



***A guide for the
Automotive Industrial
Partnership***

***Funding and Programmes for
Education and Skills in England***



*Produced by Senta
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Introduction



SEMTA has produced this guide to help employers involved in the Automotive Industrial Partnership understand the funding of programmes within the education and skills system in England.

This guide provides a broad perspective of central government, its departments, associated agencies with responsibilities for education and skills and delivery organisations.

The guide is intended to support decision makers in the Automotive Industrial Partnership understand the complex education and skills system, so they may better engage with it.

Business plays a vital role in developing the knowledge and skills of people, whether they are new entrants to the workforce or have years of experience.

Through employment of a knowledgeable and skilled workforce, businesses are both improving their competitive advantage, and enabling individuals to become socially and economically active.

However, business doesn't bear the responsibility of educating and training its workforce in isolation; it needs to work with the education and skills sector in order to achieve this.

The last decade has seen a step change in the activity to align the curriculum and outputs of education to the needs of business and the labour market.

A continued growth in Apprenticeships as a vehicle to transition bright young people into the world of work is now coupled with dedicated work experience models, through Traineeship and Study Programmes.

There are also many more different types of educational institution and types of programme; a common theme between them is to provide learning that is rounded for the learner.

Those in educational institutions can only develop their inputs and activity where they understand the needs of the labour market, and can establish dialogue with employers to inform and shape the educational offer.

We hope this guide stimulates interest from employers in the Automotive Industrial Partnership, so that they may then use the signposting and points of reference in this guide to take action.



Who does what?



The division of responsibilities between the government departments which effect education and training, is defined through the statutory responsibilities to provide state funded education for specific age groups, and also by the level of education provided.

The illustration opposite sets a high level view of the government agency and their responsibility, by age and level of attainment.

A more detailed breakdown of qualification levels and types can be found in the Annex section of this guide.

Several government departments, their agencies and public bodies are involved in state funded education and training in England. The further illustration on the next page shows the relationship

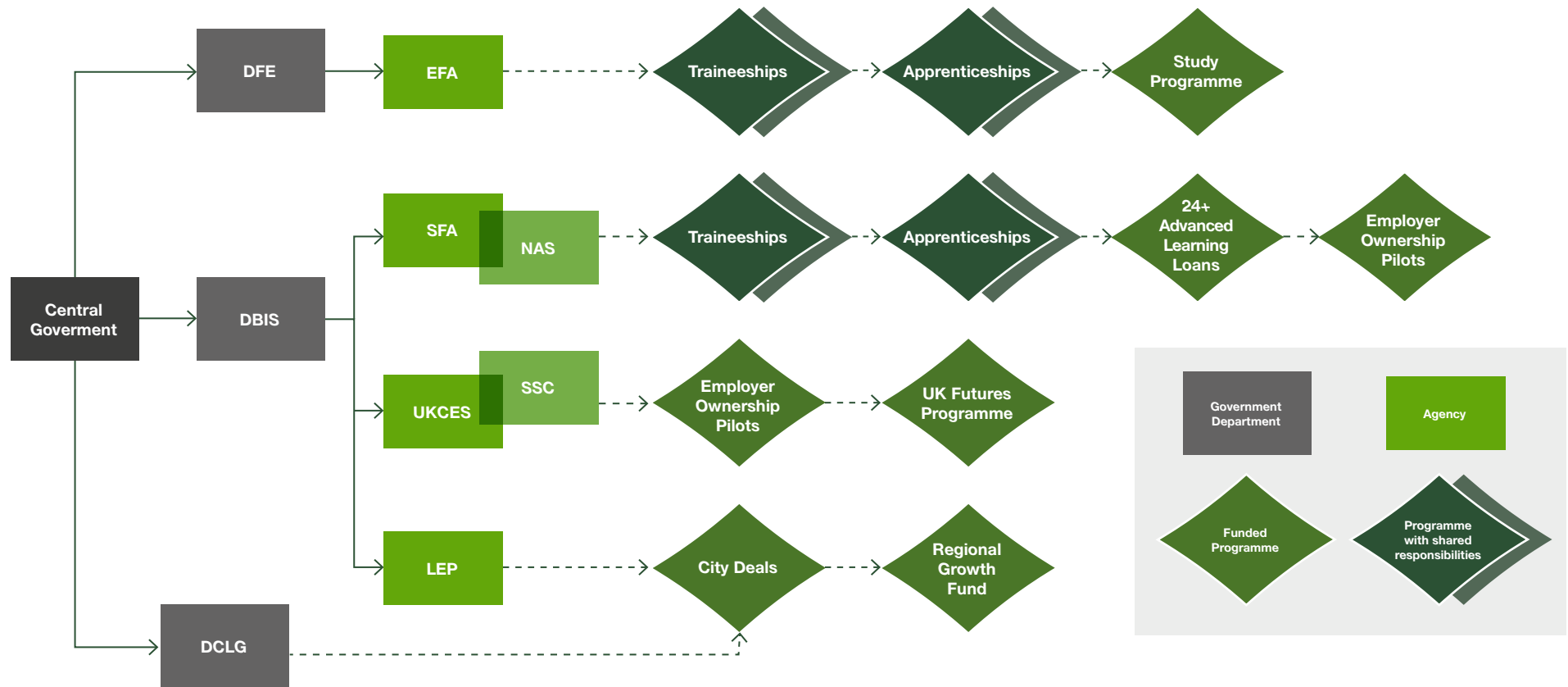
between central government, its agencies and the education and skills programmes which are of interest to employers that they fund.

Agency	Funding Age Range	Levels Funded
Education Funding Agency (EFA)	3-18 years old*	Level 1 – 3
Skills Funding Agency (SFA)	19 years old and over*	Level 1 – 4
Higher Education Funding Council for England (HEFC)	18 years old and over	Level 4+

The EFA and SFA do provide funding outside of their statutory responsibilities in certain cases. A comprehensive list of programmes and qualifications is available in Annex A.



Who does what?

