

Paul Mullins
Chair
The Education and Training Foundation
157-197 Buckingham Palace Rd
London
SW1W 9SZ

31 March 2017

Dear Paul

Re: 2017-18 Grant Offer Letter to the Education and Training Foundation (HEFE3/2016)

This Grant Offer is made between:

(1) The Secretary of State for Education and

(2) The Education and Training Foundation, 157-197 Buckingham Palace Road, London, SW1W 9SZ (Charity number: 1153859)

This letter confirms that a grant will be awarded for the Education and Training Foundation up to the value of £14,455,300 for use during the period beginning 01/04/2017 and ending 31/03/2018 (the Grant) and such Grant is subject to the attached Department for Education (DfE) general [Grant Terms and Conditions](#)¹

DfE is currently developing an FE teaching and leadership profession strategy that may change the government policy direction and require changes to this Grant Funding Agreement. As set out in the terms and conditions in clauses 33 and 34, in the event of a change in policy direction, this Grant Funding Agreement may be terminated by us with immediate effect by notice in writing. We will arrange a senior meeting between DfE and ETF by late Summer to assess alignment between this grant funding and DfE strategy. If any change in policy direction requires an amendment or variation to the Grant Funding Agreement it shall only be effective if it is in writing, agreed and signed by DfE and the Education and Training Foundation.

Any expenditure incurred on communications/marketing activity pursuant to the Grant will be subject to a separate approvals and clearance process by the DfE communications team and any spend over £100,000 must be approved by the Cabinet Office to ensure value for money. You will need to provide a comprehensive and evidence-based communications strategy and plan for consideration under this sign off and approvals process. You must

¹ <https://www.gov.uk/government/publications/grant-funding-agreement-terms-and-conditions>

refrain from expending any Grant funds on communications/marketing activity until you have obtained written clearance from the DfE communications team.

This Grant Offer Letter, relevant annexes and the Grant Terms and Conditions together make up the Grant Funding Agreement.

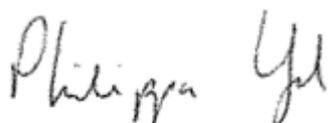
This letter must be read in conjunction with the relevant annexes:

- Annex A** - Acceptance of Grant Offer and effective date
- Annex B** - Bank account details
- Annex C** - Grant Claim Form
- Annex D** – Does not apply
- Annex E** - Details of Grant Allocations
- Annex F** - List of Objectives for which the grant is being paid
- Annex G (i)** - Annual Certification of Expenditure (external auditor or accountant's report arrangements)
- Annex G (ii)** – Does not apply
- Annex H** - Grant Payment schedule
- Annex I** - Sample Exit Plan
- Annex J** - Sample Progress Report Template
- Annex K** - KPIs for the activity to improve the quality of the FE profession
- Annex L** - Additional bespoke conditions specific to the Education and Training Foundation

Any grant paid by the Secretary of State will be paid pursuant to section 100 of the Apprenticeships, Skills, Children and Learning Act 2009 and will accordingly be paid only in respect of approved expenditure incurred by the Education and Training Foundation for the purpose of the funded activities.

To accept this offer of funding, please sign both copies of this Grant Offer Letter (Annex A) and provide bank account details, if you haven't already done so (Annex B) and return a copy to: Amanda Davies, Head of FE Corporate Sponsorship, Careers and FE Group, Department for Education, Ground Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Yours sincerely,



Philippa Lloyd – Director General, Higher and Further Education

Cc: David Russell, CEO of the Education for Training and Foundation

Annex F – List of objectives for which the grant is being paid - Education and Training Foundation (HEFE3/2016)

1. Activity to help improve the quality of the FE profession

1a. Support for the FE teaching and leadership professions development including implementation of the area review and the Skills Plan

Activity

- Support the whole further education sector (including sixth-form colleges) to improve the quality of leadership and management, including through the development and appointment of more skilled governors, including increasing the numbers of governors from business;
- Support area review implementation and the development of the Skills Plan; taking account of the additional support that is being provided through the restructuring facility; supporting the sector to bring in the skills they need to implement change, to adapt to changing demands to deliver high quality technical education;
- Promote and embed professional teaching standards across the FE profession, including early year's initial teacher training (ITT), and continue the evaluation of how the professional standards are working across the sector;
- Review how the FE sector takes advantage of the opportunity to improve quality of the workforce in teaching professional and technical education, including in light of the recommendations of Lord Sainsbury's independent panel, taking account of the features of excellent vocational and technical education and embedding key skills; and
- Continue to support workforce development that is aligned with the review of Functional Skills.

