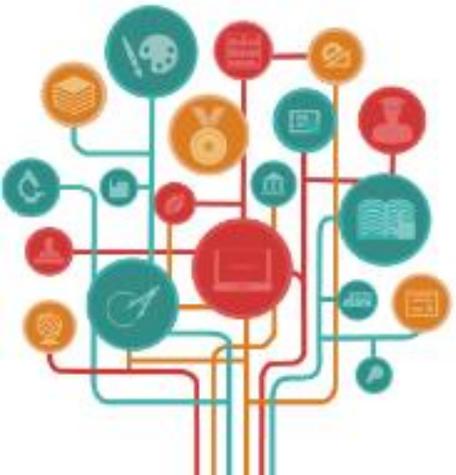


Delivering cost effective skills programmes to meet the needs of unemployed learners as part of Covid-19 skills recovery packages

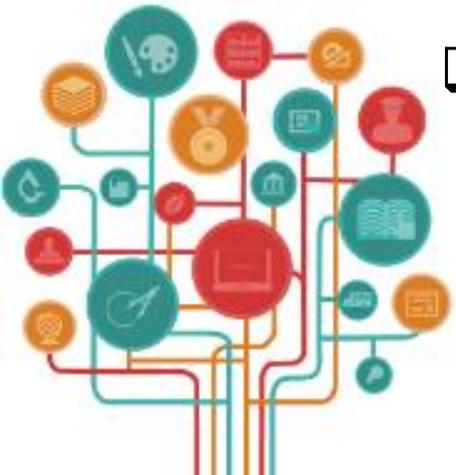
Beej Kaczmarczyk

e-Memoir.co.uk
Real solutions for FE and Skills Sector professionals



What this presentation will cover

- Understanding the impacts of the Covid-19 crisis on the labour market
- Making the most of the government's skills recovery packages
- Designing and delivering programmes for the unemployed
- How local flexibilities and devolved budgets might work in your area
- Ensuring your provision meets audit and inspection requirements



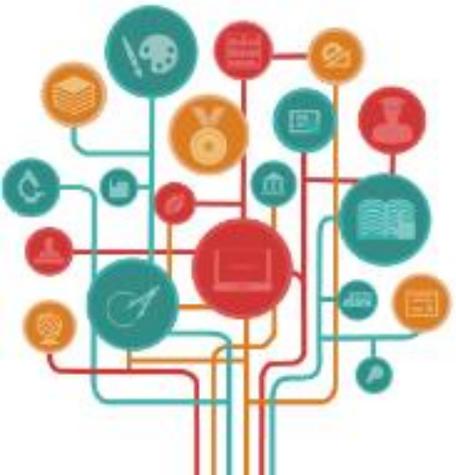
What does the labour market look like in the short run?

- Very different from before March 2020
- Deeper and longer dip in economic output
- Increase in unemployment and claims for Universal Credit
- Significant fall in number of vacancies
- Worse impacts on young people, women and the lower-paid, and the sectors they work in, e.g. retail, hospitality
- Also, over 800,000 young people left education this summer
- Diverse set of needs because of the diverse group of people facing unemployment, e.g. high and low skilled, good and little work experience, poor literacy and numeracy, those ready for work soon and others needing lots of support
- Unemployment could reach 2.6 million by 2021!



What the government promised before Covid-19

- £400 million additional funding for 16-19 study programme learners
- National Skills Fund of £2.5 billion over next 5 years for retraining and to help workers prepare for a changing labour market– already factored into AEB allocations**
- Additional £1.8 billion of capital investment to make sure all of the FE estate would be in 'good condition' – colleges to provide 21% match funding
- New Shared Prosperity Fund to replace European Social Funding will start in 2021**
- New focus on adult learning especially on retraining and upskilling**
- Opportunities for providers in areas such as emotional resilience, mental health, personal development, union learning, people at risk of unemployment**
- it will it need a lot more now!**



Investment in skills and training

The Chancellor announced the following measures to increase skill levels as part of the post Covid-19 recovery

- ❑ Kickstart Scheme - £2 billion scheme to create hundreds of thousands of 6-month long high quality work placements aimed at 16-24 year olds on Universal Credit at risk of long-term unemployment. Employers will receive a subsidy of 100% of the minimum wage for 25 hours a week (plus NI and pension).
- ❑ Payments to employers in England who hire new apprentices. From 1 August to 31 January, employers will receive £2,000 for each apprentice they hire aged under 25, and £1,500 for each apprentice they hire aged 25 and over.
- ❑ Investment in high quality traineeships.
- ❑ Other support measures, e.g. additional funding for National Careers Service and for sector-based work academies, expansion of the Work and Health Programme.

What opportunities might there be for you and your partners, e.g. in devolved authorities, programmes for the unemployed?

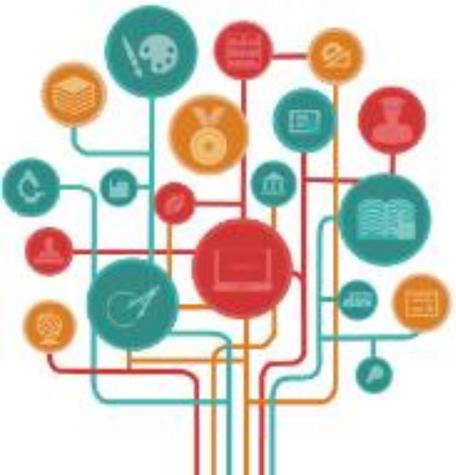
Kickstart and apprenticeship incentive schemes extended in the Spending Review.



Kickstart Scheme

How are you extending your offer to include Kickstart?

- Similar to the 'Future Jobs Fund' - target of 350,000 young people
- Applicants assigned through job centres and local authorities
- Employer is paid £1500 per applicant for set up, training and uniform costs but training is not mandatory
- Businesses with less than 30 young workers are unable to apply directly for funds but smaller employers can use an intermediary, e.g. FE college or chamber, or find other businesses to apply alongside
- New jobs must not replace existing or planned vacancies or cause existing employees to lose their jobs
- Problems include
 - Not suitable for smaller employers
 - Bureaucracy when employers have other priorities
 - Takes time to hire extra employees and the employer must have the work for the placements
 - No guarantee of a permanent job



Sector-based work academies

- Scheme has been designed to help Jobcentre Plus claimants build their confidence and improve their job prospects, and help employers in sectors with vacancies fill them
- Can last up to 6 weeks
- Consists of three elements
 - Pre-employment training**
 - Work experience placement
 - Guaranteed job interview
- AEB funds pre-employment training, lasting 2-3 weeks, DWP funds other elements, including travel and childcare whilst on placement
- FE providers are informed when to expect referrals and how many (as part of local design process)
- Added on to your AEB allocation for this year only

How are you developing this aspect of your provision? With what sectors?



