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Department for  
**Employment  
and Learning**  
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# TRAINING FOR SUCCESS: Professional and Technical Training

Consultation Document  
July 2006





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## Foreword

On 28 February 2006 my predecessor, Angela Smith MP, launched “Success through Skills” the Skills Strategy Programme for Implementation setting out how the Department for Employment and Learning intends to deliver on an ambitious vision for skills in Northern Ireland, which I intend fully to progress.

A key plank in achieving that vision is ensuring that we **improve the quality and relevance of education and training**. A major part of that agenda is the restructuring of our main training provision for young people, and ensuring that they are a significant and prestigious dimension of the wider portfolio of provision for 14-19 year olds. The days of vocational training being perceived as a second-rate alternative to academic education must and will come to an end. We are now entering a new era where we in government, and increasingly individuals and parents, are recognising that the future success of Northern Ireland depends on a high quality education and training system which includes world-class professional and technical training opportunities, for those young people for whom the traditional academic pathway is less suitable and also for Northern Ireland’s brightest and best.

I believe that the proposals that I am setting out in this consultation paper will put a world-class system in place by eradicating a one-size fits all approach, placing the learner at the centre and ensuring they are given the support and guidance they need to undertake tailored training which will lead to work. It will also bring together two of my Departments, Employment and Learning, and Education in its implementation and its positive impact on the economy is something I would wish to promote in my DETI role.

I am also determined to ensure that the training we guarantee for our young people is complemented by a range of provision for adults already in work, who are the bedrock of our economy and who deserve the opportunity to further their own skills development and untap their potential.

Right across the skills agenda, and particularly in relation to this new range of provision for young people and adults alike, the role of employers is crucial, not only in creating the environment for Apprenticeships to grow and flourish, but also in determining the content of training provision. Effective and sustained employer engagement is a pre-requisite for success. Employers

have much to gain in this new era where government is committed to listening to them and delivering the people with the skills they need; but they also have much to contribute in terms of creating employment opportunities – especially for young people and then encouraging the on-going development of their workforce. The challenge is clear but the rewards are high.



We are embarking on a path which, I believe, will lead to both economic and social success; a path that will see talented young people progress up a skills ladder into work and into a culture of lifelong learning, whilst also providing real opportunities and incentives for those young people who have real barriers to face, to enable them to tackle those barriers and make the right choices for the future.

This consultation provides the opportunity for us to design a system which is fit for purpose. I would urge you to engage with us in the debate and help us put in place a best-practice training system which will ensure Northern Ireland can compete on the world stage.

A handwritten signature in black ink that reads "Maria Eagle".

**Maria Eagle MP**  
**Minister for Employment and Learning**

## 1. Introduction

The Department is committed to the development of a highly skilled, flexible and innovative workforce which will contribute to the twin goals of social inclusion and economic success for Northern Ireland. The quality and effectiveness of training for both young people and adults are crucial elements of that process.

For over 10 years Jobskills has been the Department's primary vocational training programme for young people aged 16-24. It was introduced as a completely new programme in April 1995, following earlier pilot programmes in Ballymena and Newry which began in 1992. It replaced the Youth and Job Training Programmes and the Skills Training Scheme. Following a consultation process a revised programme was introduced in April 1999. The programme has remained largely unchanged since then. Currently there are over 12,000 young people engaged in training in a wide range of vocational areas with over 70 training providers in Northern Ireland. Since its introduction, Jobskills has catered for some 96,700 young people and 27,400 adults.

The Skills Strategy published by the Department in February 2006 outlines a vision for skills in Northern Ireland which sees vocational training recognised as a valuable alternative to the traditional academic pathway. One of the four broad themes underpinning that vision is **improving the quality and relevance of education and training**. The commitment to reconfigure training provision for young people is a key part of that agenda.

However, it cannot be considered in isolation. Any new training provision for young people must be placed in the context of the wider developments in 14-19 education and training policy, including the implementation of the Post-Primary Review and Further Education reform, which will allow a greater number of young people to experience vocational subjects as part of their curriculum entitlement. There must be a seamless range of options available to young people, and, through appropriate and earlier Careers Education, Information, Advice and Guidance, young people must be enabled to navigate their way through the extended options available and make the right choices for them.

The education landscape in Northern Ireland today is significantly different to that which greeted the introduction of the Jobskills programme in 1995.

However, so too is the economic climate. Increased prosperity and levels of investment and a corresponding drop in unemployment rates have resulted in an economy and society with different challenges which need to be met. We also have the opportunity to learn from the experience of successful active labour market policies in Great Britain (GB) which have been in place since 1997. It is clear that despite these changes, there is still a need for a professional and technical provision, as a high quality alternative to academic education, aimed at raising the skill levels of participants and thereby their employability. However, it is also clear that the current programme no longer adequately meets this need. The Report of the Public Accounts Committee (PAC) published on 3 November 2005<sup>1</sup> was highly critical of many aspects of the programme, and a number of initiatives are being put in place to address the quality of training provision offered and the monitoring of its operation. These include a dedicated quality improvement strategy, centralised and tightened contract management and checking procedures. This consultation now presents a fresh opportunity to take a fundamental look at the provision offered and to make sure that we get it right. In particular, we want to make sure that the professional and technical training on offer has credibility and status with young people, parents, training providers and industry.

The paper sets out how the Department proposes to take forward its commitments under the Skills Strategy in relation to the reconfiguration of Training and Adult Skills. In doing so, it draws together **three separate but inter-related strands** and sets out the Department's views on a way forward which repositions professional and technical (formerly vocational) training as an economically focused route to highly skilled employment which will contribute to the prosperity of Northern Ireland.

The three strands are as follows:

- **a suite of training options to replace Jobskills, aimed at young people aged 14-24, to equip them better to enter the labour market;**
- **proposals for provision aimed at upskilling existing members of the workforce; and**
- **consideration of whether to extend the Education Maintenance Allowance (EMA) to young people (16+) in training on the same basis as those who remain in schools or Further Education Colleges.**

<sup>1</sup> Jobskills: Tenth Report of Session 2005-06, HC564

The primary purpose of the reconfiguration of training is to ensure that the focus is firmly on unlocking the talent and potential of individual young people and presenting them with a tailored career plan that highlights the milestones necessary for them to progress into the world of work.

The proposals described in this document will ensure that the necessary structures and process are in place to deliver the best in terms of Corporate Governance and Accountability and to create the flexibility and choice that enable young people to make the right decisions and to support them on their journey.

This will require the utmost commitment from employers, schools, colleges and training organisations, who together will create a training environment that wraps round the needs of individual young people and supports them on their journey into work and life. For the providers it ensures they deliver the quality output, both they and the young person wish to see. It intensifies the process, builds in quality and ensures results and value for money.

This consultation is essential to help fine-tune these proposals and ensure that the best possible provision is developed and delivered. This is an investment in young people, through a partnership of providers to deliver the changes we need in the economic environment to enable us to remain competitive in a global economy whilst investing in our most important resource for the future of our communities – namely our young people.

Furthermore, it helps us to engage with adults who wish to upskill and extend their knowledge and untap their potential, thereby creating the space and room at the bottom of the ladder, to enable young people to get into work, whilst at the same time, enabling employers to remain competitive and continually invest in their most important resource – their people.

