

Supported Apprenticeships

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Background of AA

based on 4 years independent research from September 1st 2010

in collaboration with Kent County Council Supporting Independence Programme (SIP) Team and the Learning and Skills Department. The National Apprenticeship Service;

is currently called the Assisted Apprenticeship (AA) Project.

Representation based on two reports:

1. Independent Evaluation of the Vulnerable Learners Apprenticeship Project: September 1st 2010 – March 31st 2012
2. Building upon the Assisted Apprenticeship Project - March 2012 (in Press).

Why Apprenticeships?

Apprenticeships are high on the Government agenda;

£1.0m of ESF investment into Apprenticeships between 2011 and 2014 for under-represented groups;

From 1 August to 31 October 2013, 461,530 applications were made online;

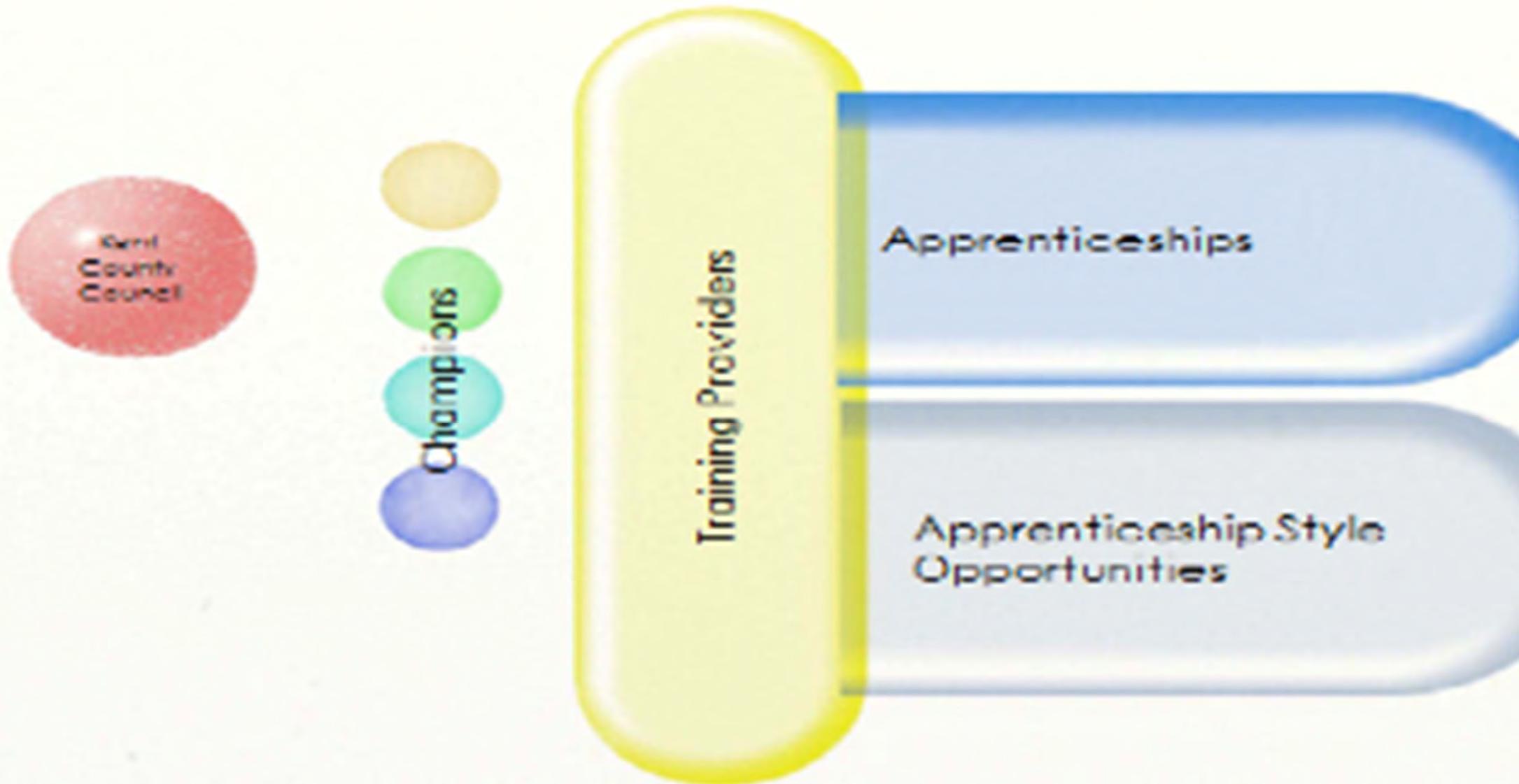
Apprenticeships normal and culturally valued developmental pathway into work undertaken by many typical young people of similar age;

Offer the most obvious and 'mainstream' direct route into inclusive work opportunities for NEET vulnerable young people;

Programme was developed in recognition that vulnerable NEET young people often require additional levels of support, compared to their typical peers, to succeed in the workplace.