High value courses for school and college leavers aged 18 and 19

For starts from 1 September 2020 to 31 July 2021, ESFA are offering additional funding for 'high value level 2 and 3 courses for school and college leavers: a one-year offer for 18 and 19-year olds' as defined in the ESFA funded adult education budget funding rules

e.g. level 2 Diploma in Care

For students aged 18 years it is funded through 16-19 study programme funding

Within the AEB this applies to learners who were or will be aged 19 on 31 August 2020

ESFA will fund this learning in line with other AEB delivery, with three exceptions:

learners eligible for this offer can be fully funded; ESFA has changed the validation rules to allow this

it will increase the rate by £400 for eligible aims

any job outcomes achieved for learning under this offer will be funded to the full amount of the achievement element, rather than half the achievement element.



How many 19 year old leavers in your area are currently seeking employment in the key sectors?

New investment in traineeships, Summer 2020

- Part of the government's post Covid-19 recovery plan - 'A Plan for Jobs'
- Major funding boost to increase number of traineeships to over 30,000 a year (£111 m)
- Primarily to combat youth unemployment
- Maximum of 10 traineeship learners per employer
- Includes digital skills where necessary
- Procurement opportunities for existing and new providers

“The flagging traineeships programme was given a new lease of life by the government this week with a major funding boost to help combat youth unemployment post-Covid-19.” FE Week July 2020

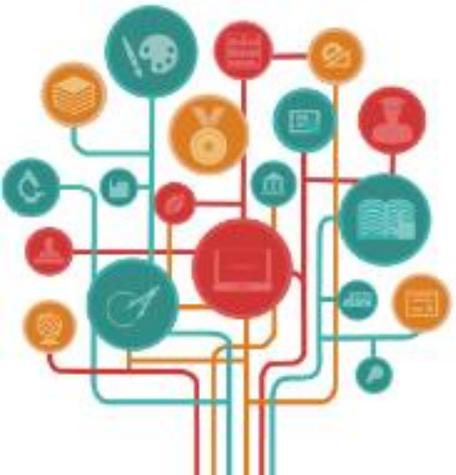
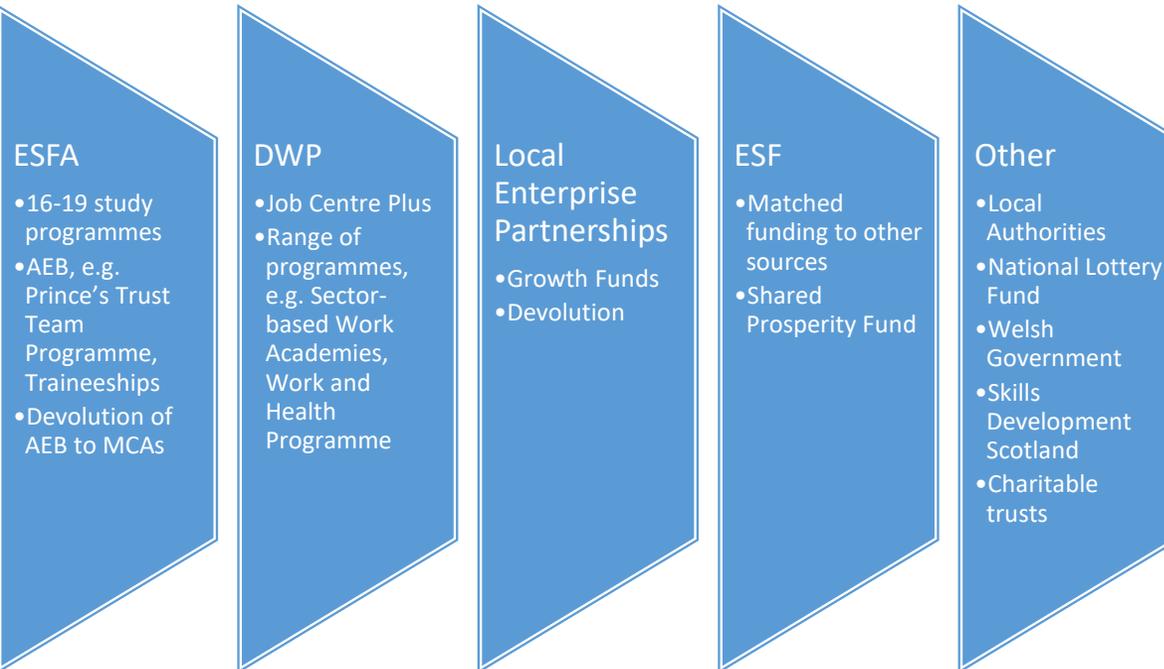


New flexibilities and opportunities (from 1 September 2020 to 31 July 2021)

- Young people qualified up to Level 3 (rather than Level 2 previously) are now eligible for a traineeship
- There is a more flexible work experience offer of minimum 70 hours, with multiple employers if needed
- The ESFA wants to see flexible content and qualifications that prepares trainees for progression to apprenticeships and jobs through a direct line of sight to the occupational standards
- An increased AEB traineeship learning aim cost of £1500
- Employers who offer new traineeship work placements will receive £1,000 per learner (up to ten learners) to support engagement and assist with costs such as administration and the purchase of additional PPE for trainees
- Traineeships can now last up to 12 months, allowing twice as much time on a programme for those young people with particular needs who need it. The ESFA still expects traineeships to support young people into work as quickly as possible.
- The ESFA wants traineeships to move young people towards work or an apprenticeship more than ever before.



Sources of funding for programmes for the unemployed



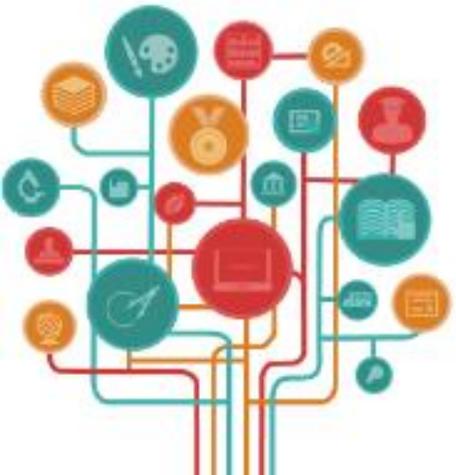
What the AEB funds

Education and training provision

- Legal entitlements, e.g. Essential Digital Skills
- Skills provision for the unemployed**
- Co-funded adult skills provision
- Learning in the workplace
- Traineeships
- Community Learning

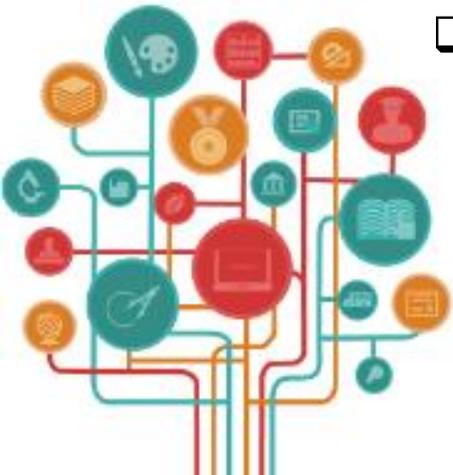
Support funding

- Learning support (learning difficulties and/or disabilities)
- Learner support (including hardship, child care and residential costs)