### **Process to Date**

In order to inform early thinking, particularly in relation to the proposals for young people, and to engage with stakeholders as partners in the process, an informal consultation phase was conducted from October to December 2005. Feedback was obtained from Training Organisations; Sector Skills Councils (SSCs); young person's organisations; disability organisations; political parties; the Federation of Small Businesses; Scottish Executive; and Departmental colleagues. The

key messages from the informal consultation are:

- the need for assessment prior to entry onto the training provision, so that the talents and skills of young people can be identified with a view to guiding them into the training most appropriate for their needs and aspirations with realistic but challenging milestones for progress and development set;
- the need for Pre-Apprenticeships (14-16);
- the need for vision that provides flexibility for the individual; and allows for transferability and progression;
- the need for clarification about current delivery structures and the role of SSCs;
- the need for the development and extension of the pre-vocational Access pilot programme throughout Northern Ireland;
- the need for introduction of unitisation in qualifications, in line with the proposed approach in GB and a recognition of "distance travelled" for trainees, in terms of setting appropriate, specific and individual milestones;
- the need for greater involvement by employers in all aspects of training provision; and
- a perception that the Jobskills brand needs to be dropped.

In addition, some comparative research was carried out into broadly similar provision in Great Britain (particularly Scotland), the Republic of Ireland (RoI) and Denmark, although cultural and structural differences make it difficult to exactly replicate or mirror European provision within the Northern Ireland context.

The key issues on which views are sought are set out in the following chapters. Consultees are invited to consider carefully the options and to respond.

The Department is committed to putting in place a range of high quality provision which is fit for purpose and can, in due course, be held up as a model of best practice. To succeed in this ambitious aim will require a dynamic collaboration and partnership between government, training providers, employers

and their representative bodies, parents and individuals.

This is the first step on that journey and we look forward to hearing your views.

### **How to Respond**

Responses can be sent in writing or by e-mail to:

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**The closing date for responses is  
22nd September 2006.**

If you would like this document in another format, or if you wish to obtain further copies, please contact the Department at the above address. This document is also available on the Department's website:  
[www.delni.gov.uk](http://www.delni.gov.uk)

## 2. Background

### Current Provision for Young People

As the Department's primary vocational training programme, Jobskills ensures that the Department meets the guarantee of a training place for 16 and 17 year old school leavers. There is also some provision for young people aged up to 24. The Programme over-arches three distinct but inter-linked strands each addressing the needs of a particular group of trainees:

- the **Access** strand offers bespoke training to disadvantaged young people, including those with deficiencies in the essential skills of literacy and numeracy and/or special needs, and provides enhanced funding support and training periods for approved qualifications up to National Vocational Qualification (NVQ) Level 1;
- the **Traineeship** strand focuses on the delivery and attainment of NVQs at Level 2 and specified key skills awards; and
- the **Modern Apprenticeship** strand is open to young people aged 16 to 24 who are either entering employment for the first time or meet specified criteria for existing employees. Apprentices follow a Training Framework approved for delivery under the Programme and developed in conjunction with the relevant industry, which includes achievement at NVQ Level 3, specified essential/key skills and a technical certificate as required by industry.

The Jobskills programme has an annual budget of approximately £50m and training is delivered through a network of around 70 training organisations throughout Northern Ireland including the private sector and further education colleges. Some 12,000 young people are currently in training.

### Rationale for Review

As part of the government policy of reviewing major programmes every 5 years, Jobskills was due to be reviewed in 2005. However, a number of circumstances and factors have combined to create a rationale for a more fundamental reconsideration of the programme from first principles. These include:

- the fact that the Northern Ireland economy has changed dramatically since the Jobskills

Programme was introduced, with unemployment levels at a record low of 4.1%;

- the criticisms and comments made by the Northern Ireland Audit Office<sup>2</sup> (NIAO) and PAC particularly in relation to the effectiveness of the Programme and the need to ensure that training provision is of high quality;<sup>3</sup>
- the advent of SSCs and, in particular, their role in developing Modern Apprenticeship (MA) frameworks;
- the experiences and lessons learned from successful active labour market policies in GB;
- the current review of vocational qualifications on a UK-wide basis;
- the recommendations made in the Post-Primary Review for a curriculum entitlement for 14-19 year olds and the opportunity to consider elements of a Pre-Apprenticeship programme for 14-16 year olds;
- the fact that the existing balance in MAs of time spent on placement and time spent with the training provider does not meet the needs of some sectors;
- the opportunity to revise the occupational areas provided for in order to meet the needs of the Northern Ireland economy;
- dissatisfaction with the current funding model and the need to consider related areas of policy development on funding, notably the potential extension of Education Maintenance Allowance (EMAs) to unwaged trainees, and the debate as to who pays for training; and
- developments in this area in the Republic of Ireland, Great Britain and further afield, including USA.

### Terms of Reference for Review

The overall objective of the Jobskills Review which commenced in Autumn 2005, was to develop options (including a preferred option) for vocational<sup>4</sup> training (aimed primarily at 16-19 year olds) in order to contribute to the priorities identified in the Skills Strategy of improving the relevance and coherence of education and training to meet the needs of young people and employers, and to form one strand of 14-19 provision. The review has entailed a fundamental

<sup>2</sup> NIA 47/03, HC 762 Session 2003/04, 7 July 2004.

<sup>3</sup> Jobskills: Tenth Report of Session 2005-06, HC 564.

<sup>4</sup> Now to be known as 'professional and technical' training.

reconsideration of the programme and has included the following elements:

- (i) the establishment of a clear rationale for professional and technical training to include specific aims and objectives for each type of intervention;
- (ii) a thorough examination of the strengths and weaknesses of the existing Jobskills Programme strands (Access, Traineeship and Modern Apprenticeship) with a view to retaining the strengths, and learning from the weaknesses;
- (iii) taking forward the relevant recommendations set out in the MA Review 2003<sup>5</sup>, NIAO Report, PAC hearing and the recent Peer Consulting external Jobskills evaluation report;
- (iv) an assessment of broadly equivalent provision in GB and the RoI; and
- (v) a review of the funding arrangements; a new curriculum framework and improvements in quality.

The full Terms of Reference are set out in **Annex A**.

#### **Current Provision for Adults in Employment**

Although much of the Department's training provision for adults focuses on those who are **unemployed**, it has been possible for adults under 25 to avail of the MA programme in order to upskill whilst in employment. However, there has to date been no provision available for those in employment over the age of 25. The commitment under the Skills Strategy to consider options such as a Level 2 entitlement and all-age apprenticeships provides an opportunity to place professional and technical training provision for adults in the context of the wider provision offered to young people. The aim is to have a coherent package of training available to people of all ages who are either about to enter the labour market, or who are already playing a part in it, but who need to be upskilled or re-skilled. This will sit alongside and complement the Department's provision for those who are unemployed or economically inactive.



### 3. Professional and Technical Training for Young People: A Menu of Provision

#### Introduction

Jobskills is an important programme for the Department and one which makes a significant contribution towards its strategic objectives. It has resulted in a substantial number of qualifications for trainees, with overall achievement levels comparing favourably with broadly similar training provision in Great Britain along with participation rates being higher.