AA Characteristics

NEET vulnerable young people aged 16 to 24



AA Characteristics

MEET groups Including:

Young people with a physical disability;

Young people with a learning disability;

Young people with mental health issues;

Young offenders;

Care leavers;

Young parents;

Young people with autism;

Young People educated at home;

Young people from troubled families.

AA Characteristics

Each vulnerable group is assigned a 'Champion' from within a local specialist team that represent particular vulnerable groups;

Training Providers (TPs) are also central to the project suitability training and assessment;

Two main routes AA: to enable these NEET groups to gain access to typical Apprenticeship routes,

'Apprenticeship Style Opportunity', which as the name suggests, has certain adapted characteristics

AA Characteristics

Host Organisations (up To March 2013)

Catch 22 - Care leavers

Young Offenders Team

Young Parents Team

Virtual University/School

Kent Supported Employment (KSE) - any combination of young people with Learning Disabilities, Mental Health issues and Physical Disabilities

AA Characteristics

The Champion's Roles

- Young person engagement in AA;
- A central point for signposting and referrals;
- A central contact point for the young people;
- On-going support regarding emotional and personal issues, as well as motivational support;
- Providing guidance for families and young people on 'navigating' the system;
- Informal support and guidance as well as support with interviews;
- Collaborating with TPs to develop a coherent support plan for each young person.

AA Characteristics

Training Providers

- The Hair Academy
- Key Training Services
- SET Training
- Kent Training and Apprenticeships
- IPS International
- KEITS
- Concept Training
- National Construction College
- JTL
- The Nail and Beauty Academy
- Learn Direct
- Generation Education
- Profile
- Watertrain
- Jace Training

AA Characteristics

Training Provider Roles

- Develop joint working with Champions;
- Support the development for each individual in partnership with Champions against the Apprenticeship framework;
- Conduct a pre and post Apprenticeship assessment;
- Develop creative ways of assessing competencies
- Identify appropriate access routes for each young person;
- Approach/engage employers;
- Liaise between Apprentices and employers;
- Provide aspects of the training for the young person.

AA Characteristics

Apprenticeship Style Opportunities (ASOs)

ed to replicate an Apprenticeship as far as possible but at a lower academic level;

only for young people with Learning Disabilities who found academically difficult to obtain the qualification at Level 2;

and the National Minimum Wage (NMW);

application of Supported Employment Approaches;

focus on the Level 1 aspects of the Qualification;

AA Characteristics

Apprenticeship Style Opportunities (ASOs)

an increase in the amount of time allowed to complete the Intermediate level qualification from 30 to 16 hours a week over 2 years;

work experience Phase (3 days a week for a maximum of 4 weeks)

Additional help in English and Maths;

significant modifications in the way that assessment is conducted.

AA Characteristics

Supported Employment

For the KSE groups

Placement Phase	Training Phase	Maintenance Phase
<ul style="list-style-type: none">▪ Engage and recruit young people and their families▪ Conduct vocational profile▪ Targeted Job search based on personal preferences and circumstances▪ Engage and recruit employers	<ul style="list-style-type: none">▪ Conduct worksite analysis▪ Develop a support plan▪ Use of 'Training in Systematic Instruction' Techniques▪ Use of Social Facilitation Methods.▪ Support young person to find solutions to personal crisis▪ Support to employer if required▪ Travel Training	<ul style="list-style-type: none">▪ Ongoing Career development support▪ Support young person to find solutions to personal crisis

AA Characteristics

Wage Incentive

Salary of the Apprentice is paid by KCC (at the rate of £105 per week) for the first 12 months.

to counter the stigma and act as a risk minimising incentive for employers.

AA Outcomes

Updated to March 2013;

106 previously NEET young people moved into an apprenticeship;