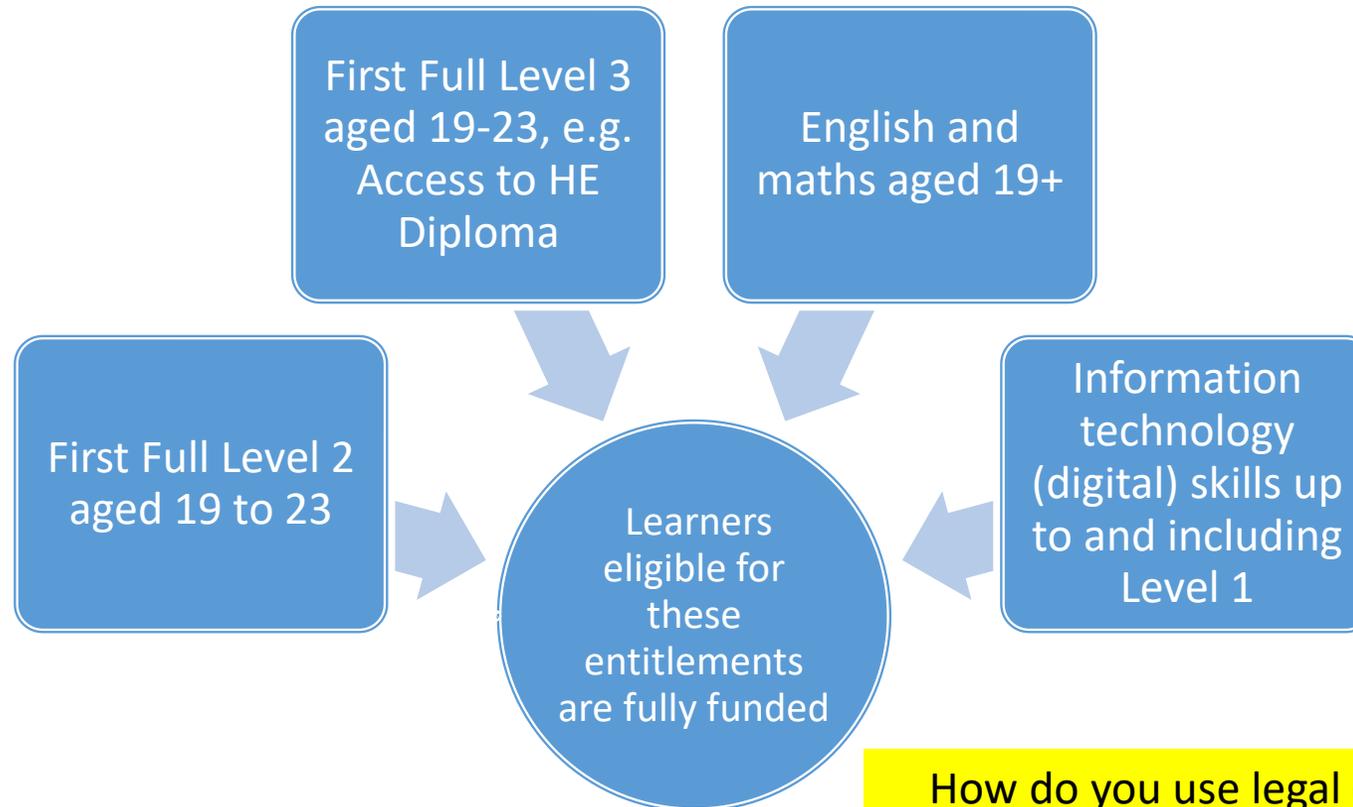


How to use the AEB

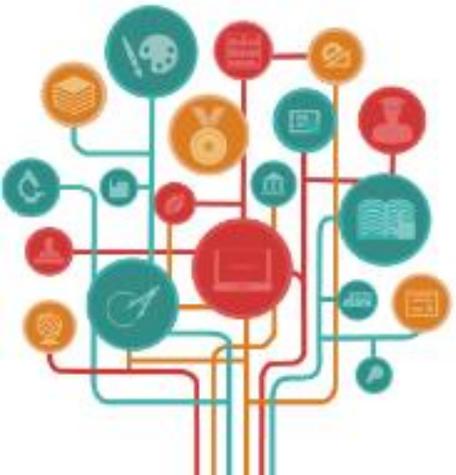
- Providers have the freedom and flexibility to deliver programmes of learning that can include a range of activities which may, or may not include, qualifications - local flexibilities
- For the legal entitlements to a first full Level 2 or 3 for 19- to 23-year-olds, English, maths and **Essential Digital Skills** entitlements for learners aged 19 or older, providers must deliver the qualifications listed in the table of qualifications for entitlement (**updated on the Hub**)
- ESFA will fully fund 19 to 23 year olds on the day they start the following learning: provision, up to and including level 2 for those who already have a full level 2, **if they are unemployed** (otherwise co-funded)
- ESFA will fully fund learners aged 24 or over on the day they start learning, up to and including notional level 2, **if they are unemployed** (otherwise co-funded)
- Adults who are employed on low wages and cannot contribute towards the cost of co-funding fees can be fully funded in 2020 to 2021
 - Less than £ **£17,004** annual gross salary
 - Boost for the low paid learners and for ESOL**
 - Increases level of ESFA funding per learner (previously co-funded)
 - More in Greater London Authority



Legal entitlements



How do you use legal entitlements to facilitate participation and progression for job seeking learners?



Government contribution table

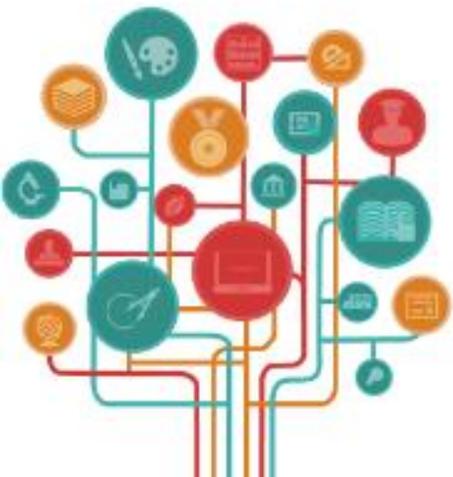
The level of government contribution for ESFA funded AEB is as follows.

