responsibilities. It is important that neighbouring providers work together and in partnership with Local Enterprise Partnerships, Chambers of Commerce and/or other local employer representatives, to develop a coordinated local employer engagement strategy.

We have provided illustrative examples (PDF, 326KB, 3 pages) of use of funds and options for collaboration to achieve this common goal.

We hope that all eligible providers take full advantage of this opportunity and use this advice to aid the delivery of high quality work placement programmes from 2018 to 2019.



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