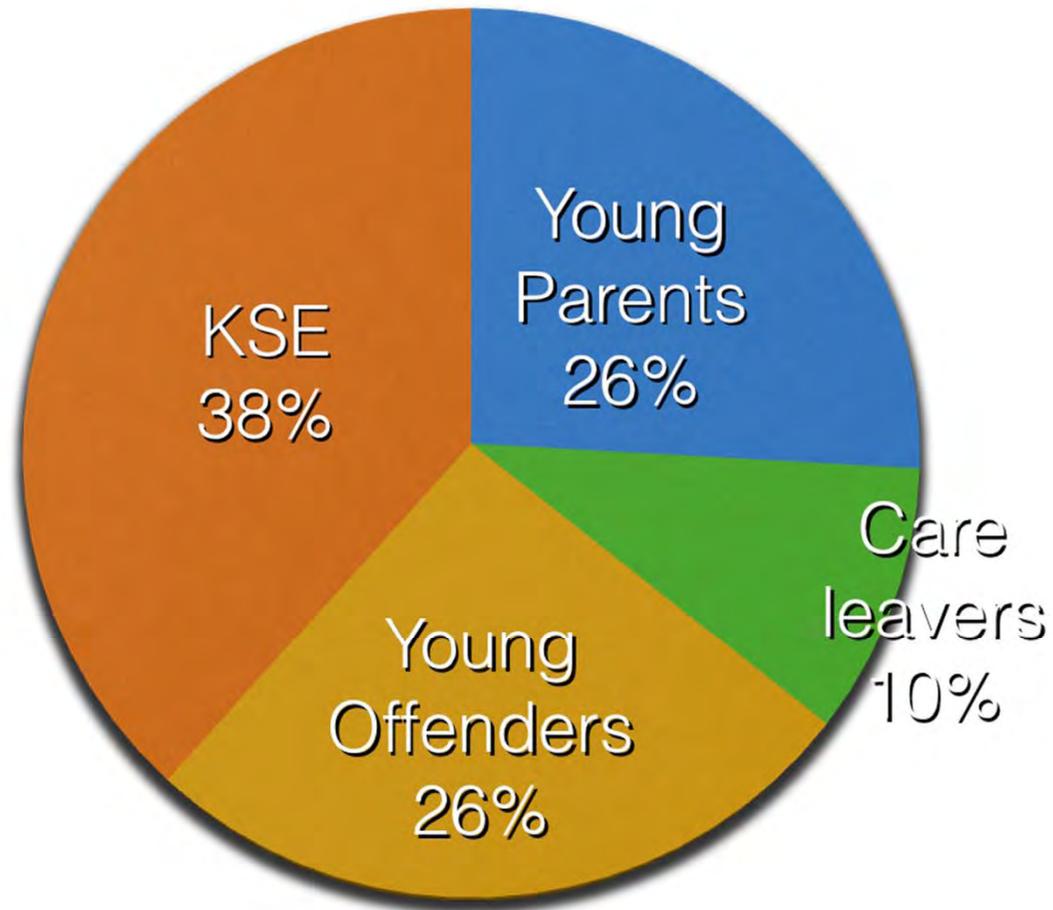
Age ranges at referral were 16 to 24 - 48% Young Women

All were either known to local Social Services, the Youth Offending Teams and/or receiving educational and/or emotional support;