Provision	19 to 23-year-olds	24+ unemployed	24+ other
English and maths, up to and including level 2 (Must be delivered as part of the legal entitlement)	Fully funded*	Fully funded*	Fully funded*
Essential Digital Skills Qualifications up to and including level 1	Fully funded*	Fully funded*	Fully funded*
Level 2 (excluding English and maths) (First full level 2 must be delivered as part of the legal entitlement)	Fully funded*- (first and full)	Fully Funded	Co-funded+
Learning to progress to level 2	Fully funded* (up to and including level 1)	Fully funded	Co-funded+
Level 3 (First full level 3 must be delivered as part of the legal entitlement)	Fully funded*- (first and full)	Loan-funded	Loan-funded
	Loan-funded**= (previously achieved full level 3 or above)		
Traineeship#	Fully funded (including 16- to 24-year-olds**)	N/A	N/A
English for speakers of other languages (ESOL) learning up to and including level 2	Co-funded+	Fully funded	Co-funded+
	Fully funded – unemployed		
Learning aims up to and including level 2, where the learner has already achieved a first full level 2, or above	Co-funded+ Fully funded – unemployed	Fully funded	Co-funded+
Learning aims up to and including level 2, where the learner has not achieved a first full level 2, or above	N/A	Fully Funded	Co-funded+

*Must be delivered as one of the English and maths, Digital entitlement and/or first full level 2 or first full level 3 qualifications required as part of the legal entitlements.
 *Must be delivered as entry or level one provision from local flexibility.
 # Excludes flexible element where funding depends on age and level.
 ** 16- to 18-year-old learners must be eligible under the [ESFA's young people's residency requirements](#).
 ** Availability of loans at level 3 does not replace the legal entitlement to full funding for learners aged 19 to 23 undertaking their first full level 3.
 + Low wage flexibility may apply, refer to paragraph 161.
 - One year high value courses for school and college leavers: skills offer for 19-year-olds, may apply refer to paragraphs 166 to 168

Updated in June 2020 to include the new digital skills entitlement

Covid-19 skills recovery package



ESFA definition of unemployed

Learners are defined as unemployed if at least one of the following applies to them:

- They receive Jobseekers Allowance, including those receiving NI credits only
- They receive Employment and Support Allowance
- They receive Universal Credit, and their earned income from employment is below an earnings threshold (£338/month sole claimant, £541/month joint claimant)
- Are released on temporary licence, studying outside a prison environment, and not funded by the Ministry of Justice

Providers may also use their discretion to fully fund eligible learners who are in receipt of other state benefits and have earnings below a set threshold. In addition, the learner must be seeking employment or to progress into more sustainable employment, and the learning must be directly relevant to their employment prospects and local labour market needs.

How are you identifying likely impacts of Covid-19 on your local labour market and where employment opportunities might be?



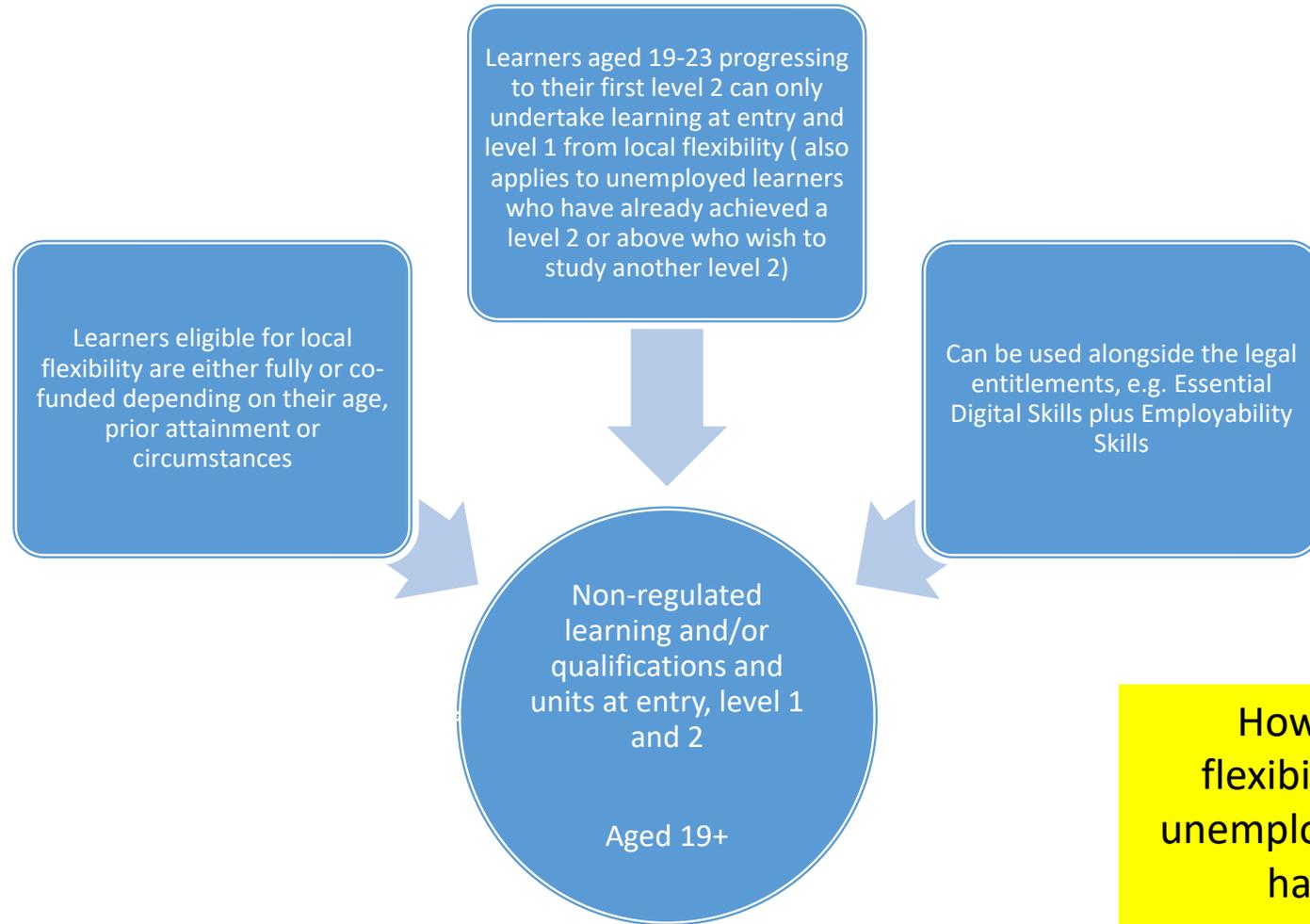
Local flexibility opportunities in the AEB for providers

- Bespoke locally designed learning, that can include both qualifications and non-regulated learning to support
 - Progression to full level 2
 - Retraining/upskilling for learners already in receipt of level 2 or above
 - Refocus or restart a career if unemployed**
- Qualifications and units of qualifications which are specified on the Hub, including employability and life skills, e.g. Awards in Skills for Employment or Work Preparation
- Non-regulated learning, where robust and appropriate quality assurance is in place, i.e. RARPA (Recognising and Recording Progress and Achievement)

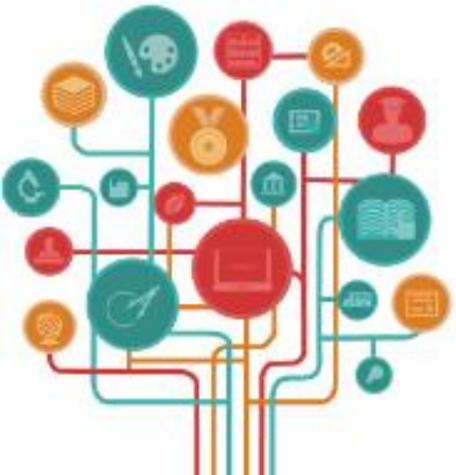


You can build a programme around the needs of the unemployed learner and prospective employers using local flexibilities.