Outcomes

- Take up of existing and new programmes, including chargeable programmes is good. Feedback from the sector, from teachers, leaders and providers confirms that the ETF offer to the sector supports providers to effectively deliver the recommendations from area reviews and respond to the early challenges of the Sainsbury Panel recommendations and the Skills Plan, alongside other support offered;
- Improved Ofsted grades and success measures for colleges and providers that have benefited from ETF programmes, recognised through Ofsted grades and other Ofsted success measures;
- The professional standards are recognised as the sectors own statement of quality for teachers and teaching; and
- Providers are better able to identify, train and retain talent through the ETF's support for leaders, teacher trainers and teachers of technical education. Providers report that the ETF offer improves their ability to engage and train the right people.

KPIs

- See Annex K

1b. Support for the FE sector on the teaching of maths and English

Activity

- To continue to focus on the teaching of maths and English across the sector taking a whole system approach. This will include:
 - Continuing to develop professional development programmes for existing teachers to increase confidence and skills for maths at all levels, including core maths;
 - Supporting subject leads / heads to promote and embed effective practice, and make links to research on what works for maths and English within the sector;
 - Engaging providers with lower attainment to achieve more sustained improvements;
 - Continuing to develop grants for teachers to retrain as maths and English teachers; and
 - Promotion of specialist programmes to enhance FE (Initial Teacher Training) for maths and English.
- To raise the quality of foundation maths and English provision in the sector, including preparing an evidence base that captures effective practice in the teaching of Level 2 and below.
- Support the FE profession to make better use of learning technologies, to improve the quality and outcomes of maths and English teaching and learning, continuing work with Jisc and others to ensure a coherent offer to colleges.

Outcomes

- Successful delivery of maths and English programmes improves providers' ability to deliver against government's policy objectives;
- Providers are better able to meet their obligations through improved leadership and teaching, and learners are equipped for work or study with secure and appropriate qualifications; and
- Provider engagement with relevant programmes is good, with demand for existing and new programmes reflecting the sectors need for support.

KPIs

- See Annex K

2. Research activity to support the FE profession

Activity

- Provide a range of research and analytical services on behalf of the FE sector.
- Develop stronger links between government and sector research activity to support FE teacher and leader development.
- Manage the Staff Individualised Record (SIR) data collection on behalf of the FE sector and produce annual reports on the FE profession (as a whole) in colleges, independent training providers and adult and community learning.
- Improve SIR data to better inform policy development and implementation.

Outcomes/KPIs

- ETF research activity continues to be more closely aligned and supporting DfE's analytical work on FE workforce.
- ETF funded programmes continue to be informed by increasingly robust workforce and initial teacher education (ITE) education data.
- Enhanced quality and quantity of SIR data returns, resulting in more robust data and enabling a more accurate account of the sector on which to confidently base planning and future investment.
- Continued dissemination of good practice research that supports workforce interventions and provides an additional and firmer evidence base for future decisions.

3. Supporting the reform of apprenticeships

Activity

- Continue to support existing providers, employer providers and potential new entrants to the apprenticeship market, in their skills development and utilisation, to prepare for delivering the new apprenticeship standards, in terms of both training provision and end point assessment:
 - Providing information on the reform agenda and increase awareness and understanding so that providers are ready to operate in a reformed apprenticeship system;
 - Design and develop support for new apprenticeship providers so they are ready to meet employer demand;
 - Assisting providers in re-structuring their business models, to move away from allocations and towards competing effectively for business; and engaging effectively with employers as the purchasers of apprenticeship training;
 - Supporting the sector (especially colleges) to consider how they best use the levy to support their own workforce development; and

- Supporting providers to be ready to meet likely significant demand from employers for the new standards (which will replace frameworks), following the introduction of the levy;
- Designing, developing and delivering activity to support providers and their staff for the on-programme delivery required by the new apprenticeship standards;
- Supporting providers to consider equality and social mobility in their work;
- Developing and delivering support for leaders and managers to build the capacity of their organisations to become approved end point assessment organisations and to deliver end point assessments;
- Developing and delivering support for individuals who wish to become independent end point assessors to help them develop the necessary skills;
- Delivering a final report detailing overall activity, lessons learned and a commentary on outcomes and impact; and
- Prioritising all apprenticeship support in order to achieve the maximum outcomes and impact.