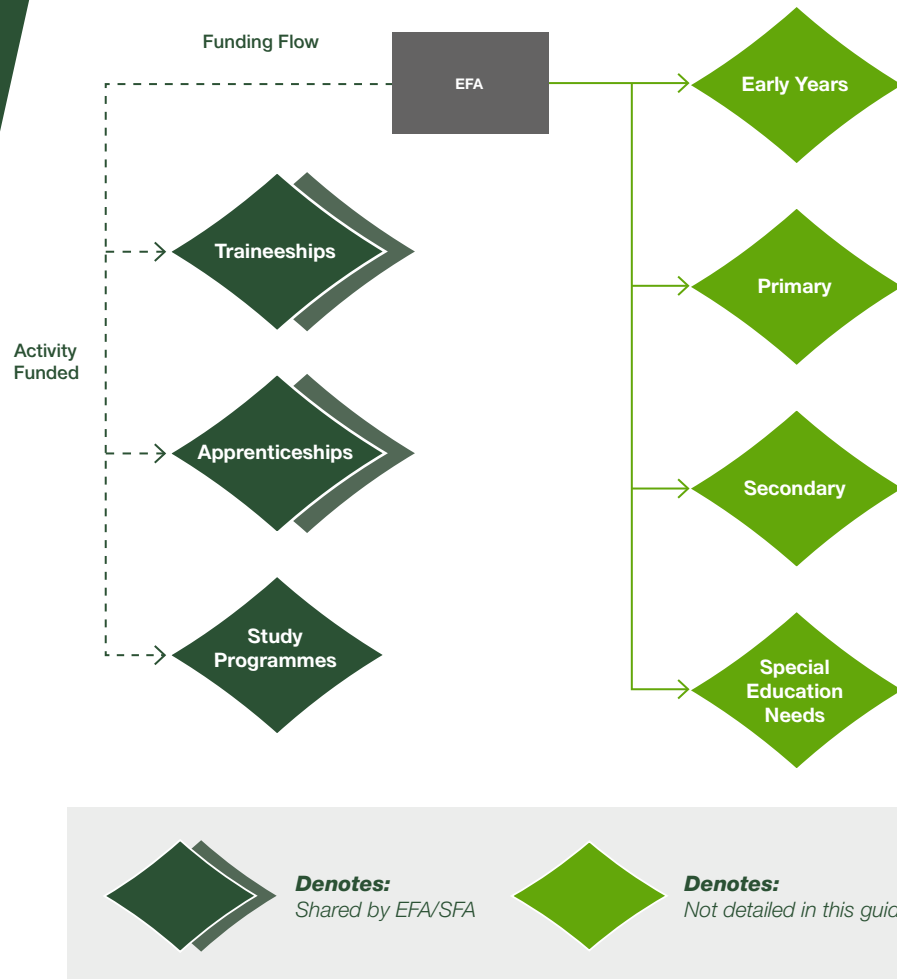


This illustration sets out the high level overview of the relationship between central government, its departments and their agencies that directly affect education and skills in England, and the funded programmes and activity for which they are responsible.

- DBIS** Department for Business Innovation and Skills
- DCLG** Department for Communities and Local Government
- DFE** Department for Education
- EFA** Education Funding Agency

- LEP** Local Enterprise Partnership
- NAS** National Apprenticeship Service
- SFA** Skills Funding Agency
- SSC** Sector Skills Council
- UKCES** UK Commission for Employment and Skills





What they do

The Education Funding Agency (EFA) funds state provided education for 3-18 year olds in England.

They fund maintained schools (through Local Authorities), Academies, Free Schools (including University Technical Colleges and Studio Schools), School 6th forms and colleges.

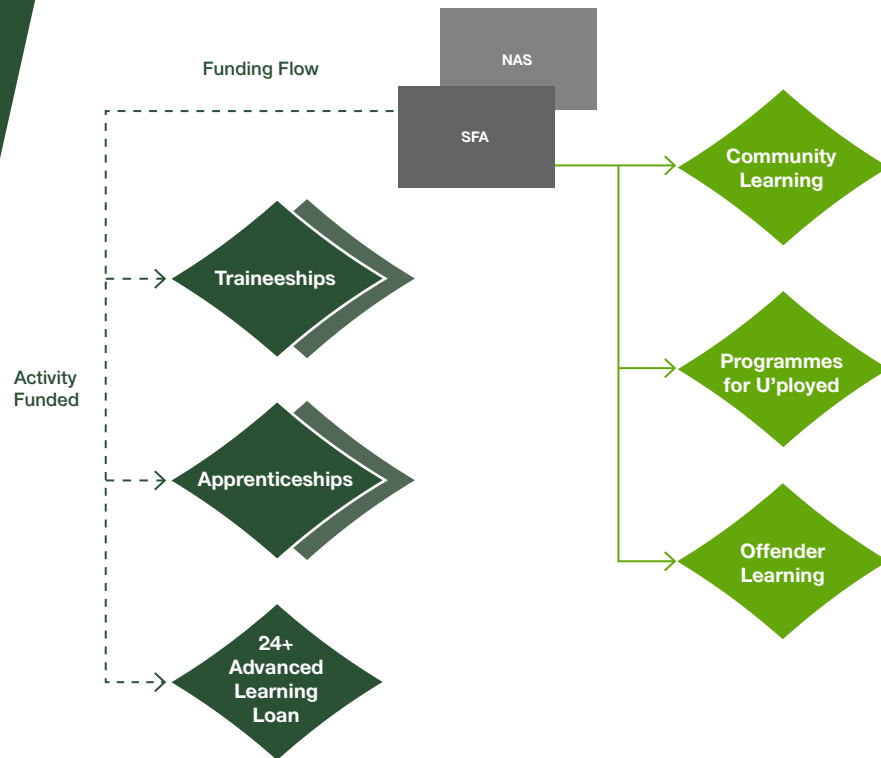
Education and skills funding activities

There are many different facets to the work of the EFA; this guide focuses on the programmes that directly affect employers.

In addition to employers getting involved with programmes of education and skills, many of the organisations funded by the EFA welcome the engagement of employers in supporting governance of educational institutions and also to inform the curriculum that is provided (University Technical College and Studio Schools) to ensure it is appropriate to the needs of the labour market.

Find out more

An online searchable directory of schools can be found by clicking [here](#).



What they do

The Skills Funding Agency (SFA) funds skills training for further education (FE) in England for those aged 19 and over. They fund colleges, training providers and employers.

The National Apprenticeship Service (NAS) is a division of the SFA specifically remitted to lead national Apprenticeship marketing activities and administer Apprenticeship incentive payments.

Education and skills funding activities

The SFA funds Apprenticeships and Traineeships in partnership with the Education Funding Agency (EFA), responsibilities for funding is split by the age of learners. The SFA administers the Employer Ownership Pilot contracts established by UKCES.