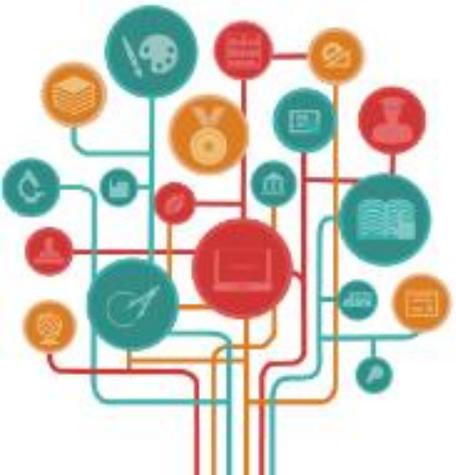
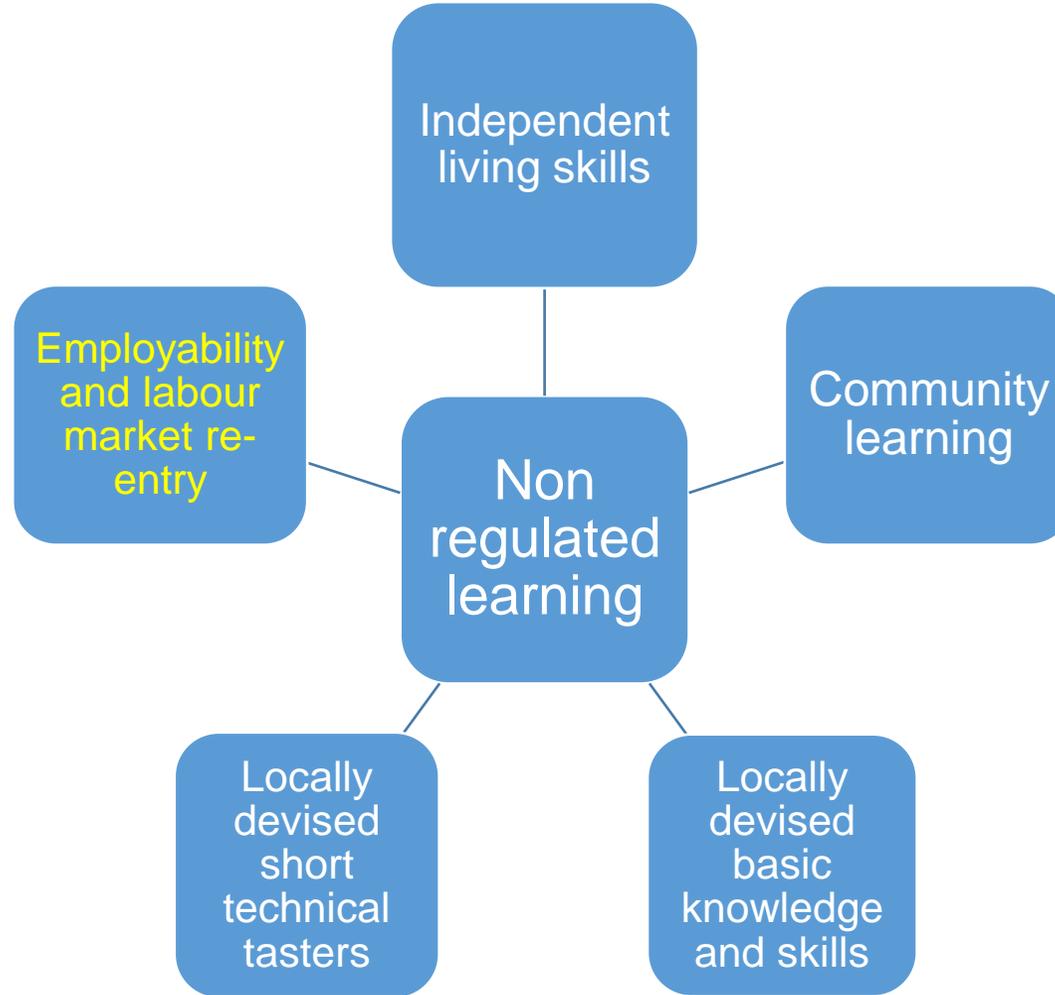
Local flexibility



How might you use local flexibilities to meet needs of unemployed people who already have level 2 or above qualifications?



Non regulated learning

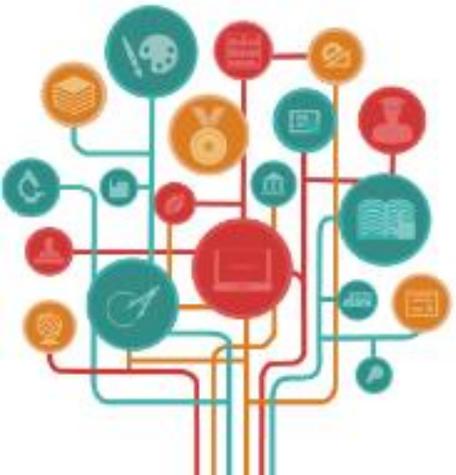


How can you use non regulated learning in programmes for the unemployed with low skill levels?

Importance of quality assurance

‘Where you are delivering non-regulated learning you must ensure you have appropriate and robust quality assurance processes in place. For instance ‘The Recognising and Recording Progress and Achievement (RARPA) Cycle’. Further information on RARPA is available from the Learning and Work Institute.’

“RARPA has a critical role to play across all locally designed provision in the changing context of funding and commissioning. It is fundamental in capturing and measuring outcomes agreed and commissioned locally”.
LWI 2017



The RARPA process

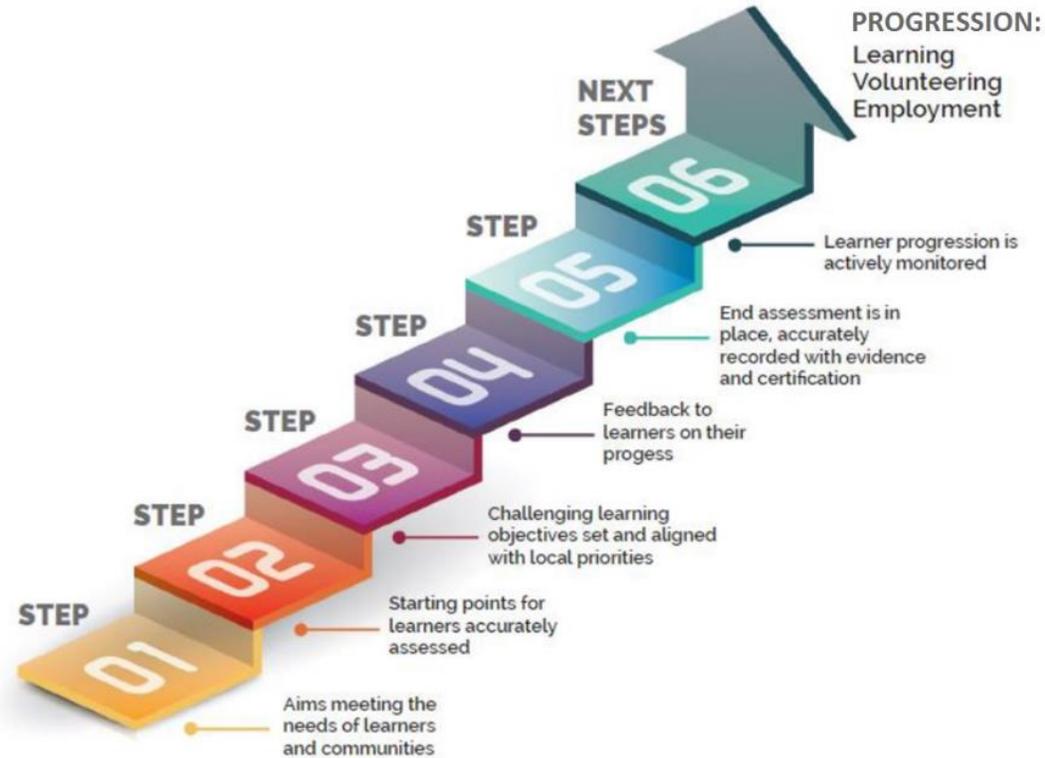


Figure 2. The RARPA steps in detail, showing how progression towards outcomes is facilitated by the process.