However, a major criticism of the existing Jobskills programme has centred around the lack of positive outcomes and its inflexibility and lack of responsiveness to meet the specific needs of young people who wish to pursue an alternate route into employment. Opportunities exist with the development of the Entitlement Framework, which is being piloted in 190 schools and 16 colleges through the Vocational Enhancement Programme, where 14,500 young people are now being given a wider range of options beginning at age 14 than ever before. The possibility of combining academic education with professional and technical training creates a tailored and individualised approach to learning and opens up a wide range of career possibilities and pathways through the education and training environment.

Professional and technical training provision therefore has to reflect this new era of increasing flexibility and individual choice and has to put the young person at the centre of the process. A one-size fits all approach will not work. Lack of flexibility leads to disillusionment and ultimately lack of achievement and poor outcomes.

#### Key Principles

A number of key principles must underpin the new arrangements in order to reflect the new environment in which professional and technical training will operate. They are:

##### 1. Flexibility and Individuality

- the focus should firmly be on the **individual** young person and their needs and aspirations; and
- training should be **flexible** in duration to meet

the needs and abilities of individuals, and those of employers.

##### 2. Emphasis on Employment

- there should be a major emphasis on **employment**, from day one, with training and learning taking place in an employed context;
- the range of professional and technical training provision should complement and reflect the training available to adults to enable young people to secure employment. Specifically, in the future, it will implement best practice from Building on New Deal (BoND) which will enable Departmental staff to work closely with their clients, tailoring provision from a flexible menu to meet individual needs.

##### 3. Progression

- there should be an emphasis on **progression** up a skills ladder as the route into employment;
- there should be an enhanced assessment of a young person's ability and aspirations, before embarking on training provision with the opportunity to access Careers Education, Information, Advice and Guidance at numerous points;
- goals and aspirations should be recorded in a **Personal Training Plan setting out measurable Personal Milestones and recognition of distance travelled**, whilst also incentivising full attainment of qualifications; and
- the participants on Level 3 Apprenticeships should be encouraged to progress to Foundation Degrees in conjunction with the two universities in Northern Ireland, Queen's University Belfast and the University of Ulster, or other higher education provision.

##### 4. Quality

- there should be an emphasis on quality delivery and a requirement for enhanced monitoring by those suppliers contracted to manage the provision;

- the Education and Training Inspectorate (ETI) should retain its existing role in quality assurance but there will be an improved monitoring and quality control of provision by Departmental staff, through a new Quality and Performance Branch, which will have a role in relation to quality improvement and contract management;
- the qualifications which are used must be on the National Qualifications Framework and its successor;
- the Training Frameworks and the menu of qualifications or courses available to help young people overcome barriers to training or employment such as learning difficulties, lack of motivation or social difficulties should be drawn up and approved by a panel consisting of experts that engage with young people who face these barriers;
- Training Frameworks for the Apprenticeship provision should be drawn up by the appropriate Sector Skills Councils;
- Sector Skills Councils will set industry standards and will need to promote the provision; and

- Key Skills will be replaced by Essential Skills, at the appropriate level, and delivered as an underpinning mandatory part of each provision.

Consideration will be given to the setting up of a group, similar to the Modern Apprenticeship Implementation Group (MAIG) in Scotland, which is an independent group drawn from key stakeholders involved in the management and delivery of the Apprenticeship programme in Scotland. It is responsible for the approval and removal of all Scotland's frameworks and encourages Sector Skills Councils to develop robust Frameworks, which have high participation and completion rates and meet the needs of the sector. Consideration would need to be given to any long term implications regarding the transferability or interchangeability of Frameworks, for example individuals wishing to move to GB where there may be greater job opportunities.

**Questions:**

1. What is your view of the draft key principles outlined above?
2. Are there any improvements or other cross-cutting issues which should be addressed?

## Proposed Menu of Provision

The following paragraphs set out the Department's proposals for a menu of provision which is geared to provide an appropriate vehicle to enable every young person who wishes to pursue a professional or technical career, to progress into work. Underpinning this flexible menu of provision, will be increased Careers Education, Information, Advice and Guidance available to young people **before** they begin to make career and subject choices at age 14, and as often as required throughout the education and training process.

### (a) Apprenticeships

It is intended that the majority of young people, will be able to take advantage of an increased range of **apprenticeship provision**. Options are set out in the diagram at Figure 1 below and include:

- the opportunity to take part in **pre-apprenticeship** training while still within compulsory school age (14-16) in an initiative which will ultimately be incorporated as an integral part of the Entitlement Framework. This option would be suitable for young people who are clear from an early age that they wish to progress to a full Apprenticeship post-16. Pre-Apprenticeships will be delivered to industry-led standards in agreement and partnership with schools, employers and training providers. A pilot will be developed from September 2006.
- the opportunity to take part in a **Level 2 Apprenticeship** where the young person, while in paid employment from day one, would work towards industry approved Training Frameworks based on NVQ Level 2. For some industries, this would provide the young person with the required level of expertise to forge a career in the particular professional or technical area; however, for others, a Level 2 Apprenticeship would provide a stepping stone leading to the third option.
- the opportunity to take part in a **Level 3 Apprenticeship** where, again in an employed capacity, the young person works towards securing a Level 3 NVQ qualification, and other requirements of the Training Framework, where this is the required standard for the chosen professional/technical area.

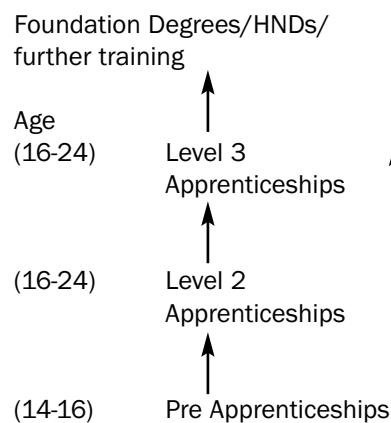
It is anticipated that for the majority of those young people who do not want to follow an academic education route to employment, that an **apprenticeship provision** will provide an optimum route not only to sustained employment but also to recognised qualifications and the potential for progression to Foundation Degree and beyond. The provision will be flexible in terms of how it is delivered to suit both the young person and the employer in terms of the level of training required.

The aim is to have a system whereby the employer takes responsibility, values the apprentice as an employee who needs mentoring and experience across the organisation and where the attainment of qualifications is valued and supported. There is also a clear role to be played by the respective sectors.

“Having an occupational identity is very important to young peoples’ sense of worth and carries status in the adult world. If young people are to learn at work, they need some anchors, something to make them secure for the time they are training. They need to hear how their sector has developed and where it is going ... Young people need to talk about the work they do, to feel part of a skilled occupational community.”<sup>6</sup>

Figure 1

### Apprenticeships



## (b) Addressing Barriers to Employment

Although many young people will be able to find a route into employment through an Apprenticeship provision, it is recognised that other young people face barriers to learning and work whether it be in terms of learning disability or emotional, behavioural or social difficulties, such as drug or alcohol abuse, involvement with the criminal justice system, domestic violence etc. For this group of young people a varied range of support mechanisms needs to be available to enable them to deal with their barriers and prepare to enter the world of work. This range of provision will be available for young people from the age 14 to 18 (up to the day before their 22nd birthday for those with a learning disability). Options for training will be flexible and specific to individual needs.