AA Outcomes

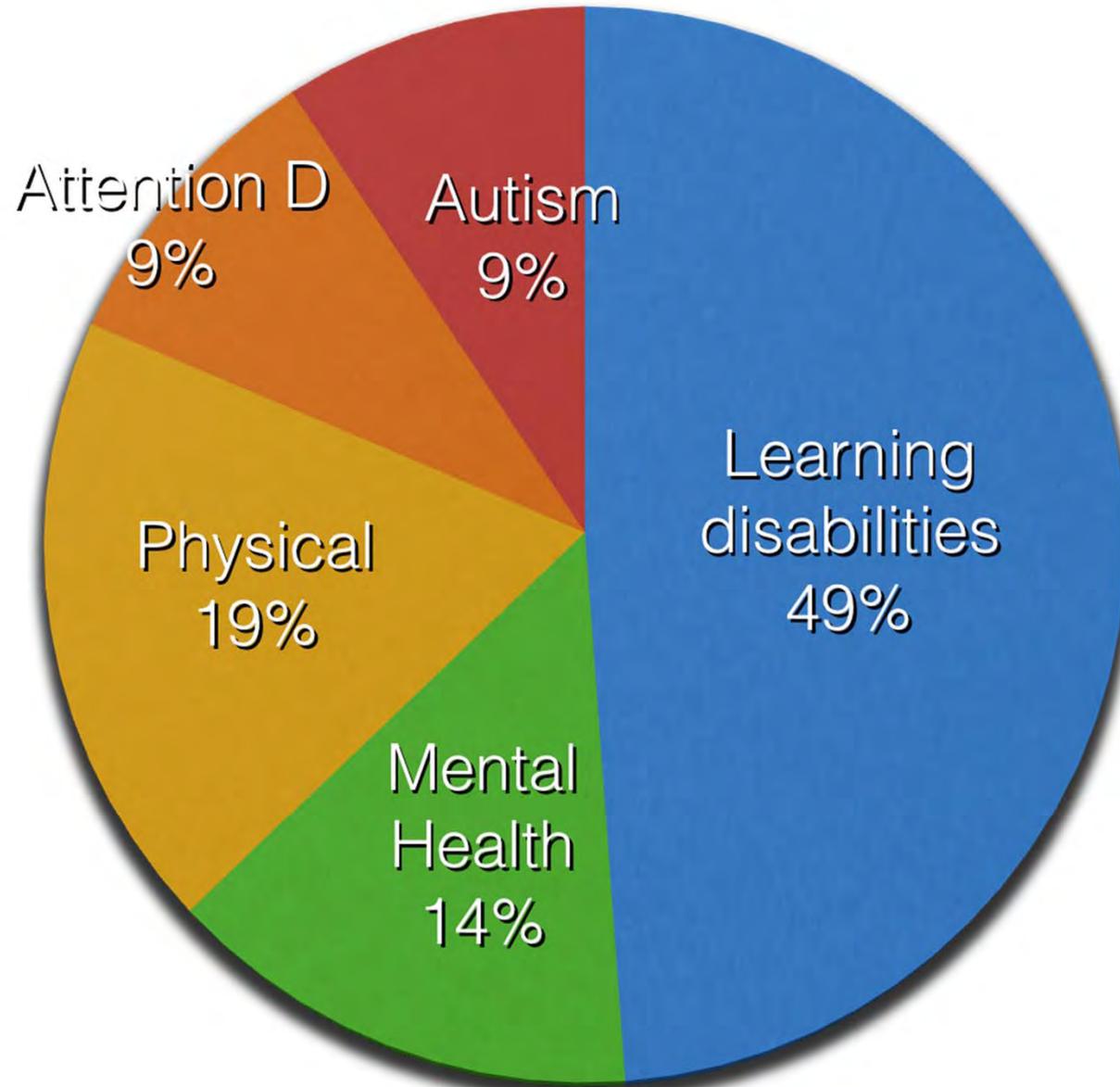
The Young People

These included 11 Care Leavers, 23 Young Parents, 29 Young Offenders and 43 young people supported through KSE.