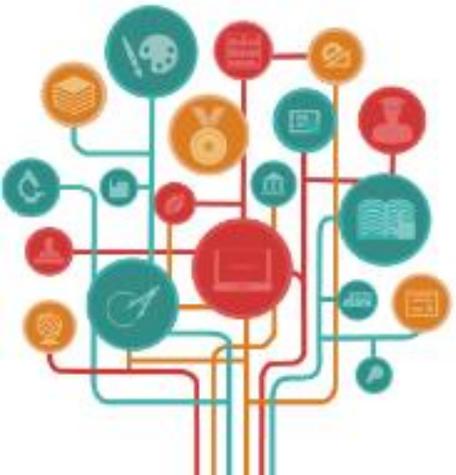
“Management Information: the same rigour in analysis and collation of achievements and outcomes is required for non-regulated provision as for regulated qualifications. Where appropriate this should include outcomes gathered from sample post course reviews. Stage one of the RARPA process integrates outcomes required to meet local needs and effective collation of achievements and supports reporting for the local commissioning processes. Local commissioners will expect to see robust evidence of this”.

AEB funding formula

The Adult Education Budget gives colleges and other training organisations more flexibility to respond to the needs of their local area. This enables the funding of programmes that really make a difference by including locally designed learning activity alongside qualifications, or instead of them.

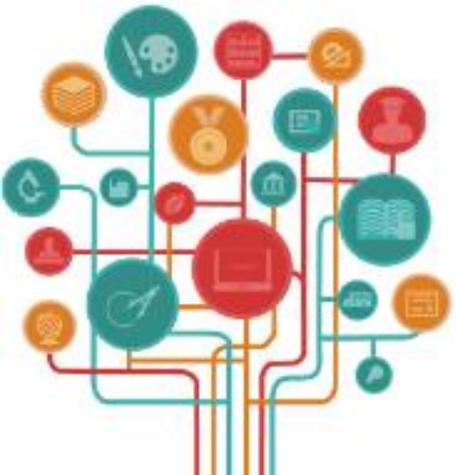
The Single Activity Matrix enables colleges and other training organisations to calculate and claim funding for qualifications and other learning activity that is not qualification based.

Activity that is not a regulated qualification uses generic learning aims called 'class codes'. You can download the class codes to be used to record non-regulated provision in the ILR for 2020-21'.



Adult Funding Formula

- Funding = Rate x disadvantage uplift x area cost uplift**
- For learning aims not funded in 2019 to 2020, regulated Guided Learning Hours, Total Qualification Time or planned hours are grouped into funding bands in the Single Activity Matrix (SAM) to generate a funding rate
- 'Activity hours' banding in the SAM for very small provision
- Funding rates do not change depending on how you deliver the learning (for example, by delivering it online compared to in the classroom).**
- IMD 2015 is used for the disadvantage uplift
- Earnings methodology retained – 80% and 20%
- Assumed fee is 50% of unweighted rate for co-funded learners
- Learning support and learner support also available



Single Activity Matrix for 2020 to 2021 funding year

Funding band (hours)	Activity type	PW A Base (unweighted)	PW B Low	PW C Medium	PW D High	PW E or G Specialist ¹
Up to 2	Very small provision (1)	£14	£16	£18	£22	£24
3 to 4	Very small provision (2)	£21	£24	£27	£34	£36
5 to 6	Very small provision (3)	£35	£39	£46	£56	£60
7 to 12	Small provision (1)	£50	£56	£65	£80	£86
13 to 20	Small provision (2)	£100	£112	£130	£160	£172
21 to 44	Small provision (3)	£150	£168	£195	£240	£258
45 to 68	Medium provision (1)	£300	£336	£390	£480	£516
69 to 92	Medium provision (2)	£450	£504	£585	£720	£774
93 to 100	Medium provision (3)	£600	£672	£780	£960	£1,032
101 to 196	Large provision (1)	£724	£811	£941	£1,159	£1,246
197 to 292	Large provision (2)	£1,265	£1,417	£1,645	£2,025	£2,176
293 to 388	Large provision (3)	£1,987	£2,225	£2,583	£3,179	£3,417
389 to 580	Very large provision (1)	£2,573	£2,882	£3,345	£4,117	£4,425
581 to 1060	Very large provision (2)	£4,170	£4,670	£5,421	£6,671	£7,172
1061 or more	Very large provision (3)	£6,602	£7,395	£8,583	£10,564	£11,356

50 hour award in Employability Skills would be funded at £300

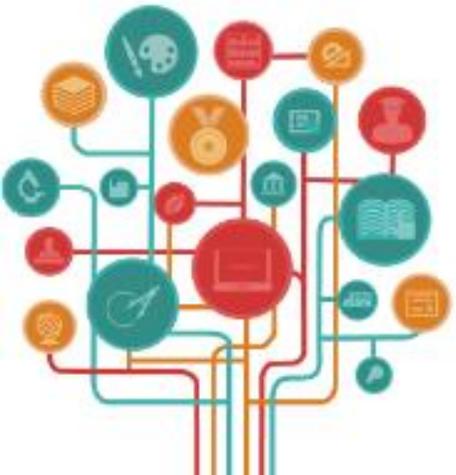
Certain qualifications have their funding band set as a matter of policy

Qualification type	PW A Base (unweighted)	PW B Low	PW C Medium	PW D High	PW E or G Specialist ²
GCE AS-level	£724	£811	£941	£1,159	-
GCE A-level	£1,987	£2,225	£2,583	£3,179	-
GCSE	£724	£811	£941	£1,159	-
GCSE short course	£300	£336	£390	£480	-
Functional skills in English	£724	-	-	-	-
Functional skills in entry level maths	-	-	£941	-	-
Functional skills in IT	-	£336	-	-	-
Access to Higher Education	£3,022	£3,384	£3,928	£4,835	£5,197