A flexible menu of provision will be developed to include the following areas:-

- personal and social development to tackle, for example, drug or alcohol abuse;
- the essential skills of literacy, numeracy and ICT;
- employability skills within a vocational context;
- specific tailored training for those with learning difficulties or disabilities;
- work sampling guidance to those who are unsure of the professional or technical path they wish to follow; and
- non NVQ based training.

The menu of provision will be available through a number of delivery arrangements. Where appropriate, these arrangements will be designed and developed:-

- in partnership, with the organisation(s) with the greatest expertise in dealing with the specific disabilities or difficulties involved;
- to allow participants to sample different areas of work and overcome personal development problems - sampling may be through work visits or having representatives from different industries advise on employment possibilities or opportunities; and
- with clear goals **based on Personal Milestones** and progression routes. In selecting an appropriate option from this menu a comprehensive assessment would be carried out by a Departmental Careers Adviser in conjunction with the young person, parents and specialist organisations if appropriate, and a Personal Training Plan drawn up.

Examples of how the menu might be used are set out in Figure 2 below

### Figure 2

#### Example 1

- Short provision addressing personal and social development with a particular focus on drug abuse; followed by
- Work sampling opportunity; leading to
- Apprenticeship training

#### Example 2

- Short provision on employability skills such as health and safety, communications, team working and problem solving; leading to
- Apprenticeship training

#### Example 3

- Tailored training for a young person with a learning disability; leading to
- Apprenticeship training

## Role of Employers

In this new era of training for a successful Northern Ireland economy, the role of employers is crucial.

The Skills Strategy for Northern Ireland sets out a long-term vision for skills in Northern Ireland and the need for improved partnership working with employers and those who represent them. This new training provision is being designed in the context of a new skills landscape where 25 employer-led, UK-wide Sector Skills Councils are establishing and consolidating their presence in Northern Ireland and are developing Sector Skills Agreements specific to each sector. These agreements will set out the actions which need to be taken by employers themselves, and those who provide education and training, in order to ensure skills needs are met.

The Department recognises that a change in emphasis towards employed Apprenticeship at Level 2 provision for young people in Northern Ireland is a very radical step-change from the current provision under the Traineeship strand whereby an employer can have a young person in placement with a company while continuing to receive a training allowance from the Department. However, it has to be accepted that the arrangement was put in place when unemployment

was over 12% in Northern Ireland and it was difficult for young people to get jobs. That position has, of course, changed with unemployment at 4.1%, and we now need employers to commit to Northern Ireland's young people and to play their role in equipping them to learn and train while they earn.

To help create an environment where Apprenticeships will become the bedrock of provision the Department is proposing that an **employer incentive** is included within the funding arrangements to actively encourage employers to participate, but more importantly to recognise their contribution in assisting a young person achieve a qualification. Further details are set out in Chapter 4 below.

### Contracting Arrangements

In relation to the options for dealing with the various barriers which may exist, outlined above, it is the Department's intention to continue to contract with those training organisations or specialist organisations which tender successfully. However, in relation to the main Apprenticeship provision at both Levels 2 and 3 two options exist:

#### Option 1

The Department could contract directly with large employers or **industry-recognised bodies** who would purchase in the training as required from their preferred provider. This would reinforce the employer-led nature of the Apprenticeship provision. However, the Department would control the funding arrangements between the employers and training providers.

#### Option 2

A second option however is to contract with **Training Organisations** who would then engage with employers as is the case currently, but with the introduction of an employer incentive in order to help secure employment for prospective Apprentices.

**The Department is also considering whether or not Training Organisations who act solely as a Managing Agent (i.e. do not provide direct training), should be able to tender for occupational areas being delivered by a third party.** However, if this is applied, within the 'FE Means Business' strategy, FE Colleges will be encouraged to develop or extend local links with community and voluntary groups, in recognition of the valuable role they play in supporting their local community.

#### Questions:

3. What is your view of the proposed range of flexible new provision?
4. Do you agree that the emphasis should be on Apprenticeships?
5. Do you agree that there is merit in introducing a specific Level 2 Apprenticeship?
6. Do you agree that employer engagement is central to a new era of training provision; how can that commitment and engagement be secured?
7. Should contracts for Level 2 and Level 3 Apprenticeships be offered to industry recognised bodies/employers or to training organisations or to both?
8. Do you consider that Training Organisations who solely act as a Managing Agent should be able or unable to tender for occupational areas delivered by a third party.



#### 4. Funding Structure

The current funding structure for the Jobskills programme is based on a mixture of a weekly training fee and output related funding for both Access and Traineeship programmes and on a start, stage and output related basis for the Modern Apprenticeship programme.

The Department has carried out an extensive review of the current funding arrangements and has considered funding models in the UK and RoI. It is keen to ensure that both the distance travelled by an individual and the delivery arrangements being managed by the Training Organisations are recognised fully.

The following chapter sets out the Department's proposals for funding arrangements in respect of the new range of professional and technical training options, outlined above.

##### Apprenticeships

In a drive to address the need for recognition of distance travelled by a participant, it is proposed that the funding arrangements will be based on payment of **milestones/clusters of units of the NVQ**, leading to the completion of a full qualification, rather than the stage based payment in place at present. This will also assist those individuals who wish to avail of part-time participation.

In addition, a new **employer incentive**, which will be paid on completion of the full Training Framework, will be introduced to encourage employers to support apprentices to the achievement of the full Apprenticeship Training Framework.

##### New Apprenticeship Funding Bands (see Figure 3)

The Department considers that the number of funding bands should be changed from the current two, (reflecting priority and non-priority skill areas) to six. This would allow both the cost of training and the need to maintain a focus on priority skill areas to be reflected more accurately within the funding model, than is possible currently. The level of contribution would be adjusted by discretionary decisions or "weightings" around the relative priority afforded to a particular sector or occupational area.

The proposed funding bands and the suggested spread of broad occupational areas, plus the maximum amount of available funding (*excluding* the

new Employer Incentive) are listed below. Allocation of occupational areas to Groups is based on existing priority skill areas; however, this will be revised when the Skills Expert Group has determined Northern Ireland's priority skill areas in late 2006/early 2007.

##### Apprenticeship - Employer Incentive

The proposed amounts by way of the new employer incentive on completion of the Full Training Framework are as follows:

##### Funding Bands Groups 1-3:

Level 2 App	£500
Level 3 App	£1,000 (£500 in respect of those who progress from a Level 2 Apprenticeship or those who have previously acquired a relevant NVQ Level 2 qualification)

##### For Funding Bands Groups 4-6

Level 2 App	£750
Level 3 App	£1,500 (£750 in respect of those who progress from a Level 2 Apprenticeship or those who have previously acquired a relevant NVQ Level 2 qualification)

The proposed funding structure for Levels 2 & 3 Apprenticeships is attached at Annex B: see Tables 1 and 2.

##### Options to Address Barriers to Employment

It is proposed that this menu of provision will be funded through a weekly training fee. However, the existing Output-Related Funding structure will be replaced with one that recognises distance travelled by the individual. A system of payments will be made on completion of staged Milestones, as set out in the individual Personal Training Plan (PTP).