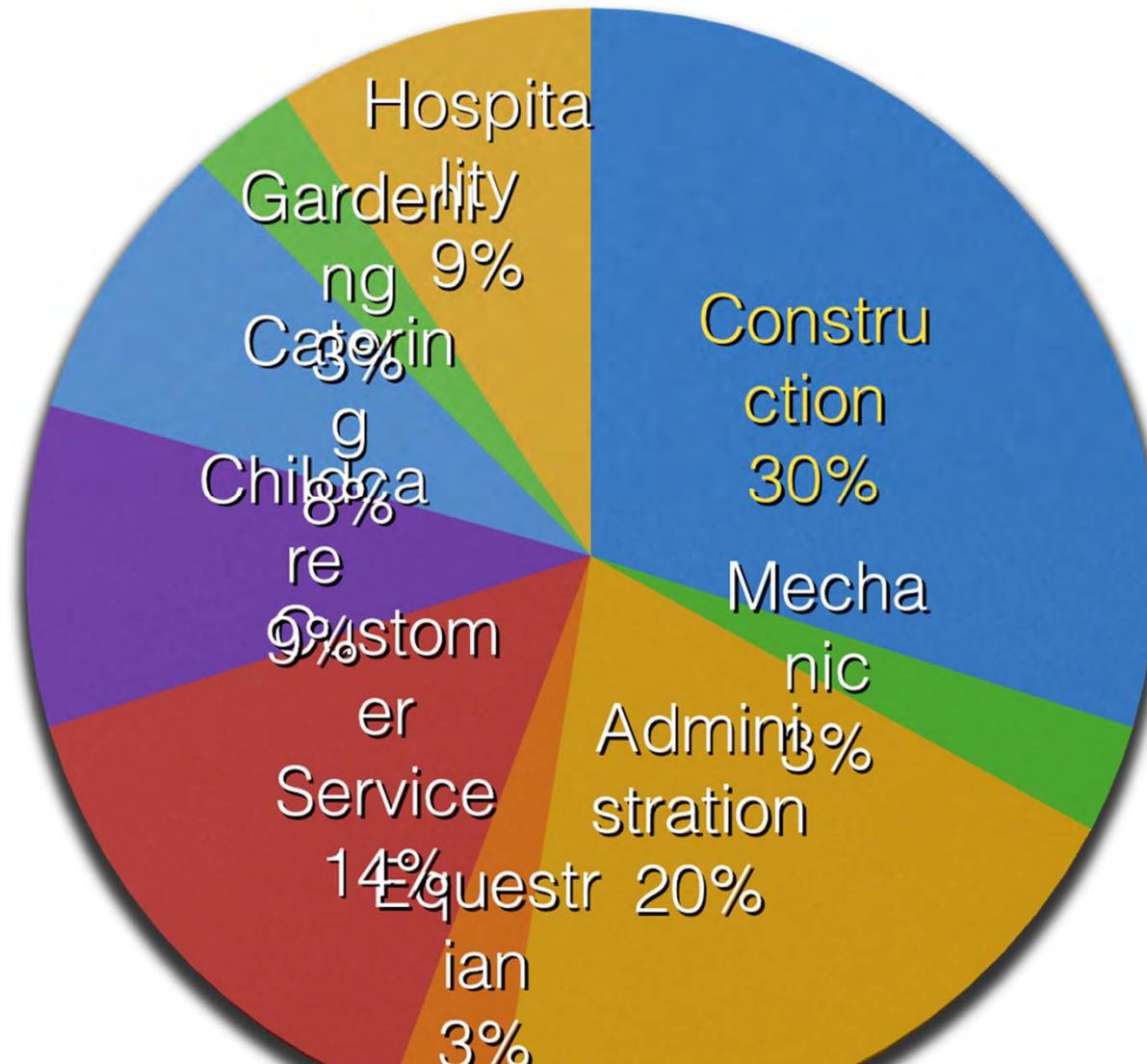
AA Outcomes

KSE Groups



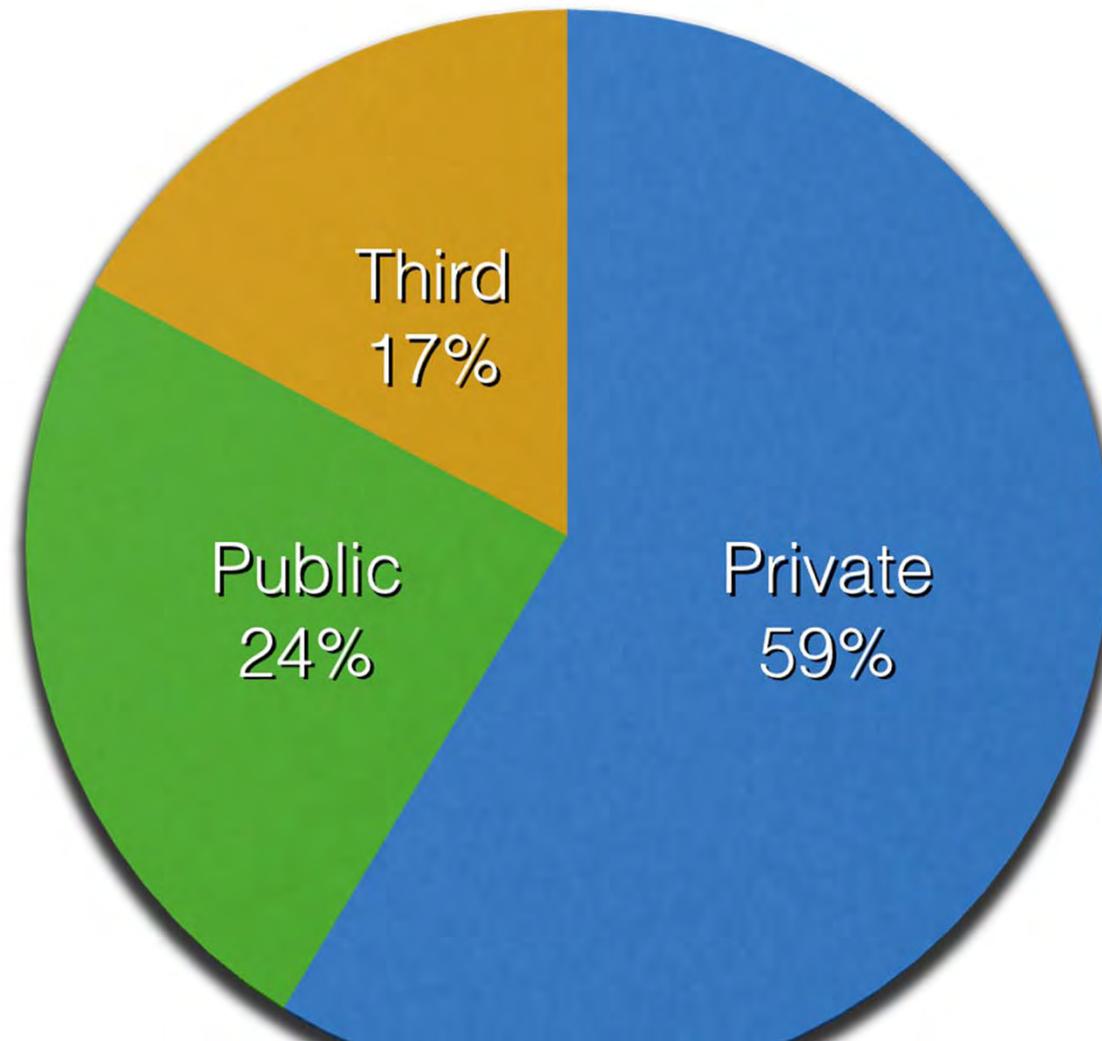
AA Outcomes

Types of Apprenticeships



AA Outcomes

Apprenticeships by Sector



AA Outcomes

Completion Rates

77% of the young people successfully completed their qualification. This compares with national figures for the typical population for these age groups of 74%.

Less than 3% returned to unemployment and that at least 10% of graduates are known to have moved to a higher level Apprenticeship.

