

Consultation Summary Paper

BIS/DfE Consultation on Traineeship Funding Technical Reform

14 August 2014

Opened 22/06/2014, closed 14/08/2014, Pearson Lead: Shirley Eden

A brief introduction to Pearson

Pearson is the world's leading learning company. Our education business combines 150 years of experience in publishing with the latest learning technology and online support. We are also part of the wider Pearson family which includes Penguin, Dorling Kindersley and the Financial Times. We provide education and assessment services in more than 70 countries. Our qualifications, courses and resources are available in print, online and through multi-lingual packages, helping people learn whatever, wherever and however they choose.

A summary of the consultation

New funding arrangement for the delivery of Traineeships

Traineeships are a central component in the Government's plans to support young people who are motivated to work but lack the skills and work experience required by employers. This consultation looks at the broad purpose of traineeship programmes and explores how the proposed funding methodology might address these, namely to:

- Ensure that the funding arrangements for Traineeships drive positive outcomes for young people
- Achieve greater consistency in the way Traineeships are funded for 16 to 18 year olds and 19 to 24 year olds; and
- Ensure providers have the flexibility to design high quality programmes that maximise outcomes for young people.

A summary of the Pearson response

Pearson aim to become 'the efficacy company'. To do this we aim to transform from a company that simply creates inputs to education -such as online courses, books and assessment – to one that is focused on outcomes. Pearson is fully committed to helping people make measurable progress in their lives through learning. To that end, we are fully supportive of funding having a greater focus on positive outcomes. This submission makes six recommendations:

- Consideration needs to be given to the risk associated with providers selecting those who are more likely to secure employment at the expense of those with greater need.
- Part time work of any type (under 16 hours) leads to functional outcomes such as formation of work values, personal responsibility, and the development of a work ethic. Part time work should be rewarded as it often leads to a full time position.
- Self-employment has grown considerably with 4.5 million people to date in this category. Enterprise has the potential for economic development and job creation and needs to be at the heart of all education
- As the demand for labour is in constant flux learners will need to have the opportunity to retrain and re skill to meet the changing needs of employers. Rigidities such as, limiting the level and type of progression may be a barrier to meeting employer demands and learner motivations.
- Numeracy and literacy within Traineeship programmes should aim to prepare students for the contexts they are likely to encounter in further vocational study or future employment.
- A sufficient amount of time needs to be given to providers to think through the outcomes to be achieved and for those outcomes to be rigorously tested.