The proposed funding structure in relation to the menu of provision is attached at Annex B as follows:-

- Table 3 – Addressing Personal Development;
- Table 4 – Non NVQ Based Level 1 Provision;
- Table 5 – Addressing Employability Skills; and
- Table 6 – Non NVQ Based Level 2 Provision.

##### Travel Costs

Following a review of the reimbursement of travel costs the Department is proposing to replace the existing arrangements with similar processes to those which

FIGURE 3

## PROPOSED APPRENTICESHIP FUNDING BANDS

<b>Group 1</b> Finance and Law Retailing Administration	Max Funding Level 2 Apprenticeships = £2,600 Max Funding Level 3 Apprenticeship = £5,800	For those who progress from a Level 2 Apprenticeship, or those who have previously acquired a relevant NVQ Level 2 or equivalent qualification, Max Funding Level 3 Apprenticeships = £3,500
<b>Group 2</b> Business Studies General Computing, Familiarisation and Data Processing Leisure Marketing and Advertising Transport Operations	Max Funding Level 2 Apprenticeships = £2,900 Max Funding Level 3 Apprenticeship = £6,450	For those who progress from a Level 2 Apprenticeship, or those who have previously acquired a relevant NVQ Level 2 or equivalent qualification, Max Funding Level 3 Apprenticeships = £3,850
<b>Group 3</b> Social Work and Care for Specialist Groups Hair and Cosmetics Storage/Warehousing Fishing Processing	Max Funding Level 2 Apprenticeships = £3,200 Max Funding Level 3 Apprenticeship = £7,100	For those who progress from a Level 2 Apprenticeship, or those who have previously acquired a relevant NVQ Level 2 or equivalent qualification, Max Funding Level 3 Apprenticeships = £4,200
<b>Group 4</b> Computer Science Food Preparation and Cooking Food Service Hotel/Inn Keeping Management and Advanced Training Agriculture Horticulture Veterinary	Max Funding Level 2 Apprenticeships = £4,450 Max Funding Level 3 Apprenticeship = £9,500	For those who progress from a Level 2 Apprenticeship, or those who have previously acquired a relevant NVQ Level 2 or equivalent qualification, Max Funding Level 3 Apprenticeships = £5,350
<b>Group 5</b> Civil Engineering and Construction Building Trades: Brick, Paving, Stone Building Trades: Plumbing, Heating, Refrigeration Building Trades: Wood, Glazing, Plain, Plaster, Tile Motor Vehicle Repair and Maintenance Printing and Book Production	Max Funding Level 2 Apprenticeships = £4,750 Max Funding Level 3 Apprenticeship = £10,150	For those who progress from a Level 2 Apprenticeship, or those who have previously acquired a relevant NVQ Level 2 or equivalent qualification, Max Funding Level 3 Apprenticeships = £5,700
<b>Group 6</b> Mechanical Engineering Electrical Engineering Electronic Engineering	Max Funding Level 2 Apprenticeships = £5,050 Max Funding Level 3 Apprenticeship = £10,800	For those who progress from a Level 2 Apprenticeship, or those who have previously acquired a relevant NVQ Level 2 or equivalent qualification, Max Funding Level 3 Apprenticeships = £6,050

currently operate in New Deal. The implication of this is that although suppliers will still be responsible for the payment of travel costs in excess of £3 per week incurred by non-employed participants, the Department will make an additional contribution towards the cost of travel in respect of each non-employed participant, whether or not they incur expenses. This additional contribution will be based on the District Council area for which the supplier has a contract; details of the amounts are provided at **Annex C**. These amounts will be automatically generated via rules within the Trainee Management System (TMS) and will reduce the level of administration by the supplier.

### Participant Allowances

Participants will either receive Minimum Training Allowance (£40 per week) or Education Maintenance Allowance (£30/£20/£10/zero per week depending on the individual circumstances of participants' families) – see Chapter 5.

### Other Participant Allowances

In certain circumstances allowances in respect of lodgings and/or a contribution to childcare costs may be paid.

#### Questions:

9. What is your view of the proposed funding model?
10. Is the proposed funding model too complicated?
11. How would you feel as an employer or a supplier operating under the proposed funding model?
12. What is your view of the proposal for revised travel arrangements?



## 5. Extension of Education Maintenance Allowance (EMA) Funding

As part of the Government's commitment to improving learning opportunities for all young people, consideration is being given to the extension of the Education Maintenance Allowance (EMA) to include unwaged trainees commencing on the new training provision after September 2007.

The EMA which until now has only been available to young people aged 16-18 in schools and FE is a weekly payment of up to £30 depending on household income. Young people may also receive bonuses if they remain on their Training Programme and achieve agreed learning outcomes.

This extension would mean that the EMA would replace the Minimum Training Allowance (MTA) from September 2007 and should bring an increase in financial support to many low income families. Unlike the MTA, the EMA is paid on top of other family benefits and as a result the maximum amount available to the family each week could rise to £91.87 compared to £40 under MTA. Young people living independently and on Income Support can also receive an EMA, providing a personal package of around £74.50 per week at 2006/2007 rates.

The EMA thresholds for 2006/2007 are as follows:-

Household Income	Weekly Amount payable to the unwaged trainee
Less than £20,817	£30.00
Between £20,817 & £25,521	£20.00
Between £25,521 & £30,810	£10.00
Over £30,810	Nil

It should be noted that:-

- the maximum amount available to a family in Child Benefit (CB), Child Tax Credit (CTC) and Education Maintenance Allowance (EMA) in 2006/2007 is £91.87. This is based on a family, where the household income is less than £20,817, claiming for an only or first child, comprising CB £17.45, CTC £44.42 and EMA £30.00; and
- Child Benefit for a second or subsequent child is £11.40 per week. The amount of Child Tax Credit payable is based on the family's

circumstances and is payable to families where the annual income does not exceed £58,000 (or £61,000 where there is a child under aged one).

The aim of this proposed change is to create a more level playing field between school, FE and work-based learning sectors. Importantly, it means that a young person's learning choices would not be constrained by financial reasons or related family pressures.

To minimise any disruption to unwaged trainees who started their Programmes before September 2007 and are in receipt of MTA at that date, they would continue to receive MTA until:

- they complete their period of training; or
- they leave their current programme without completing it (including those taking a planned or unplanned break); or
- an agreed date when all MTA payments will cease for unwaged trainees.

The EMA extension would herald a fair system of financial support that offers unwaged trainees the same benefits as their school or FE counterparts.

### Questions:

13. Do you agree that EMA should be extended to unwaged trainees? If not, why?

## 6. Adult Skills: Upskilling Employees

Under the Skills Strategy, a commitment has been given to develop mechanisms to upskill adults who are in employment and who currently fall outside the age range for Modern Apprenticeship provision.

In Northern Ireland the background to the issue of whether there should be a focus on Level 2 attainment in the workforce was articulated in the draft Northern Ireland Skills Strategy (November 2004), which outlined how over one in three employees are not qualified to Level 2, while almost one quarter have no qualifications at all. The Department remains committed to increasing the proportion of the workforce with at least a Level 2 qualification from 63% in Summer 2003 to 68% by Spring 2007.