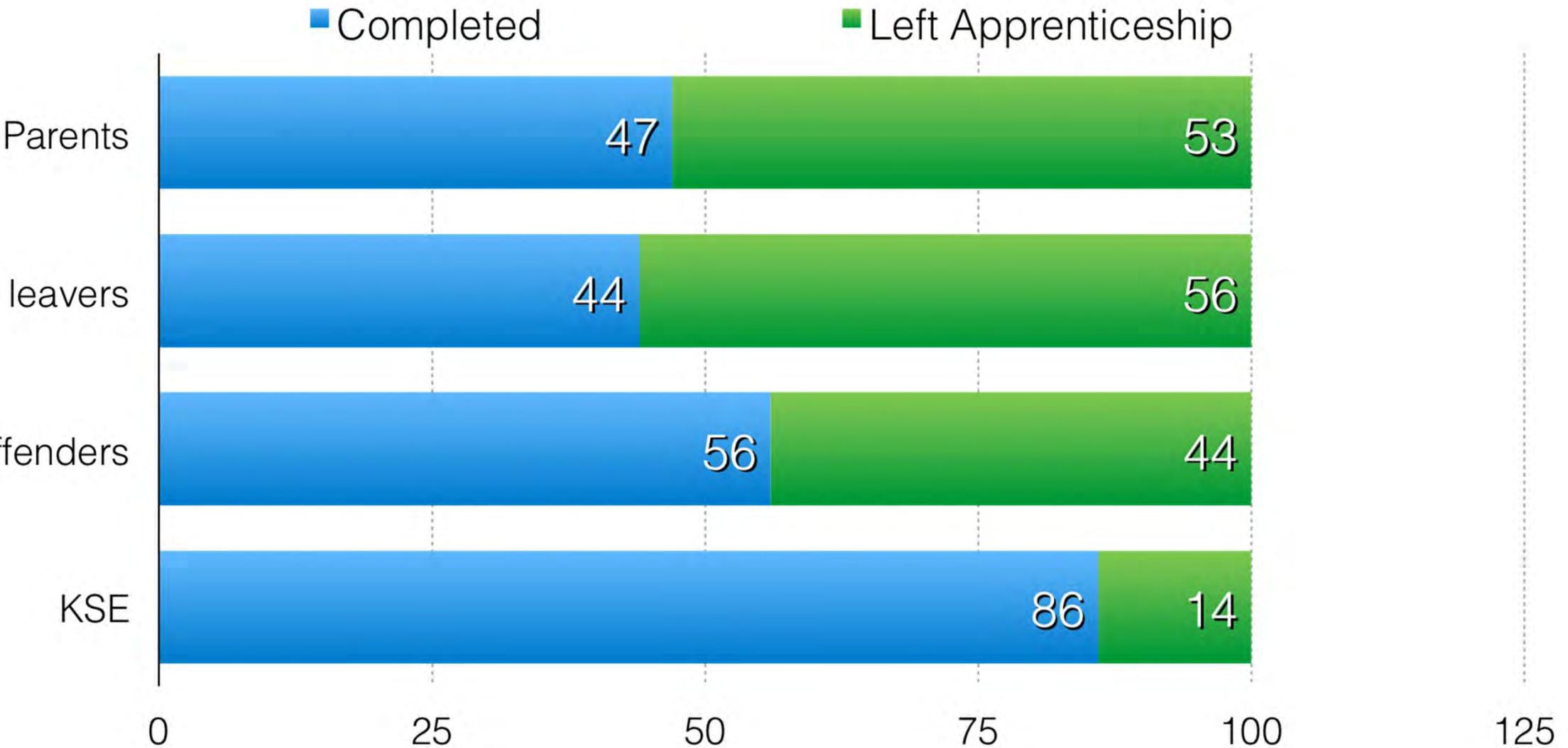
Fall out rate was 34%, which compares with the current national rate of 25%.

The relatively high fall out rate could be seen as linked to the vulnerable nature of young people.

The Evaluation Report showed that 56% of those who dropped out did so due to 'poor attendance' and 'motivational issues'. However, there was considerable variation in this rate across the vulnerable groups.