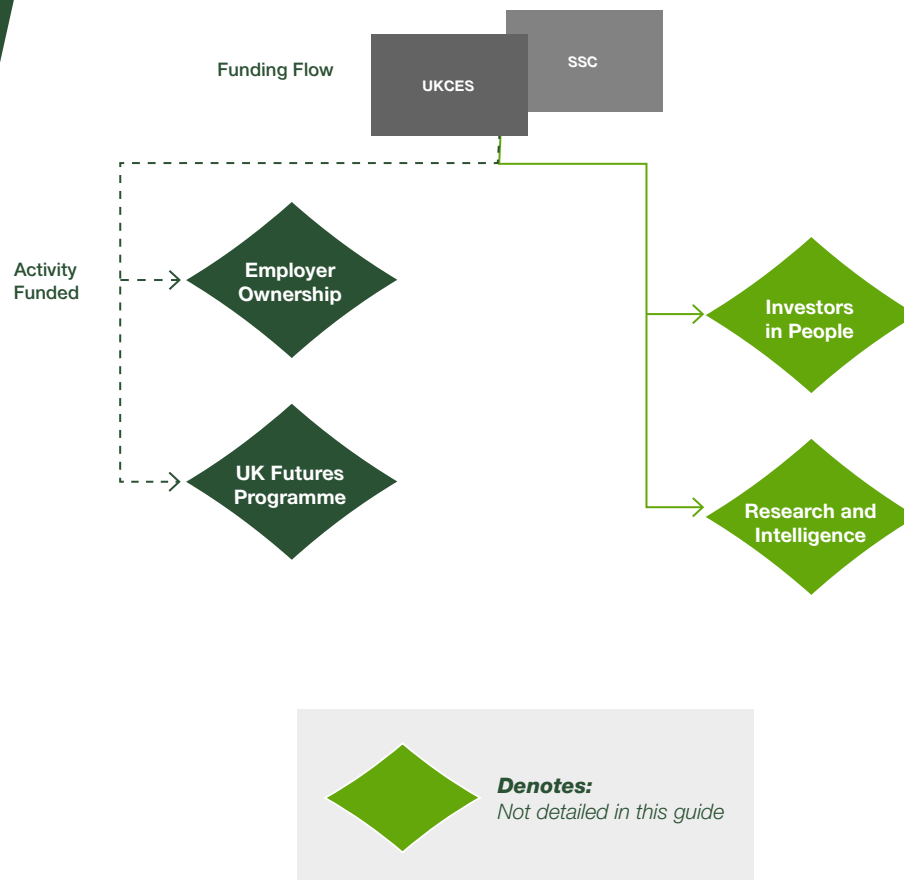
The SFA contracts with colleges and training providers for the provision of 24+ Advanced Learning Loans, a facility which is available to learners aged over 24 years of age so that they can 'self fund' their learning and development for certain qualifications and programmes.

The NAS offers employer facing advice and guidance on Apprenticeships through their Large Companies Unit for employers seeking direct funding for their Apprenticeships; they also operate a contact centre facility for smaller businesses to access advice and guidance.

Find out more

Visit GOV.uk by clicking [here](#) to find more specific guidance for Traineeships and Apprenticeships.

Detailed guidance and Apprenticeship case studies can be accessed through the NAS website by clicking [here](#).



What they do

The UK Commission for Employment and Skills (UKCES) is a publicly funded, industry-led organisation that offers guidance on skills and employment issues in the UK. They are an authoritative publisher of research and studies relevant to employment, education and skills – linked to economic growth; and they licence Sector Skills Councils on behalf of the government.

SSCs are employer led bodies that exist to understand future skills demand in their sector and develop appropriate employer approved national occupational standards that will inform qualifications to meet this demand.

Education and skills funding activities

Part of the UKCES work has been the development of the Employer Ownership Pilots. Employers were invited to develop proposals that raised skills, created jobs and drove enterprise and economic growth. Funding was available for projects where employers were prepared to commit their own funds in order to make better use of combined resources.

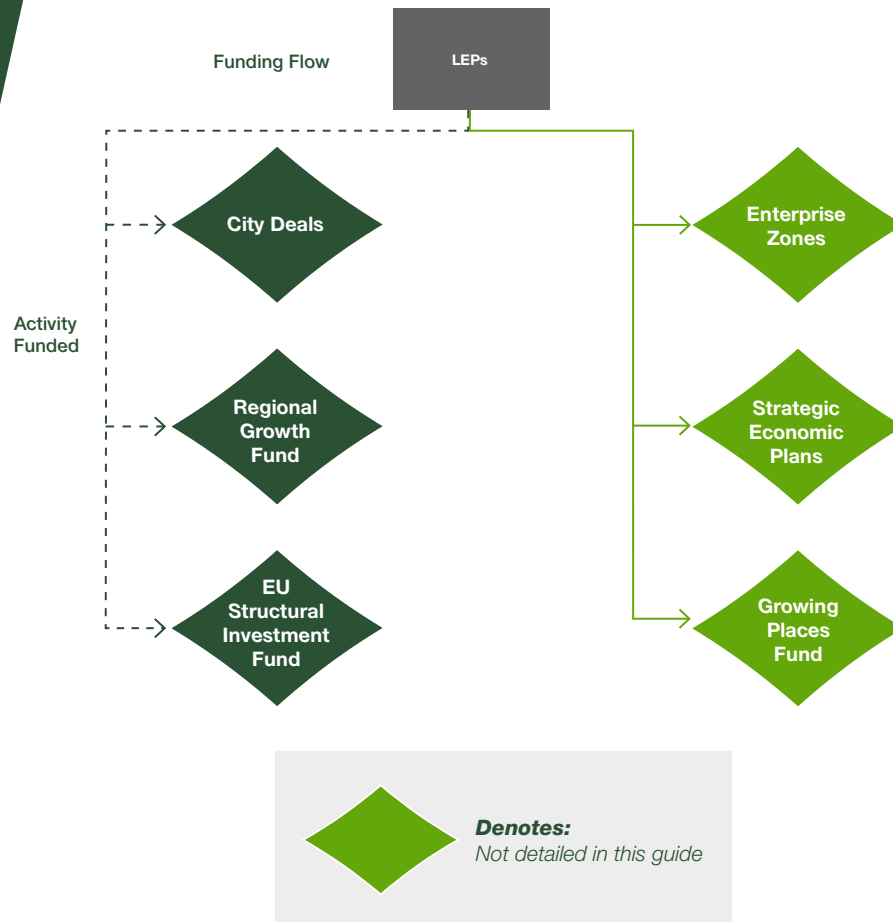
The UKCES are also funding employer led competitions for funding as part of the UK Futures Programme. This programme seeks to understand ‘what good looks like’ in business approaches to testing and learning approaches to invest in skills and people development.

Find out more

Visit the UKCES website by clicking [here](#) to register for email updates for future funding opportunities.

Details of each of the 16 SSCs can be found by clicking [here](#).





What they do

Local Enterprise Partnerships (LEPs) are partnerships between local authorities and businesses. They decide what the priorities should be for investment in roads, buildings and facilities in their areas.

Education and skills funding activities

LEPs are strategic influencers of education and skills; through their Strategic Economic Plans (SEPs) they detail their local engagement with investment funds such as City Deals, Regional Growth Fund and Growing Places Fund. Each of these funds affects the business community in the locality within which a LEP operates. In addition to the funded activities in this guide, LEPs also lead the identification of Enterprise Zones (where areas of potential growth benefit from simplified planning and reduced business rates), and bidding activity for EU Structural Investment Funds (which cover 5 separate strands, including European Social Fund and European Regional Development Fund).

LEPs often work through a Managing Authority (e.g. County Council) or Combined Authority (e.g. Greater Manchester) in order to facilitate procurement and contracting; they also control, on a LEP by LEP basis, other budgets delegated to them for specific regional or sectoral activity.