However, alongside the Level 2 issue the view was expressed in a number of responses to the Skills Strategy consultation, that there is, increasingly, a need for higher level skills at Level 3 or above, where appropriate. Views obtained from Sector Skills Councils would support the idea that Level 3 is in fact regarded as the definition of a “qualified worker” and actually the point of entry in some sectors. High level skills are also recognised as being critical to meeting adequately the needs of the economy and the enhancement of global competitiveness.

In order to address both of these needs, the Department has considered how its training provision might be augmented, and is of the view that there is potential to link an initiative on upskilling with the new Apprenticeship provision outlined in Chapter 3 above.

Determination of both the level of training required and the sectors for which upskilling at Levels 2 and/or 3 is appropriate, will be achieved through Sector Skills Agreements drawn up by SSCs and key stakeholders in Northern Ireland. The newly formed Skills Expert Group will provide policy direction based on information available from SSCs as well as other sources.

Based on this work, it is proposed that a revised more flexible Apprenticeship Provision will make available provision at Level 2 for sectors where this is appropriate, but significantly, also Level 3. The current age limit on Modern Apprenticeship programmes will be removed, making training available to all ages.

A pilot under the existing Apprenticeship framework will be undertaken in a small number of sectors from

September 2006. As a minimum, consideration will be given to the targeting of priority sectors.

### Upskilling at a Lower Level

Given the overall need to upskill the workforce against an economic background where some sectors are declining and others are continuing to develop, the Department is also seeking views on the need to introduce a **lower level upskilling initiative, focused on individuals in lower skilled and/or vulnerable jobs and requiring transferable skills**. This would, however, be subject to funding constraints and other identified priorities within the Skills Strategy.

#### Questions:

14. Do you agree that Level 2 and Level 3 Apprenticeship provision should be available to adults over the age of 25?
15. Is there merit in introducing a lower level upskilling initiative and in what circumstances?

## 7. Policy Proofing

### Equality Impact Assessment (EQIA)

A full EQIA of the existing Jobskills programme was carried out and a report published in late 2004<sup>7</sup>. Concerns raised by consultees centred on:

- lack of data in respect of some of the Section 75 groups; (sexual orientation and political opinion);
- complacency towards the proportion of male/female participation;
- lack of reference to child care payments;
- need for more proactive communication;
- adverse impact of the age restriction;
- adverse impact of certain aspects of the programme on those persons with a disability.

The Department has taken these concerns on board and has designed the new range of provision to help address these issues. In particular a new menu will be developed to meet the needs of young people with a disability or experiencing social, emotional and behavioural difficulties, and for whom existing training provision is not sufficiently tailored and flexible enough.

In addition, it is envisaged that the Pre-Apprenticeship provision will provide the opportunity for addressing gender alignment issues in traditional and non-traditional occupational areas.

The Department is committed to promoting equality of opportunity and good community relations, the delivery of the goals of targeting social need, and to strategies on regional and rural development. Those issues will be addressed in the course of general consultation on this document, and the Department will meet its obligations under Section 75 of the Northern Ireland Act 1998 and ensure that equality impact assessments and policy proofing will be carried out. Initial screening has already been conducted.



## 8. Next Steps

Consultees are invited to respond until the closing date of **22nd September 2006**. Responses will be analysed and published on the Department's website. Following the analysis, decisions will be taken on the way forward and announced prior to the tendering process which will commence in the Autumn 2006. Tender documentation will be available on the Central Procurement Directorate website [www.cpdni.gov.uk](http://www.cpdni.gov.uk)

It is intended that the new contracts will be in place for April 2007, with the first intake of participants beginning in September 2007.

For a period of 3 years, the new range of provision will run in parallel with the existing Jobskills Programme to allow existing participants including those commencing training in September 2006 to complete their training. However, at the various exit points, leavers will be encouraged to progress on to the appropriate new provision.

### Quality and Performance

In addition to the introduction of a suite of new provision, the Department is also putting in place a new Quality and Performance Branch which will integrate and centralise the quality improvement and contract management functions.

All of the changes proposed have been designed to

address the criticisms of the current Jobskills programme. The new provision will encompass a wider range of participants than the current programme currently covers and, combined with an increased focus on quality and performance, the aim is to raise considerably the quality of training provided along with the subsequent achievement rates. The Department welcomes your views on the proposals outlined in this document.

The Department will publish a summary of responses following the completion of the consultation process. If you would prefer your response to be treated as confidential, please let us know, stating your reasons clearly. Any automatic confidentiality disclaimer generated by your IT system will be taken to apply only to information in your response for which confidentiality has been specifically requested.

If we are asked to disclose responses under Freedom of Information legislation, we will take any requests for confidentiality into account. However, confidentiality cannot be guaranteed.

We will handle appropriately any personal data you provide in accordance with the Data Protection Act 1998.

For further information about confidentiality of responses, please contact the Information Commissioner's Office or see their website at: [www.informationcommissioner.gov.uk](http://www.informationcommissioner.gov.uk)



## 9. Summary of Questions

1. What is your view of the draft key principles outlined above?
2. Are there any improvements or other cross-cutting issues which should be addressed?
3. What is your view of the proposed range of flexible new provision?
4. Do you agree that the emphasis should be on Apprenticeships?
5. Do you agree that there is merit in introducing a specific Level 2 Apprenticeship?
6. Do you agree that employer engagement is central to a new era of training provision; how can that commitment and engagement be secured?
7. Should contracts for Level 2 and Level 3 Apprenticeships be offered to industry recognised bodies/employers or to training organisations or to both?
8. Do you consider that Training Organisations who solely act as a Managing Agent should be able or unable to tender for occupational areas delivered by a third party?
9. What is your view of the proposed funding model?
10. Is the proposed funding model too complicated?
11. How would you feel as an employer or a supplier operating under the proposed funding model?
12. What is your view of the proposal for revised travel arrangements?
13. Do you agree that EMA should be extended to unwaged trainees? If not, why?
14. Do you agree that Level 2 and Level 3 Apprenticeship provision should be available to adults over the age of 25?
15. Is there merit in introducing a lower level upskilling initiative and in what circumstances?

## 10. Glossary

DE	Department of Education
DEL	Department for Employment and Learning
DETI	Department of Enterprise, Trade and Investment
EMA	Education Maintenance Allowance
EQIA	Equality Impact Assessment
ETI	Education and Training Inspectorate
FE	Further Education
GB	Great Britain
LL (UK)	Lifelong Learning (UK)
MA	Modern Apprenticeship
MTA	Minimum Training Allowance
NEET	Not in Education, Employment or Training
NI	Northern Ireland
NIAO	Northern Ireland Audit Office
NVQ	National Vocational Qualification
PAC	Public Accounts Committee
PTP	Personal Training Plan
RoI	Republic of Ireland
SSC	Sector Skills Council
TMS	Trainee Management System
TSN	Targeting Social Need
UK	United Kingdom
VEP	Vocational Enhancement Programme