Outcomes

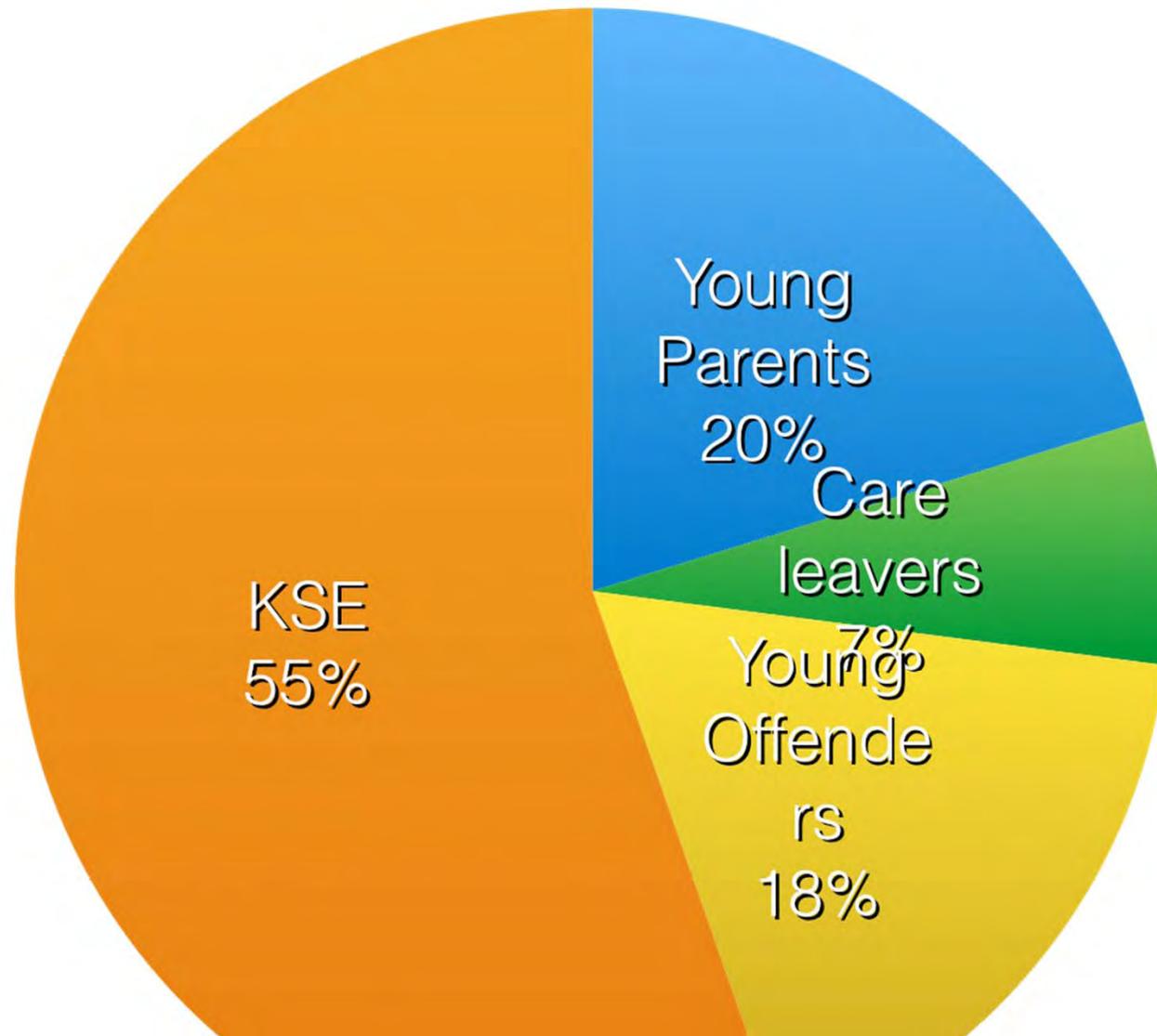
Variation in Fall-out Rates %



may be partly due to the characteristics of certain groups:

Outcomes

Spread of those successfully completing



Cost Implications

Invest to Save

There is an undeniably strong case for early intervention programmes that 'invest to save' policies:

Excessively high unemployment rates (Learning Disabilities, Mental Health 94%, Young Offenders, 60% , Care Leavers, 30% and Young Parents, 84%).

A York study estimated an average public finance cost of £56,300 for a young person who is NEET aged 16 to 18 and that the cost for teenage parents are likely to be higher.

Cost Implications

Invest to Save

The Audit Commission estimated that early intervention to prevent young people re-offending could save public services more than £800 million a year;

Research suggests that a third (33%) of looked after children, aged 16-18, are NEET, ranging from 34% to 87% in England;

Recent Government reports suggest unemployment rates among people with learning disabilities is as high as 95%. Many remain permanently unemployed.

Wage Incentive

Most employers participating in AA (73%) stated that they would have hired the young person without receiving the wage subsidy.

At £105 per week per Apprentice for the first 12 months from their E funding budget.

This amounts to £5,460 per Apprentice, or £218,400 given a full year each person and a cohort of 40 Apprentices.

Negotiation of reduction (eg, 50%)

AA Outcomes

Financial Costs:Benefits Analysis

ed on the 65 people completing out of the 106 who began a
prenticeship.

st-Benefit Calculation derives a 'Net Present Value' based on
culations at the Tax Payer Level.

rives the net cash balance benefit identifying the savings or cost
ociated with the intervention.

ed on Welfare benefit and tax revenues (based actual data).

mpared (out of work) with (intervention) with (in-work) conditions.

gest Assumption is that work paid at minimum wage - underestimate
ings.

AA Outcomes

Financial Costs and Savings

The actual spend on AA up until March 2013 was £378,000, a cost of £11,817 pm or £141,804 per annum - equates to £567 pp for all entering the project.

Assuming all those complete (based on completed numbers) = £317.50pp. Assuming current fall out rates = £6,634 pp

AA Outcomes

Financial Costs and Savings

Excluding the intervention costs:

Cost to the Tax Payer of £124,800 p.a. during intervention and £199,080 following uptake of a paid job over a 12 month duration.

Total saving to the Taxpayer of + £323,880 p.a.

Including the intervention costs:

Net cost to the taxpayer of **-£17,004** p.a., compared to the NEET situation during intervention. However, when the savings generated through young people entering employment are added

Savings including intervention costs = £182,076 p.a

Ratio of 1:1.48 or £1.48p returned to the Taxpayer for every £1 invested in

AA Outcomes

Financial Costs and Savings

calculation over a 5 year period produced a 3.84 ratio, a saving of 3.84 for every £1 invested in the project over a five year duration including the time that the young person is on the project.

amount would increase as more people joined the project. Savings accumulate over time.

we also add to this the potential savings that accrue due to reduction in local service usage, then savings could double!