Find out more

There are 39 LEPs throughout England; you can find your local LEP by visiting the LEP network by clicking [here](#).

The prospectus for Enterprise Zones published by the Department for Communities and Local Government can be found by clicking [here](#).

Getting involved



This section provides a deeper level of information to the ‘Who does what’ section. It is set out at a programme and funding stream level, the information, signposting and referencing here will help readers of this guide to get more involved with education and skills organisations and programmes which can benefit their business.

A number of web links are supplied in this section; they direct readers to specific programme and funding guidance. We have included reference to large national economic development funds (with skills themes) as well as skills development programmes, as these are important and material to employment, skills development and business growth.

The following section sets out how employers can positively affect education and skills; principally there are 3 different forms of engagement within which each programme referred to here falls:

- A. Delivering skills to new or existing employees through contracting funding directly/indirectly.**
- B. Supporting skills development for trainees or apprentices through working with a third party school/college or training provider.**
- C. Shaping the supply of skills through governance and curriculum influence.**

Employers who may not yet be able to offer support to one of the programmes summarised in this guide might be interested in a national initiative that matches volunteers with state schools and colleges.



Volunteers go into schools to talk about the job they do, the education or training route they took and careers in their profession/sector.

Volunteers can choose to do either Career Insight Talks or Enterprise Talks. Inspiring the Future is for employers of all sizes and sectors, and for staff at all levels, from apprentices and graduate recruits to CEOs.

Interested readers can get involved through the Inspiring the Future website which can be found by clicking [here](#).

Study Programmes were introduced in 2013 for all 16-19 year olds in full time education; they provide individuals with a rounded learning programme that contains the following components:



Study Programmes share some similarities with Traineeships but are different:

- *Study Programmes are full time programmes of learning at a level equivalent to GCSE passes grade A*-C, typically for those wishing to progress to an Advanced or Higher Apprenticeship or University.*
- *Traineeships are a shorter work based training programme, typically for those who have not achieved GCSE passes grade A*-C or have insufficient experience to secure employment or start an Apprenticeship.*

Employers are encouraged to provide the work experience element of Study Programmes to students following these full time studies.

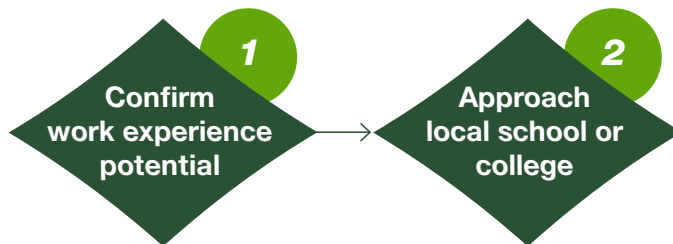
There are different patterns of work experience that can be undertaken, these include:

Patterns of work experience

- **Experiential:** *one or two short periods of work experience or other work-related learning to test out vocational ideas connected to future study or employment option, such as study visits, projects and engagement with local enterprise.*
- **Vocational:** *focused on particular vocational area to contribute directly to a study programme.*
- **Extended:** *substantial, regular time in the workplace gaining vocational knowledge and/or employability skills, with English and maths covering the majority of the study programme time.*

Steps to providing work experience (Study Programme)

1. Employers should assure themselves that they are able to provide a high quality work experience opportunity to a trainee. The UKCES has produced a simple guide for employers which sets out what good work experience looks like. A direct link to 'Not just making the tea: reinventing work experience' can be found by clicking [here](#).
2. Once an employer is confident that they are able to provide work experience, they need to identify a local college or school who has students following a Study Programme. The school or college will provide the administrative support required to enable the work experience. A directory of colleges and sixth forms can be found by clicking [here](#).



Employers' view on work experience

'It's an excellent way to allow a young person that might not have thought about a job with us to discover the industry. Many people think hospitality is all about long hours and shift work and they are put off from applying. But some people have a natural affinity to work in the industry and they can discover this in a couple of weeks.'

Jennifer Lee, HR Director, Jurys Inn

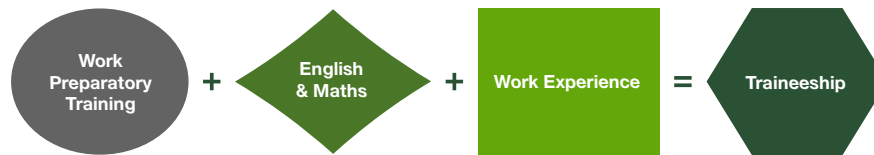
'A lot of people want to go into publishing, but they don't know what this industry is about, so a work experience placement gives them the opportunity to find out what it's really like, as opposed to their dreams. It's also a great way to find people who can come to work for us. Sometimes they also work for our competitors afterwards, which is fine too, as we don't do this just for us but for the industry as a whole. We offer placements because it's the right thing to do.'

Neil Morrison, Group HR Director, Random House Group

Source: CIPD Work Experience Placements That Work, April 2012

Traineeships prepare young people, aged 16 to 24, for their future careers by helping them to become ‘work ready’, by providing them with the skills and work experience they need to progress to an Apprenticeship or other job.

Traineeships have 3 components:



The majority of Traineeships are managed and delivered by training providers who also deliver Apprenticeships. Training providers manage and deliver Traineeships in partnership with employers. Training providers receive funding from government to cover the costs of delivering the Traineeship programme – there is no direct financial cost to the employer.

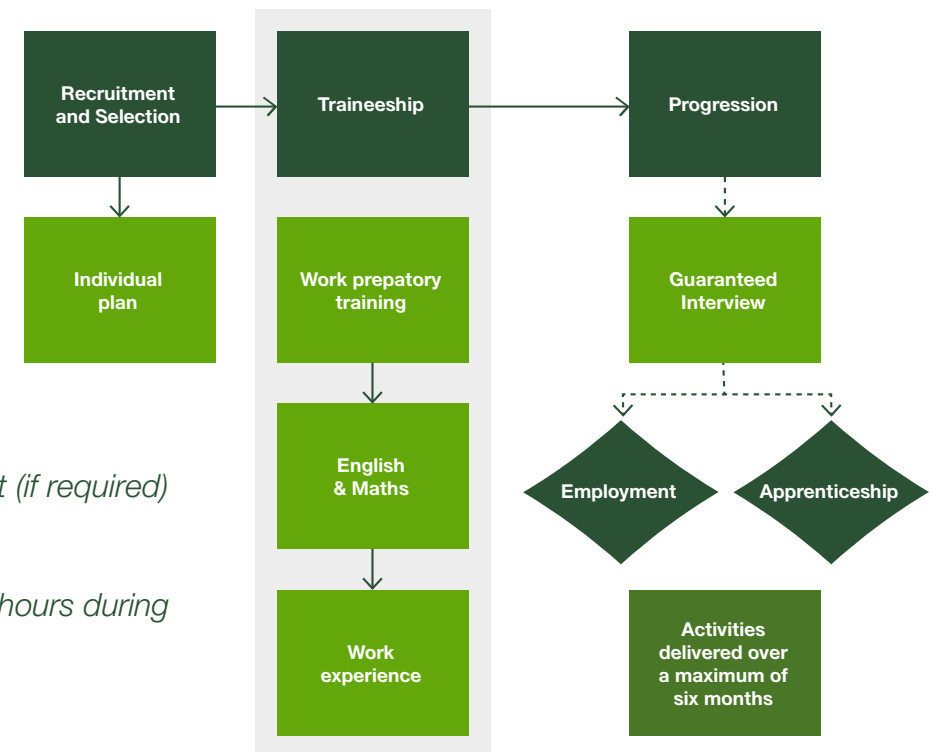
The responsibilities in delivering Traineeships to young people are:

- Training providers provide work preparation and English and maths support (if required)
- Employers provide a high-quality work experience placement

Traineeships last up to 6 months, with the work experience being at least 100 hours during the programme.