## Annex A

### REVIEW OF JOBSKILLS TERMS OF REFERENCE

1. To develop policy options (including a preferred option) for a vocational training programme (aimed primarily at 16-19 year olds) in order to contribute to the priority identified in the Skills Strategy of improving the relevance and coherence of education and training, to meet the needs of young people and employers.
2. As part of that process, to incorporate the following elements:
  - i. the establishment of a clear rationale for the training programme to include specific aims and objectives for each target group;
  - ii. a thorough examination of the strengths and weaknesses of the existing Jobskills Programme strands (Access, Traineeships and MAs), with a view to retaining the strengths, and learning from the weaknesses;
  - iii. taking forward the relevant recommendations set out in the MA Review 2003, NIAO Report, PAC hearing and current Jobskills evaluation;
  - iv. an assessment of broadly equivalent programmes in Great Britain and Republic of Ireland;
  - v. a consideration of performance data and recommendation in relation to measuring and monitoring;
  - viii. the implications of the review of vocational qualifications;
  - ix. the implications for training of the recommendations of the Post-Primary Review for curriculum entitlement for 14-19 year olds and, in particular, the linkages/progression routes to MAs;
  - x. the re-branding of Modern Apprenticeships as the flagship training alternative to full-time further/higher education, with clear routes to enable progression to Foundation Degrees;
  - xi. the current and future role of SSCs in relation to MA framework design and national occupational standards, and the implications for the local Sector Training Councils;
  - xii. the implications of introducing adult apprenticeships;
  - xiii. how to create linkages between training provision and the demand side through Workforce Development Forum;
  - xiv. the findings of the evaluation into the Access pilots to be carried out in Autumn 2005;

#### Funding

- vi. recommendations for a coherent funding framework based on a review of existing funding arrangements, the current economic climate, and taking into account the implications of the potential extension of EMAs to unwaged trainees and the new Child Benefit legislation;

#### Curriculum/Frameworks

- vii. recommendations in relation to the vocational areas which should be provided for, under the programme;

#### Quality

- xv. a consideration of how to ensure high quality training is provided, including how to ensure the skilling of staff in training organisations in line with the needs and standards identified by the LL(UK) SSC;

#### EQIA

- xvi. the carrying out of an EQIA.

## Annex B

### PROFESSIONAL AND TECHNICAL TRAINING

#### Proposed Funding Models – See Chapter 4

The following funding tables set out the proposed funding associated with the menu of provision, as follows:-

- Table 1 – Level 2 Apprenticeships;
- Table 2 – Level 3 Apprenticeships;
- Table 3 – Addressing Personal Development;
- Table 4 – Non NVQ Based Level 1 Provision;
- Table 5 – Addressing Employability Skills; and
- Table 6 – Non NVQ Based Level 2 Provision.

**TABLE 1**

Level 2 Apprenticeship	Funding Groups (see figure 3)						Disability Supplement Note 5
	1	2	3	4	5	6	
Funding	£	£	£	£	£	£	£
Start Payment Note 1	300	350	400	650	700	750	560
<b>Milestone Payments</b> Note 2							
Completion of x Units	350	400	450	650	700	750	200
Completion of x Units	350	400	450	650	700	750	200
Completion of x Units	350	400	450	650	700	750	200
Completion of x Units	350	400	450	650	700	750	200
<b>Output Related Funding</b> Note 3							
Achievement of Essential Skills	300	300	300	300	300	300	0
Achievement of NVQ Level 2	300	350	400	500	550	600	200
Full Framework	300	300	300	400	400	400	0
<b>Available to Suppliers</b>	<b>2,600</b>	<b>2,900</b>	<b>3,200</b>	<b>4,450</b>	<b>4,750</b>	<b>5,050</b>	<b>1,560</b>
<b>Available to Employer</b> Note 4							
Employer Incentive	500	500	500	750	750	750	0
<b>Overall Available Funding</b>	<b>3,100</b>	<b>3,400</b>	<b>3,700</b>	<b>5,200</b>	<b>5,500</b>	<b>5,800</b>	<b>1,560</b>

#### Notes

1. Payable on approval of Personal Training Plan by Departmental Careers Advisers and must be claimed within 12 weeks of start date.
2. Paid on completion of milestones / units of agreed NVQ Framework.
3. Paid on achievement of Essential Skills, NVQ Level 2 and Full Training Framework.
4. Paid to Employer on completion of Full Training Framework at Level 2.
5. A supplement may be payable in respect of people with a disability.

### Pre-Apprenticeships

This is a new provision aimed at motivated 14-16 year olds and compliments provision under the Vocational Enhancement Programme (VEP) by providing practical knowledge, skills and experience, and a bespoke vocationally relevant qualification.

Funding for the Pilot, commencing in September 2006, has been based on previously agreed rates for the VEP, i.e. £45 - £60 per hour, and will be determined prior to the tendering process taking place.

TABLE 2

Level 3 Apprenticeship	Funding Groups (see figure 3)						Disability Supplement Note 6
Funding	1	2	3	4	5	6	
	£	£	£	£	£	£	£
Start Payment Note 1	300	350	400	650	700	750	560
<b>Milestone Payments</b> Note 2							
Completion of x Units	350	400	450	650	700	750	200
Completion of x Units	350	400	450	650	700	750	200
Completion of x Units	350	400	450	650	700	750	200
Completion of x Units	350	400	450	650	700	750	200
<b>Output Related Funding</b> Note 3							
Achievement of NVQ Level 2	600	650	700	900	950	1,000	200
Retention / Start Payment Note 4	300	350	400	550	600	650	560
<b>Milestone Payments</b> Note 2							
Completion of x Units	350	400	450	650	700	750	200
Completion of x Units	350	400	450	650	700	750	200
Completion of x Units	350	400	450	650	700	750	200
Completion of x Units	350	400	450	650	700	750	200
<b>Output Related Funding</b> Note 3							
Achievement of Essential Skills	300	300	300	300	300	300	0
Achievement of NVQ Level 3	700	750	800	900	950	1,000	200
Achievement of Full MA Framework	800	850	900	1,000	1,050	1,100	0
<b>Available to Suppliers</b>	<b>5,800</b>	<b>6,450</b>	<b>7,100</b>	<b>9,500</b>	<b>10,150</b>	<b>10,800</b>	<b>3,120</b>
<b>Available to Employer</b> Note 5							
Employer Incentive	1,000	1,000	1,000	1,500	1,500	1,500	0
<b>Overall Available Funding</b>	<b>6,800</b>	<b>7,450</b>	<b>8,100</b>	<b>11,000</b>	<b>11,650</b>	<b>12,300</b>	<b>3,120</b>

## Notes

1. Payable on approval of Personal Training Plan by Departmental Careers Advisers and must be claimed within 12 weeks of start date.
2. Paid on completion of milestones / units of agreed NVQ Framework.
3. Paid on achievement of Essential Skills, NVQ Levels 2 & 3 and Full Training Framework.
4. Paid when a participant achieves NVQ Level 2 and progresses to Level 3, or when a participant who already holds a relevant Level 2 qualification joins the provision to complete a Level 3 Framework.
5. Paid to Employer on completion of Full Training Framework at Level 3.
6. A supplement may be payable in respect of people with a disability.