Outcomes

- A majority of providers that engage with the programme become ready and able to deliver starts and standards, in particular those likely to be in high demand by employers, with good geographical coverage.
- Accelerated growth in starts and standards, with a focus on those likely to be in high demand by employers;
- An increase in training providers and other organisations that are ready and able to engage with the requirements of becoming end-point assessment organisations;
- There is a clearer understanding amongst assessment organisations and individual assessors of the differences between assessing qualifications and assessing occupational competence;
- Feedback from participants confirms that they feel better informed about the requirements of end-point assessment and recognise the benefits of entering this market;
- There is a notable increase in the number of successful applications to the Register of Apprentice Assessment Organisations from delegates who have participated in the Future Apprenticeships Programme; and
- New providers entering the market are supported to provide apprenticeship standards.

KPIs

- ETF achieve wide geographical and sectoral reach through the Future Apprenticeships Programme – ensuring that providers across sectors and across the country have an improved understanding of the apprenticeship reforms.

- A majority of providers that engage with ETF's programme become ready and able to deliver starts and standards, in particular those likely to be in high demand by employers, with good geographical coverage.
- There is an increase in the number of successful applications to the Register of Apprentice Assessment Organisations from delegates who have participated in the Future Apprenticeships Programme

4. Support for SEND Workforce Development

Activity

- Develop and deliver support for leadership teams and governors so they give provision for young people with special educational needs and disability (SEND) a high priority in their strategic planning, and understand how to improve special educational needs (SEN), support and outcomes for young people.
- This includes building and promoting evidence and case studies to support this, and helping professionals to recognise when and how to seek expert advice and support, including webinars.
- Embed SEND thinking into wider ETF leadership initiatives.
- Help providers design tailored study programmes that offer a pathway to employment and adult life for young people with SEND. This includes support for curriculum design around the needs of young people with SEND as providers prepare to implement the Post-16 Skills Plan; developing aspirational and innovative pathways to employment involving high quality work placements, and working with a range of partners to develop programmes that promote independence and community participation. It also includes developing strategies to improve engagement and attainment in English and maths.
- Create a resource and programme of activity which supports better careers advice for children and young people with SEND, so that Information Advice and Guidance (IAG) and careers practitioners promote high aspirations, are well informed about the different pathways into employment and the support available for young people with SEND, and to help professionals improve their skills at engaging, and supporting young people with SEND. This includes:
 - An on-line module, freely available and accessible on Foundation Online (FOL) to practitioners in a variety of settings including schools; includes information on the full range of support and schemes available such as job-coaching, job-brokering, job-carving, and benefits such as Access to Work; is interactive and takes no longer than two hours to complete;
 - Undertake a programme of activity to promote and support the module, to ensure no fewer than 400 practitioner registrations in one year
 - Develop training to help practitioners improve their communication skills with young people with SEND, to help them explore their career options and express their preferences.
 - Develop other support for professionals to support provision for young people with SEND in the FE and skills sector, as policy develops

- Develop and implement a communications plan to support the SEND offer and promote the SEND reforms in the FE and skills sector.
- Evaluate the impact of the SEND activity on the FE and skills workforce and on outcomes for young people.

Outcomes

- Senior leaders recognise the importance of a strong SEND offer within their provider and through partnerships to improve SEN support, and outcomes for young people with SEND
- Embedding of SEN into key initiatives run by ETF for leaders
- Improved curricula for young people with SEND so they gain the skills, experience and knowledge they need to gain employment, and are supporting in the transition to adult life, including getting a job
- Better careers advice for young people with SEND, which is aspirational and includes specialist SEND knowledge, and careers practitioners are skilled in engaging with and supporting young people with SEND
- SEND reforms are well understood within FE and skills sector, and the sector has the skills and knowledge to offer excellent SEND provision, in the context of wider reforms such as the Post-16 Skills Plan, Area Based Reviews and budget constraints.

KPIs

- **Leadership and governance:** Develop and deliver support for leadership teams and governors so they give provision for learners with SEND a high priority in their strategic planning, and understand how to improve support and outcomes for learners with SEND in the current context.
 - Continuing professional development (CPD) events delivered to 100 senior leaders
 - CPD events delivered to 100 governors
 - 3 Briefing sheets outlining effective practice in provision for learners with SEND within current and emerging policy context
 - Case studies of effective practice on leadership of SEND, particularly across the wider sector
- **Study Programmes:** Help providers design tailored study programmes that offer a pathway to employment and adult life for young people with SEND. This includes support for curriculum design around the needs of young people with SEND as providers prepare to implement the Post-16 Skills Plan; developing aspirational and innovative pathways to employment involving high quality work placements, and working with a range of partners to develop programmes that promote independence and community participation.
 - CPD events delivered to 180 practitioners and managers across the whole sector of post-16 learning.
 - Webinars delivered to 400 practitioners.