The output of a Traineeship is that the trainee receives a guaranteed interview; the intended outcome of which is that they progress into either employment or an Apprenticeship.

Core process:



Steps to providing work experience (Traineeship)

1. Employers should assure themselves that they are able to provide a high quality work experience opportunity to a trainee. The UKCES has produced a simple guide for employers which sets out what good work experience looks like. A direct link to 'Not just making the tea: reinventing work experience' can be found by clicking [here](#).
2. Once an employer is confident that they are able to provide work experience, they need to identify a training provider partner who will aid the recruitment of a trainee, provide the training required and provide administrative support throughout its duration. The National Apprenticeship Service also leads the co-ordination of Traineeships, interested employers can contact the Traineeship team by completing an enquiry form that can be found by clicking [here](#).
3. Once employers have identified a training provider partner, they can advertise their Traineeship vacancy using the Apprenticeship Vacancy Matching Service that can be found by clicking [here](#).



Employers' view on work experience

"We are committed to helping young people to enter the workforce. But we also see this as a recruitment opportunity. We are a growing business and need new talent to deliver. There is no substitute for people experiencing the culture of the organisation and for us to experience their work ethic and attitude. It helps people to discover the industry and why they want to work here."

Jeremy Stafford, Chief Executive, UK & Europe, Serco

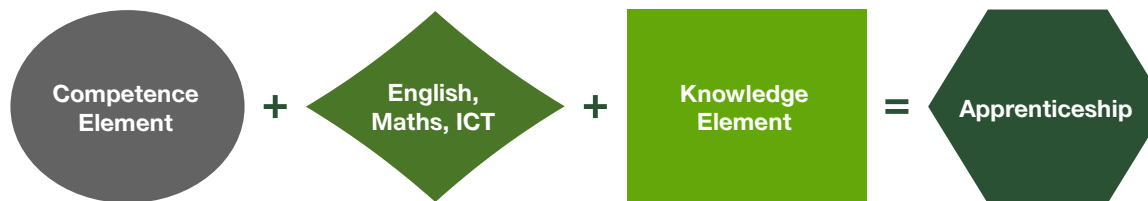
"We want the young person on work experience to be an active member of staff. But we never use these schemes to fill a vacancy. What we are trying to do is to give them an enjoyable and a positive work experience."

Emma Wandsworth, HR Director, Veolia

Source: CIPD Work Experience Placements That Work, April 2012

Apprenticeships and Higher Apprenticeships are work based learning programmes that develop the skills of individuals within a specific job role.

- The EFA is responsible for funding Apprenticeships for young people to the age of 18.
- The SFA is responsible for funding Apprenticeships and Higher Apprenticeships* for those aged 19 and over.



Each Apprenticeship has 3 core components:

Occupationally specific Apprenticeship Frameworks are available at different levels of qualification; levels that are informed by employers who influence the breadth and depth of knowledge and skill individuals require in order to be competent in a specific job role.

There are 3 levels of Apprenticeship available:

- **Intermediate level apprenticeship** (level 2) - equivalent to 5 A*- C GCSEs
- **Advanced level apprenticeship** (level 3) - equivalent to 2 A-levels
- **Higher level apprenticeship** (level 4 and above)

A directory of different Apprenticeship Frameworks** can be found by clicking [here](#).

When planning any Apprenticeship, employers should think about how the following are planned and conducted for their apprentices:

- On and off the job training – who does what and when
- Assignment of a skilled and motivated mentor
- Involvement of management in the review of apprentice progress
- Use of projects or specific work tasks

Funding for Apprenticeships

Apprenticeship funding from government is routed through the SFA and the EFA based on the age of apprentices and the type of entity that is being funded, employers with access to direct funding for their own apprentice workforce hold a contract with the SFA.

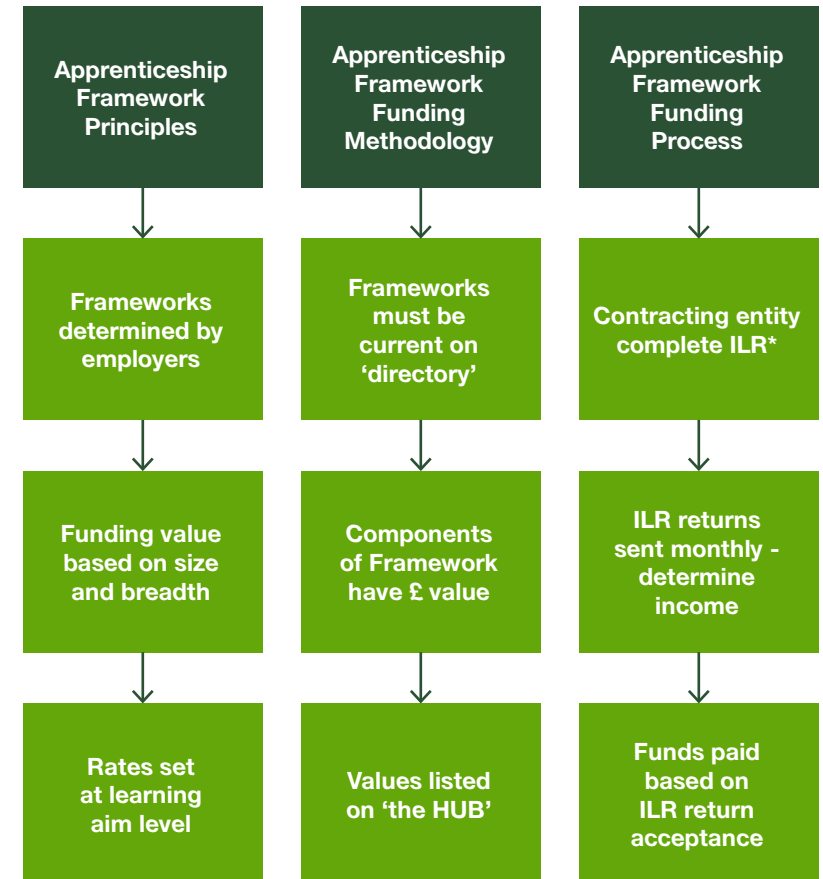
The illustration to the right shows the high level overview of:

- The principles, showing how they are determined
- The funding methodology, showing how their funding value is determined
- The funding process, showing how funding is earned by contracting entities

Apprenticeship Frameworks listed in the directory, have component learning aims which each have a financial value. The funding values for learning aims are published in a database called 'the Hub', which can be accessed to search and confirm funding values by clicking [here](#).