TABLE 3

<b>Addressing Personal Development</b>		
<b>Funding</b>	<b>Standard £</b>	<b>Disability £</b>
Weekly Training Fee Note 1	60	90
Training Weeks supported Note 2	52	52
Approval of an agreed Personal Training Plan Note 3	300	300
Specialist Training Note 4	1,000	1,000
<b>Output Related Funding</b> Note 5 (£1500 Max)		
Milestone 1	300	300
Milestone 2	300	300
Milestone 3	300	300
Milestone 4	600	600
<b>Progression</b> Note 6		
Progression into FE, other Provision, F/T Employment	500	500
<b>Payment to Participant</b> Note 7		
Milestone 1	50	50
Milestone 2	50	50
Milestone 3	50	50
Milestone 4	50	50
<b>Overall Available Funding to Suppliers</b>	<b>6,420</b>	<b>7,980</b>
<b>Overall Available Funding to Participant</b> - Note 8	<b>200</b>	<b>200</b>

## Notes

- Weekly Training Fee payable to Supplier.
- People with a disability are eligible to enter the provision if they have attained the minimum school leaving age, are unemployed and under 22 years of age. A supplement may be payable in respect of people with a disability.
- Paid on approval of Personal Training Plan by Departmental Careers Advisers and must be claimed within 6 weeks of start date.
- Depending on needs of individual, Suppliers may apply for funding to cover the cost of specialist training.
- Paid on achievement of milestones agreed in Personal Training Plan, e.g. achievement of Essential Skills, achievement of Health and Safety Certificate.
- Paid on achievement of sustained employment or progression to either further education or within the Professional and Technical provision.
- Participant bonus paid to participants by Supplier after achievement of each milestone as detailed in the approved Personal Training Plan and then reimbursed by Department.
- Subject to the outcome of the consultation, see Chapter 5, participants will either receive Minimum Training Allowance (£40 per week) or Education Maintenance Allowance (£30/£20/£10/zero per week depending on the individual circumstances of participants' families).

TABLE 4

<b>Non NVQ Based Level 1 Provision</b>		
<b>Funding</b>	<b>Standard £</b>	<b>Disabled £</b>
Weekly Training Fee Note 1	60	90
Training Weeks supported Note 2	52	156
Approval of an agreed Personal Training Plan Note 3	300	300
<b>Output Related Funding</b> Note 4 (£1,500 Max)		
Milestone 1	300	300
Milestone 2	300	300
Milestone 3	300	300
Milestone 4	600	600
<b>Progression</b> Note 5 Progression into FE, other Provision, F/T Employment	500	500
<b>Payment to Participant</b> Note 6		
Milestone 1	50	50
Milestone 2	50	50
Milestone 3	50	50
Milestone 4	50	50
<b>Available to Suppliers</b>	<b>5,420</b>	<b>16,340</b>
<b>Available to Participant</b> – Note 7	<b>200</b>	<b>200</b>

## Notes

1. Weekly Training Fee payable to Supplier.
2. People with a disability are eligible to enter the provision if they have attained the minimum school leaving age, are unemployed and under 22 years of age. A supplement may be payable in respect of people with a disability.
3. Paid on approval of Personal Training Plan by Departmental Careers Advisers and must be claimed within 6 weeks of start date.
4. Output Related Funding paid on achievement of each milestone as detailed in the approved Personal Training Plan.
5. Paid on achievement of sustained employment or progression to either further education or within the Professional and Technical provision.
6. Participant bonus paid to participants after achievement of each milestone as detailed in the approved Personal Training Plan.
7. Subject to the outcome of the consultation, see Chapter 5, participants will either receive Minimum Training Allowance (£40 per week) or Education Maintenance Allowance (£30/£20/£10/zero per week depending on the individual circumstances of participants' families).

TABLE 5

Addressing Employability Skills	Funding Groups		
	1-3	4-6	Disability Supplement 1-6 Note 3
Funding	£	£	£
Weekly Training Fee Note 1	35	45	30
Training Weeks Supported Note 2	13	13	
Approval of an agreed Personal Training Plan Note 4	200	200	
<b>Progression</b> Note 5 Progression into FE, other Provision, F/T Employment	300	300	
<b>Available to Supplier</b>	<b>955</b>	<b>1,085</b>	<b>390</b>
<b>Available to Participant</b> Note 6	-	-	

## Notes

1. Weekly Training Fee payable to Supplier.
2. Training supported for a maximum of 13 weeks.
3. People with a disability are eligible to enter the provision if they have attained the minimum school leaving age, are unemployed and under 22 years of age. A supplement may be payable in respect of people with a disability.
4. Paid on approval of Personal Training Plan by Departmental Careers Advisers within 4 weeks of start date.
5. Paid on achievement of sustained employment or progression to either further education or within the Professional and Technical provision but excludes progression to non NVQ based Level 2 provision.
6. Subject to the outcome of the consultation, see Chapter 5, participants will either receive Minimum Training Allowance (£40 per week) or Education Maintenance Allowance (£30/£20/£10/zero per week depending on the individual circumstances of participants' families).

TABLE 6

Non NVQ Based Level 2 Provision	Funding Groups		
	1-3	4-6	Disability Supplement 1-6 Note 2
Funding	£	£	£
Weekly Training Fee Note 1	35	45	30
Training Weeks Supported Note 3	52	52	
Approval of an agreed Personal Training Plan Note 4	200	200	
<b>Output Related Funding</b> Note 5 (£1,000 Max)			
Milestone 1	300	400	
Milestone 2	300	400	
Milestone 3	400	700	
<b>Progression</b> Note 6 Progression into FE, other Provision, F/T Employment	300	300	
<b>Available to Suppliers</b>	<b>3,320</b>	<b>4,340</b>	<b>1,560</b>
<b>Available to Participant</b> Note 7	-	-	

## Notes

- Weekly Training Fee payable to Supplier.
- People with a disability are eligible to enter the provision if they have attained the minimum school leaving age, are unemployed and under 22 years of age. A supplement may be payable in respect of people with a disability.
- Training supported for a maximum of 52 weeks.
- Paid on approval of Personal Training Plan by Departmental Careers Advisers.
- Paid on achievement of milestones listed in the approved Personal Training Plan, e.g. achievement of Essential Skills, achievement of Health & Safety Certificate.
- Paid on achievement of sustained employment or progression to either further education or within the Professional and Technical provision.
- Subject to the outcome of the consultation, see Chapter 5, participants will either receive Minimum Training Allowance (£40 per week) or Education Maintenance Allowance (£30/£20/£10/zero per week depending on the individual circumstances of participants' families).

## Annex C

### TRAVEL COSTS – DISTRICT COUNCIL AREA RATES

The following contribution to weekly travel costs will be paid for all non-employed participants in the Options to Address Barriers to Employment.

#### District Council

Antrim	<b>£3</b>
Ards	“
Banbridge	“
Belfast	“
Carrickfergus	“
Castlereagh	“
Coleraine	“
Cookstown	“
Craigavon	“
Derry	“
Down	“
Dungannon	“
Limavady	“
Lisburn	“
Magherafelt	“
Moyle	“
Newtownabbey	“
North Down	“
Armagh	<b>£5</b>
Ballymena	“
Ballymoney	“
Larne	“
Omagh	“
Strabane	“
Fermanagh	<b>£9</b>
Newry & Mourne	“



people:skills:jobs:



Department for  
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INVESTOR IN PEOPLE

**THE DEPARTMENT:**

Our aim is to promote learning and skills, to prepare people for work and to support the economy.

This document is available in other formats upon request.

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