Funding routes

EFA funding

Element 1 (on programme) is £4,000, with 'additional' and 'exceptional' learning needs funding available through Elements 2 (£6,100) and 3 (at LA discretion up to £19K respectively).

General Work Programmes

Allocative amounts of around £1,500 for study towards achieving the apprenticeship access criteria. A further £960 is available for delivery of this support and can be used with young people who do not have at least a GCSE grade C in these subjects is not itself dependent on a qualification outcome.

Growth and Innovation Funding

Recently been relocated into the UK Commission for Employment and Skills. It provides matched funding from businesses, and will make £60 million available this year with similar investment amounts planned the following two years. Match funding model to inside growth in businesses

Funding routes

Access to Work Grants

Recently Broadened their remit to include the funding of Job Coaches
theoretically there is no cap on this.

Direct Cash Payments and Personal Budgets

There are some examples where these budgets have been used directly to fund
Job Coaches,

Apprenticeships

Provide an alternative access route to Apprenticeships - indicative amount of
£66 of funding available for 6 months of pre-Apprenticeship support.

The Traineeship results in the young person accessing the full Apprenticeship
Elements 1 to 3 become fully accessible to them if required.

Implications for People with Learning Disabilities

The Level 2 Barrier

Most people with learning disabilities would struggle to deliver the technical qualification at Level 2.

The Leitch Report (2006) and The Wolf Report, (March 2011) identified a need to change to the structural procedures of Apprenticeships to enable more people with Learning Disabilities to access them.

In 2005 the Learning and Skills Council urged:

to introduce appropriate performance indicators for participation and achievement for learners with learning difficulties and/or disabilities engaged in Apprenticeship

Implications for People with Learning Disabilities

The Level 2 Barrier

When the Richard Review (2012) in recommending the lower limit should be set at Level 2, it advises that:

care needs to be taken to ensure that we do not negatively impact on those with learning difficulties and disabilities”.

Peter Little (2012) ‘Creating an Inclusive Apprenticeship Offer’ identified structural barriers that severely hampered those with Learning Disabilities.

He argued for a contextualisation of assessment away from academic settings into the workplace and concluded:

completion criteria for English and maths in Intermediate Apprenticeship framework

Level 2 Issue

**Supported/Unsupported Inclusive
Employment**

10%

**Special Schools
College Courses
Transition Programmes
Day Centres initiatives
Voluntary Work
Work Experience
Social Enterprise
Congregate Factories**

90%

**Internships
Traineeships**

Implications for People with Learning Disabilities

The Level 2 Barrier

Need to revisit the place-train-maintain philosophy of SE

Direct access to apprenticeships still severely inhibited for young people with learning disabilities,

This effectively bars many of them from accessing pots set up for those with Additional and Exceptional learning needs through mainstream apprenticeships.

Human Benefits

One of the things you cannot put a price on are the human benefits that result for the young people:

I was doing nothing with my life; even my Mum said I was probably going nowhere and I'd end up stuck on benefits; but now I think I can really do something with my life. I've got something I can build on. I'd eventually like to have my own business.

Who knows, one day I could be hiring people”

(Pete - Young Offender)

“I've earned money but more important by the time I'm done I've gained qualifications, a whole year of work experience. All my previous jobs were non-aspirational (like bar work- not going anywhere) – now I will be able to apply for other jobs and build on what I've learned – it's brilliant”

Human Benefits

*“I’m more confident, independent and I’m showing people I can do things. I like to complete my apprenticeship and have my employer take me on full time.”
(Jessica - LD/MH apprentice)*

*“I will not be my old self sitting on a sofa watching TV wasting my life, I use to look on my life as a joke, now I realise I have the potential to do more in my life. Even if it doesn’t pan out and the employer doesn’t employ me at the end, I’ll be further ahead and will have skills maybe another employer will need.”
(Karen- Care Leaver)*

*“I’d never have even interviewed her, I’d have thrown out her resume or application but the fact that the project was backed by KCC made me think twice. They told me about her record and she was really honest about it herself – now I really couldn’t imagine my business without her”
(Employer of a Young Offender)*

Main Conclusions

Supported Apprenticeships are normative, realistic and cost effective way ahead for vulnerable young people.

They are a direct route into an inclusive paid job with training provided on-the-job.

Overlap in needs of all vulnerable young people.

Supported employment should be extended to be made available to all vulnerable groups (and not only for apprenticeships).

Main Conclusions

Not everybody will require all aspects of this support at all times.

Revisit the principle that the 'optimum level' of support in supported employment, defined by the least amount of assistance required to ensure the person succeeds.

If a person needs lots of support the trainer provides it and where they need the trainer provides less.

Imaginative ways of supporting people with learning disabilities apprenticeships - out of the colleges and into the workplace.

Endorse Peter Little's findings that while structural barriers exist, access to Apprenticeships and funding streams for people with learning disabilities will be limited.