Organisations who receive funding directly, need to ensure they can meet the responsibilities and rules set out by the funding agency, details of which can be found by clicking the links below:

- [Funding Rules 2014/15](#)
- [Operational Performance Management Rules 2014/15](#)
- [Individualised Learner Record 2014/15](#)



* ILR = Individualised Learner Record

Types of employer contracting options for Apprenticeships

An individual employer's approach to engaging with Apprenticeships as part of their recruitment and skills development plans, will vary depending on their workforce size, experience of having apprentices in their workforce and their appetite for ownership of the programme within their business.

The National Apprenticeship Service provides a wealth of detailed case studies and guidance documents for employer to access and use which can be found by clicking [here](#). They also provide advice and guidance through their dedicated call centre (08000150 600) and Large Employer Unit team.

Employers have several options available to engage with Apprenticeships.

Employers who want to recruit a **single or small group of apprentices**, typically work through an existing training provider/college to do so and have no contract themselves. Employers adopting this option:

- have employment contractual responsibilities to the apprentice(s)
- are likely to have a formal agreement with a third party training provider/college
- may be visited or contacted by Ofsted or an Awarding Organisation conducting quality assurance activities on the training provider/college

Employers who are more **heavily involved in Apprenticeship** delivery, and may well deliver specific elements themselves, could choose to work through an existing training provider/college to do so through the agreement of an indirect contracting relationship. Employers adopting this option:

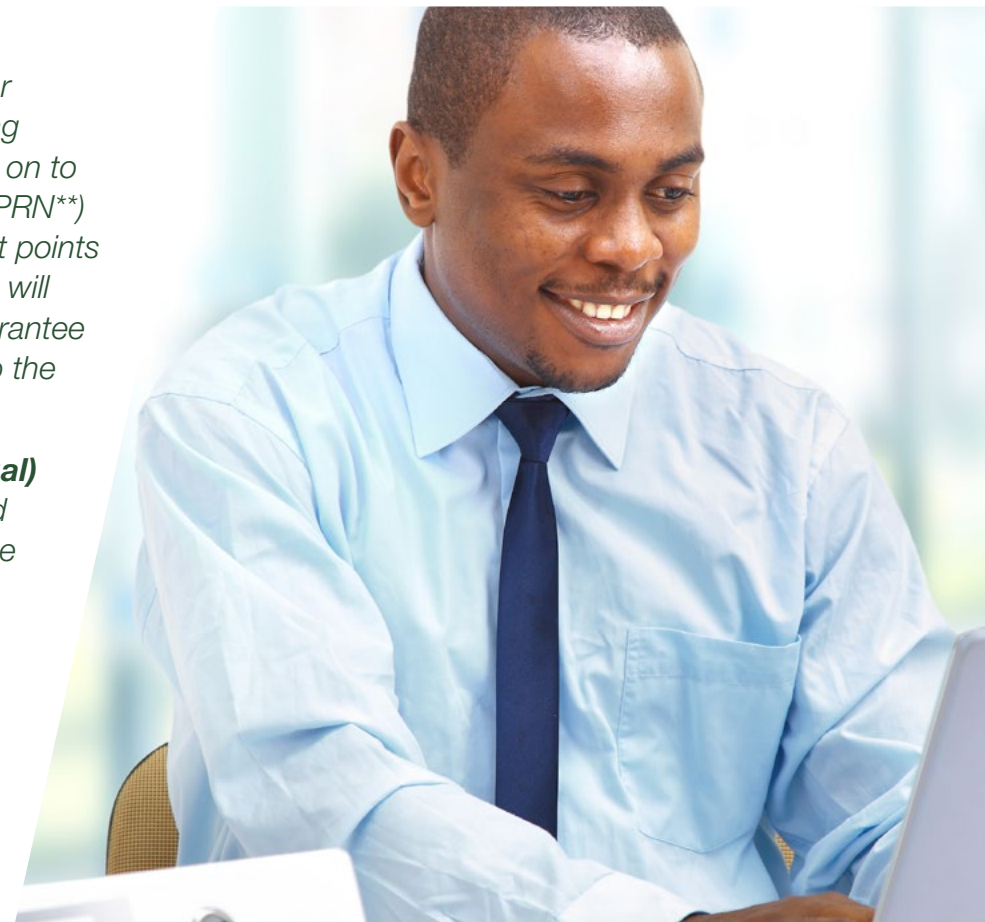
- have employment contractual responsibilities to the apprentice(s)
- will have a formal agreement with a third party training provider/college setting out which elements of the programme are being contracted to the employer
- are likely to be visited or contacted by Ofsted or an Awarding Organisation conducting quality assurance activities on the training provider/college

Employers who have an **apprentice strategy** in place in order to develop apprentices as part of their workforce, may want to consider contracting directly to receive funding which contributes towards the costs involved. Employers adopting this option:

- have employment contractual responsibilities to the apprentice(s)
- may have a formal agreement with a third party training provider/college setting out which elements of the programme are being contracted to the training provider/college
- will be visited or contacted by Ofsted or an Awarding Organisation conducting quality assurance activities on the employer as the accountable contracting entity

Steps* to contracting directly/indirectly

- 1. The Register of Training Organisations** is the market-entry point for organisations intending to deliver education and vocational skills training services for the Chief Executive of Skills Funding. In order to gain entry on to the Register, organisations with a UK Provider Reference Number (UKPRN**) must pass the Due Diligence Assurance Gateway that is open at select points during the year. Entry on the Register means that eligible organisations will become eligible to receive funding. Entry on the Register does not guarantee you will receive funding or a contract. Detailed guidance and access to the Due Diligence Gateway can be found by clicking [here](#).
- 2. The Office of Qualifications and Examinations Regulation (Ofqual)** regulates qualifications, examinations and assessments in England and vocational qualifications in Northern Ireland. Ofqual maintain a database of approved Awarding Organisations who are able to certificate and quality assure qualifications that can receive funding from the EFA/ SFA. Detailed guidance and access to the directory of Awarding Organisations can be found by clicking [here](#). As part of seeking to deliver qualifications directly, organisations should use the directory to explore which Awarding Organisations provide the most relevant qualifications. Each Awarding Organisation will have a 'Centre Approval' process that will need to be satisfied by the new organisation in order to gain approval to deliver qualifications.