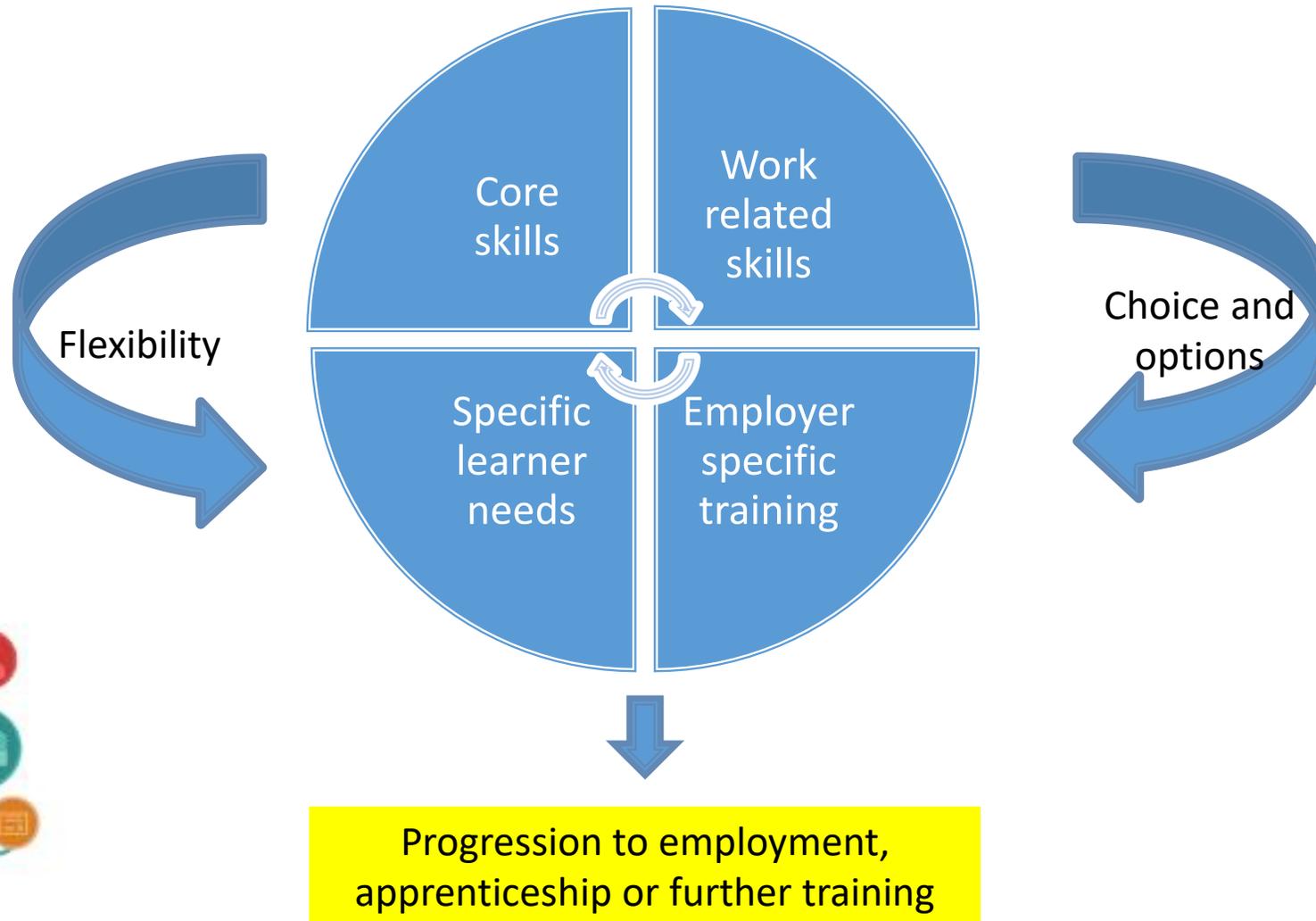
Cost effective Employability Skills programme ?

No of starters	Retained	Withdrawn (50% of OP)	Achieved	Total earned
12	10 @ £240 = £2400	2 @ £120 = £240	10 @ £60 = £600	£3240
Total teaching hours	Hourly rate (mix of lecturer and instructor hrs)	Total teaching cost	Contribution	Contribution rate
50	£40	£2000	£1240	38 %

What difference to funding and performance would have one more successful completion made?

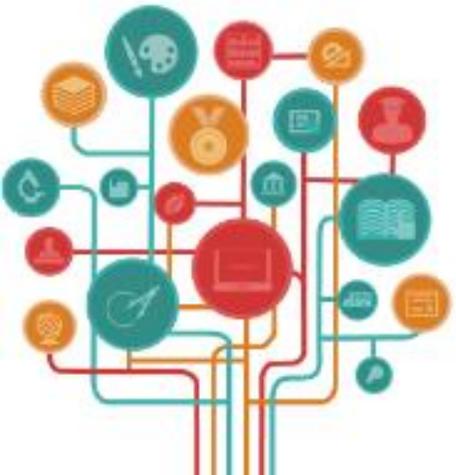


Designing and delivering programmes for the unemployed

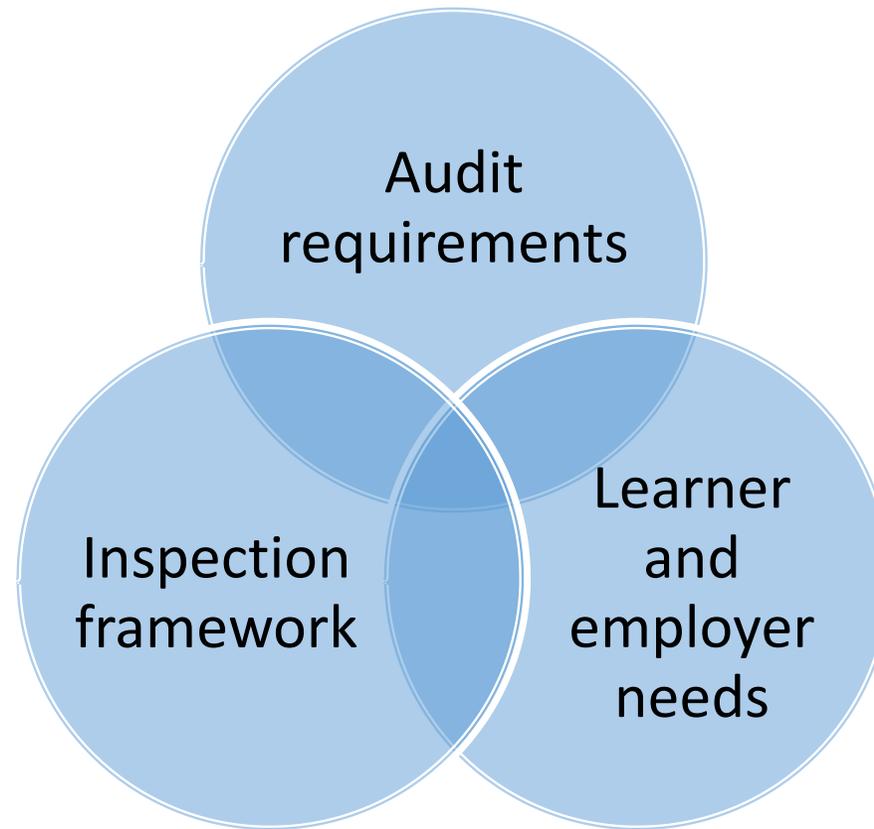


Design elements in the Covid-19 world

- Flexible delivery to meet individual needs
- Range of levels and sizes of qualifications
- Availability of taster courses and units for general employability skills and confidence building
- Supported by paper based and interactive online resources
- Choice of assessment tools, including e-assessment
- Indicative content provided for all qualifications, including English, maths and digital skills
- Quick achievement for learners to boost confidence and improve retention
- Include essential qualifications for specific sectors, e.g. CSCS card
- Support for learners affected by digital poverty