* In addition to these steps, the SFA contractually require organisations to obtain Matrix Accreditation within 12 months of their contract commencing. Matrix Accreditation assures the effective delivery of Information, Advice and Guidance to learners' as part of their studies. Details of the Matrix requirements can be found by clicking [here](#).

Organisations who contract directly with the SFA will be responsible for the overall quality of teaching; learning and assessment delivered within the Apprenticeship, and as such will be subject to formal Inspection by Ofsted.

** UKPRN can be obtained through a simple registration process, which can be found by clicking [here](#).

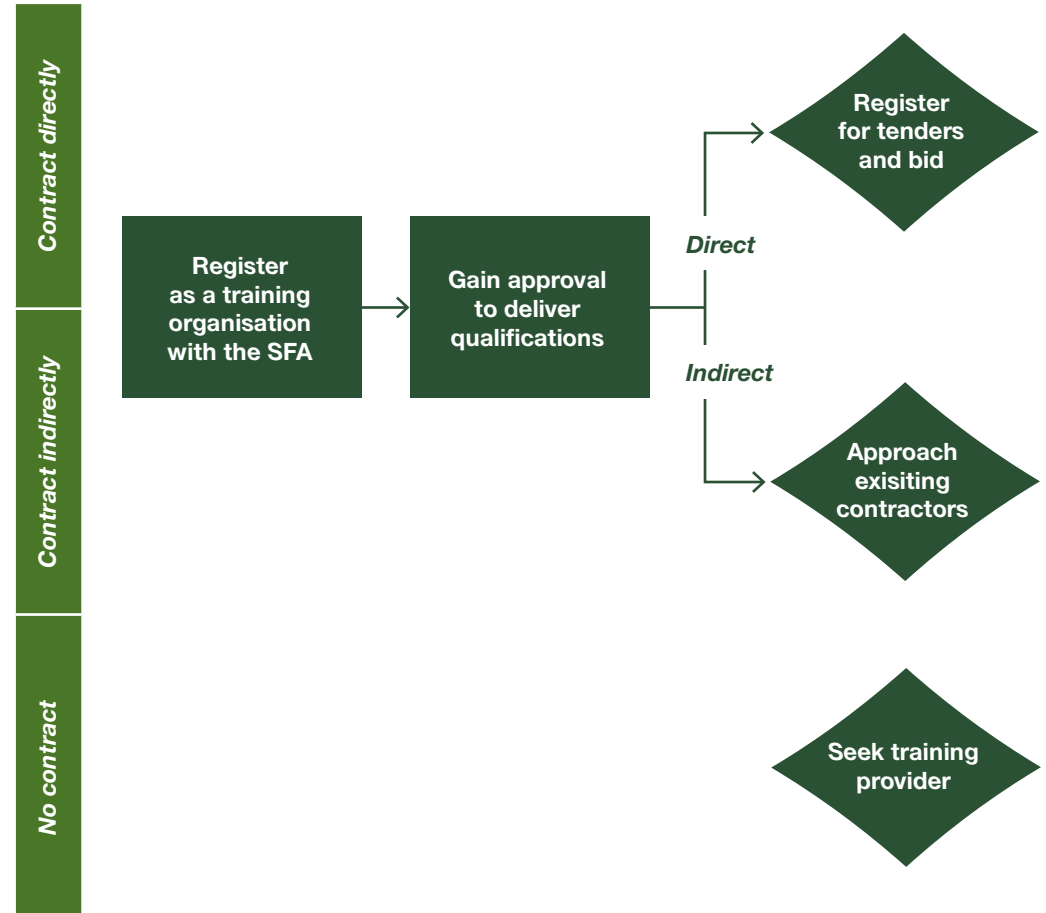
Steps* to contracting directly/indirectly

3. Once an organisation appears on the Register and has Awarding Organisation approval to deliver qualifications, they can either:

- I. Register for funding notices from the SFA; or**
- II. Approach directly-funded organisations for a sub contract**

Registering for funding notices can be done to access funding directly and allows an organisation to have greater control over their Apprenticeship and Traineeship programme. However, the availability of funding to contribute towards their programme is determined by the funding cycle of the SFA and a competitive tender process. Eligible organisations can set up e-mail alerts for tender opportunities by clicking [here](#).

An alternative route to securing funding directly is to establish a sub contract relationship with an existing directly funded contracting body. Over 900 organisations contract directly with the SFA for the provision of Apprenticeships – although it should be noted that not all those organisations that appear on the Register actually have a directly funded contract. Organisations can find out who receives funding directly and the size of their funding allocation by interrogating published allocations that can be found by clicking [here](#).



Steps to using a training provider

Employers don't have to attract funding (either directly or indirectly) in order to be engaged with Apprenticeships. They can simply use the professional services of an existing training provider or college who will already be approved to deliver Apprenticeships.

A training provider will support an employer to:

- Identify the Apprenticeship that fits your business requirements
- Recruit an apprentice
- Develop a training plan which reflects the apprentice and employer requirements
- Review and test the progress of the apprentice and provide feedback
- Provide training to support the knowledge elements of the programme.

In order to identify an appropriate training provider, employers should:

- I. For initial advice, call the National Apprenticeship Service Small Business Team on 08000 150 600 if you have less than 250 employees.
- II. Use the online 'Find an Apprenticeship Training Organisation' tool that can be found by clicking [here](#).
- III. Establish contact with a shortlist of training providers you feel offer services relevant to your Apprenticeship requirements.

Whichever funding route is opted for, all employers of apprentices must:

- Employ an apprentice for a minimum of 30 hours per week
- Pay at least the national minimum wage for apprentices
- Induct the apprentice and support their on-the-job learning using skills and knowledge in the workforce
- Be involved in reviewing the progress of an apprentice.



Other ways to get involved



Employer Ownership Pilots

The Employer Ownership Pilots (EOP) are led by the UKCES and bid for by employers across diverse sectors and regions.

Through 2 phases of bidding, employers were encouraged to come forward with radical ideas to test out their vision for employer ownership of skills: to take the lead and shape the skills agenda according to their business needs and show government where they can improve to better align private and public sector investment and grow the economy.

The second phase of EOP sought to stimulate employers collaborating together within sector, regionally and through their supply chains; Industrial Partnerships formed around Industrial Strategies formed part of many of the successful proposals.

The EOP fund is not currently open to new bids, however the first evaluation of phase 1 has recently been published and can be found by clicking [here](#).

The evaluation sets out case studies, interviews and analysis of data for all 36 pilot schemes, it includes details of:

- Different types of delivery
- Numbers of learners
- How the pilots are funded
- Training innovations
- Successes and challenges
- Views on what will happen at the pilot stops

UK Futures Programme

Also led by the UKCES, is the UK Futures Programme. The UK Futures Programme is a series of competitions that target specific workforce development problems. The objective of this programme is to stimulate a Research and Development approach to skills development in the workplace.