Ensuring your provision meets audit and inspection requirements



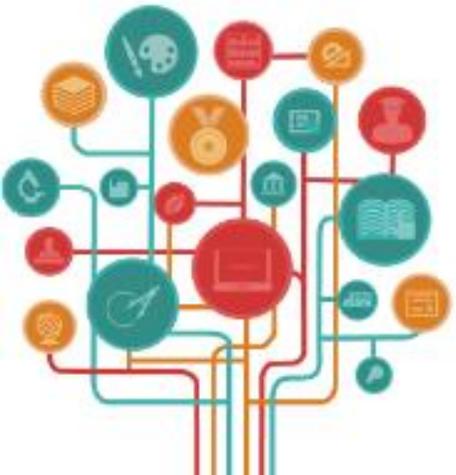
What providers need to do

- Distinguish between the newly unemployed and those getting back to work after long term unemployment
- Have clear objectives and performance measures for the programmes, e.g. routes to employment in a sector, clear line of sight to an occupational standard
- Identify the sectors where most employment opportunities exist, e.g. care services, logistics, digital industries
- Invest in appropriate IAG and initial assessment for unemployed learners to establish start points and expectations
- Choose the most appropriate programme to meet individual needs, e.g. 19-24 Traineeship, SWAP, short intervention
- Develop a wide range of blended learning solutions to take account of learners' needs and abilities, including online
- Develop innovative approaches to assessment, from classroom-based to e-assessment, remote invigilation, observation of practical skills



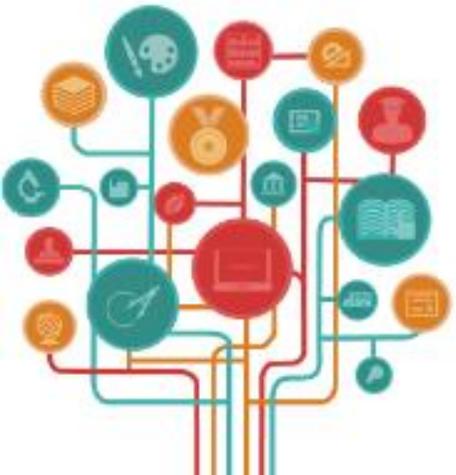
What providers need to do

- Offer different programmes to take account of learner start points and ambitions, e.g. taster units for those wanting to improving their confidence, more focussed qualifications for those seeking progression into a specific sector
- Invest in innovative approaches to learning and learner support
- Develop collaborative approaches to learning, e.g. with employers, JCP, local authorities, third sector organisations and awarding organisations
- Engage more effectively with employers and service employers, e.g. Kickstart Scheme, sector-based work academies
- Deliver effective and accessible careers guidance and education, particularly for adults who are seeking new opportunities, e.g. similar to Careers Learning Pilot in West Midlands



Ensuring your provision meets LEP, Devolved and Local Authorities' and Job Centre Plus priorities

- Knowing and understanding the priorities and conditions, e.g. Local Authority planning applications
- Understanding implications for employability and life skills provision
- Investing in a quality offer that meets employer and learner needs
- Working with the right partners, e.g. for outreach, delivery of learning and support, accreditation, quality assurance, work placements
- Clear understanding of the funding rules and performance management, and any conditions that apply



What is your local Skills Advisory Panel identifying as priority needs?

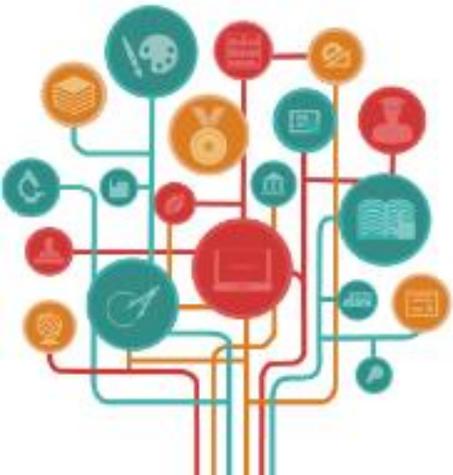
Combined authorities



AEB devolved or delegated in 2020 to 2021 to

- Greater Manchester
- Liverpool City Region
- West Midlands
- Tees Valley
- West of England
- Cambridgeshire and Peterborough
- North of Tyne
- Sheffield City Region (2021 to 2022)
- Greater London

The combined authorities will take on responsibility for the AEB to make sure learners, aged 19 and over, eligible for funding from that budget, who reside in their areas, have appropriate education and training.



Implications of devolution for providers

- Understanding the allocation mechanism for AEB in 2020 to 2021, even if you are outside of a devolved area
- Local strategic skills plans set out the broad outcomes that the skills system needs to achieve, e.g. what priorities are identified for employability and life skills?
- Devolution may lead to new funding arrangements in terms of rates and payment mechanisms in the future, e.g. variations from the national rates, rules or different earnings methodologies
- What constitutes the national entitlements will still be the responsibility of the DfE

How much of your AEB funded provision is allocated to you by devolved authorities?

What priorities have they identified for programmes for the unemployed?



Spending Review Nov 2020

Several existing schemes extended

- Kickstart scheme extended into 2021/22
- Apprenticeship hiring incentives extended to 31 March 2021
- Continued funding for sector-based work academies (SWAP), traineeships and investment in the National Careers Service into 2021/22

Restart scheme

- 3 year scheme costing £2.9 billion to help one million unemployed people in their job search
- Individuals out of work for over 12 months will be provided with regular, intensive jobs support tailored to their circumstances, e.g. job coaches
- Based on lessons learned from the Work Programme

Additional funding to increase capacity in Job Centre Plus, e.g. job coaches



Questions ?

How can your current range of employability skills training provision contribute to

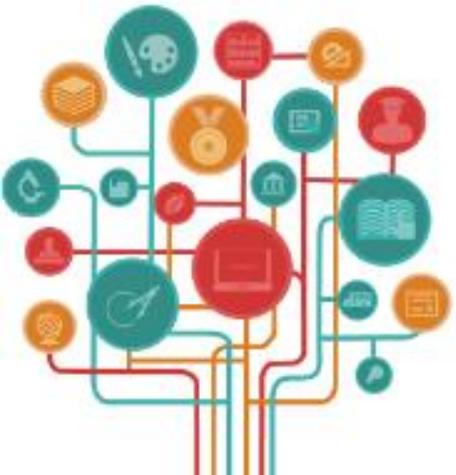
AEB local and low wage flexibilities

LEP and Job Centre Plus priorities

Combined Authority Skills Strategies and Outcome Frameworks

Covid-19 skills recovery packages?

What changes would you need to make to the range of provision and services to more effectively meet these priorities?



Many thanks

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