Employers are encouraged to respond to the competitions in order to research, develop, pilot and scale innovative solutions to tackling current and emerging workforce development issues that restrain business performance. A more detailed introduction to the UK Futures Programme can be found by clicking [here](#).

Each competition has a different theme and requirement. Application guidance for employers is detailed on the completion website which can be found by clicking [here](#).

City Deals

City Deals are a significant element of the move to devolution and localism, where government and a city agree a financial package in order to enable cities to:

- Take charge and responsibility for decisions that affect their area
- Do what they think is best to help businesses grow
- Create economic growth
- Decide how public money should be spent

Work led by the Core Cities group suggests that their ten constituent cities – Birmingham, Bristol, Cardiff, Glasgow, Leeds, Liverpool, Manchester, Newcastle, Nottingham, Sheffield – deliver 28% of the combined economic output of England, Wales and Scotland.

There are no specific ‘open access’ funding opportunities for employers in City Deals, however employers may wish to develop an understanding of their Local Enterprise Partnership (LEP). LEPs play an important role in devolution and localism, leading on strategic planning and funding of sub regional infrastructure, enterprise zones, skills and employment.

Regional Growth Fund

The Regional Growth Fund (RGF) was a competitive £3.2 billion government fund operating across England to:

- Provide grants to private sector projects and programmes with significant potential for economic growth, leveraging in private sector investment and creating or protecting jobs.
- Support particular areas and communities that are currently dependent on the public sector for employment to transition to private sector-led growth and prosperity.

For every £1 invested through the RGF, the private sector has put in £5.50. Over 100,000 jobs have already been created and a further 480,000 are expected by the mid-2020s.

Businesses across all industrial sectors benefit from the funding with over £1.1 billion invested in manufacturing including:

- £364 million in the automotive industry
- £100 million in aerospace
- £104 million for low carbon enterprises

RGF funding is still available through live programmes, details of which can be found through the RGF programme repository that can be found by clicking [here](#).

European Structural and Investment Fund (ESIF)

ESIF is an aggregated source of European funding that combines:

- European Regional Development Fund (ERDF);
- European Social Fund (ESF);
- European Agricultural Fund for Rural Development (EAFRD) which is directed at rural areas; and
- European Maritime and Fisheries Fund (EMFF).

LEPs play a pivotal role in developing local strategies and formal bids in order to secure ESIF funding, although the physical management of payments is likely to be made through the Managing Authority with whom each LEP will work.

The high level priorities for this fund are in the pursuit of growth through:

- innovation/research and development,
- support for micro, small and medium sized enterprises,
- the low carbon economy,
- skills,
- employment and social inclusion.

Monies spent from the ESIF must be 'matched funded'; currently the separate ESIF strands are managed and delivered through a 'sponsor' government department (e.g. Department for Work and Pensions) who provide funds to a 'cofinancing organisation' (e.g. Skills Funding Agency). However, there is emerging work in progress to enable these funds to be 'matched' with domestic public funds through a Single Local Growth Fund so that there is greater impact from synergy in investment.

Businesses will be interested in ESIF and Single Local Growth Fund activities as they emerge later in 2015. There is specific skills development activity until 2020 through the priorities for the ESF strand, which focuses on:

- 'Extending employment opportunities' to unemployed and disadvantaged people, especially troubled families, Incapacity Benefit/Income Support clients, offenders, young people not in education, employment or training, and unskilled people.
- 'Developing a skilled and adaptable workforce' – including apprenticeships, skills support for redundancy and workplace learning.





The complexity of ESIF coupled with the emerging funding policy and influence of LEPs, mean that businesses may want to engage with their LEP in order to be abreast of developments and opportunities that affect their business and workforce needs. Signposting to the ESIF bids by LEP can be found by clicking [here](#).

Annexes



Annex A – Summary of qualification types and levels

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	
Academic qualifications	GCSES Level 1 = Grades D-G Level 2 = Grades A*-C Purpose: leads to further study		A Levels Purpose: leads to further study	Foundation Degree		Bachelors Degree	Masters	PhD	
Broad vocational qualifications	Technical Awards Purpose: leads to further study		Applied General Qualifications Purpose: leads to further study						
Specialist vocational qualifications		Technical Certificates Purpose: leads to skilled occupation or further study	Technical Levels Purpose: leads to skilled occupation or further study	HNC	HND				
Apprenticeships	Traineeships	Immediate Apprenticeship	Advanced Apprenticeship	Higher Apprenticeship					

	Typically studied aged 14-16		Typically studied aged 18+
	Typically studied aged 16-18		Available at age 16+



Annex B – Summary of organisations who deliver education and skills

Organisation	What they do	Potential for employers
6th Form	Provide academic learning in the form of A Levels and International Baccalaureate qualifications to 16-19 year olds.	6th Form talks, governor role, work experience, recruitment.
Academy	Provide state funded Early Years, Primary and Secondary education – self governed and funded directly from EFA.	Academy talks, director role, work experience.
Apprenticeship Training Agency (ATA)	ATAs provide a model of Apprenticeship employment for other employers, similar to that of a temporary or contract staff agency. The ATA is the employer and other employers 'host' the apprentice for a fee payable to the ATA.	Apprenticeships.
Career Colleges	A new concept in education (2015), 14-19 year olds study for high quality academic and vocational qualifications, combining core curriculum subjects with a vocational specialism and hands-on projects.	Career College talks, governor role, work experience, project design.
FE College	Provide vocational learning to those aged 16+, wide offer of courses and qualifications. More lately providing courses for 14+ too.	College talks, governor role, work experience, Traineeships, Apprenticeships, work place training, Higher Education.
Free School	Same as an Academy but not converted from a Maintained School – effectively a 'new business', which is independent and not controlled by Local Authority. UTCs and Studio Schools are types of Free School.	School talks, governor role, work experience.
Group Training Association (GTA)	GTA's are employer membership training bodies that are often sector specific and provide training and development to their employer members.	Members, Traineeships, Apprenticeships, work experience, other skills development.
Maintained School	Provide state funded Early Years, Primary and Secondary education – managed through the Local Authority.	School talks, governor role, work experience.
National Colleges	A new concept in education (2014), they provide higher level vocational and technical education where there is demonstrable employer leadership and a demand for specific skills	National College, governor role, work experience, financial sponsor, Advanced and Higher Apprenticeships.
Studio School	Provide project based learning to 14-19 year olds, with all year opening and operating in a similar way to a work place working environment.	Studio School talks, governor role, work experience, curriculum design, recruitment of apprentices.
Training Provider	Provide wide range of training and skills programmes, often privately owned business operating through government funded contracts.	Trainees, Apprenticeships, work place training.
Universities	Provide higher level education, often at degree level but also Masters and Doctorate level too.	Intern experience, Higher Apprenticeships, Board of Trustees
University Technical College (UTC)	Provide specialist technical education for 14-19 year olds, supported by business and education partners.	UTC talks, governor role, work experience, sponsor, curriculum design, recruitment of apprentices.



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