- Roadshows engaging with 800 practitioners and managers from the wider Post-16 sector – specifically aimed at those who do not usually engage with SEND CPD or resources.
 - Case studies showcasing effective organisational practice and 3 online modules looking at specific themes and linking to other resources. Focus on maths and English.
 - Contribution to the overall project communications; attendance at project team meetings and monthly reporting.
 - Develop a “what works” tool for teaching English and maths to young people with SEND which includes examples of explicit lesson teaching and also of incorporating English and maths into other curriculum areas and work experience. This must draw on effective practice
- **Information and Guidance (IAG):** Create 2 free online resources and programme of activity which supports better careers advice for learners with SEND, so that IAG and careers practitioners promote high aspirations, are well informed about the different pathways into employment and the support available. To help professionals improve their skills at engaging, and supporting learners with SEND.
 - Two interactive, online resources for FOL aimed at practitioners in a variety of settings.
 - To include information on the full range of support and schemes available such as job-coaching, job-brokering, job-carving, and benefits such as Access to Work.
 - To improve IAG for learners with SEND, in order to help them explore their career options and express their preferences. This could involve filming of careers interviews with learners with SEND.
 - Webinars promoting the online tools and supporting the development of practitioner skills in delivering IAG resulting in at least 300 practitioner registrations to use the online resources in the first year.
- **Evaluation:** Ensuring the work is responsive to the needs of the Post-16 sector, and that the work has an impact on the capacity and capability of the sector to meet the needs of learners with SEND
 - Needs analysis that builds on the 2016-17 project.
 - Contribution to the overall project communications; attendance at project team meetings and monthly reporting.

5. Support for Early Years Tutors

Activity

- Use the available data on early years tutors and the data review to develop a training needs analysis for tutors delivering early years courses leading to level 2 and level 3 childcare qualifications (as required under the early years foundation stage framework), including focus groups and interviews with childcare employers. This information

will be provided in report format to the department to inform future policy and delivery.

- Establish an 'early years tutors' community by running a trial Professional Exchange, focused on issues that early years tutors face and enabling them to share effective practice. Feedback and publicity from this would also inform the training needs analysis.

Outcomes / KPIs

- ETF identify high priority areas of development for early year's tutors that impact on the quality of the delivery of early year's courses leading to level 2 and level 3 qualifications.
- Early years tutors know where to access information relevant to their field and actively participate in the Professional Exchange.

6. Support for Government's Agenda on Preventing Extremism

Activity

- Fund the continued development of online student modules by LEO Learning, as well as arranging the hosting, support and maintenance of these modules and their regional roll-out and promotion.
- Continue to manage the hosting and maintenance of both the Prevent for Further Education and Training website and the Prevent staff training modules.
- Update the Prevent for Further Education and Training and the Prevent staff training modules as necessary.
- Continue to manage and facilitate the activity of the Prevent Provider Group. Funding for this activity will also cover work to identify high-quality, innovative materials which can be uploaded to the website to support the FE sector in implementing Prevent.
- Continue to directly support the implementation and delivery of the Prevent duty in the FE sector, including by:
 - Speaking at conferences organised by providers, regional bodies and membership organisations.
 - Responding to queries from membership organisations and from DfE.
 - Responding to individual queries from provider organisations via email and phone queries.
 - Responding to media enquiries.
 - Research into current practice and needs.

Outcomes

- The delivery of four online student modules which can be used to embed learning around extremism, radicalisation and British values in the FE curriculum. The modules should be delivered by May 2017.
- Demonstration of a strong positive impact from the online student modules, measured by tracking the take-up of the modules and

collecting and monitoring staff and user feedback on the quality of the modules, over a timeframe which allows us to evaluate the improvement in learner understanding.

- Delivery of high-quality hosting and technical support for student online student modules, as measured by the number of enquiries dealt with by the helpdesk and the amount of time service to users is disrupted. All hosting and support will be in place for the modules' launch in mid-2017, and will be backed up by a benchmark comparison of costs across similar projects.
- At least 18 regional events to present and demonstrate the student online modules, organised across England, with impact demonstrated by the number of providers in attendance and positive feedback from attendees. Events should be organised during the FE sector's summer term, to allow time to embed materials in the curriculum for the start of the 17/18 academic year.
- Continued delivery of support services for the Prevent website and staff training modules, measured by the number of sessions and users, the amount of time service is down and cost benchmarking against similar work. The review of modules will be completed and changes made by September.
- Three meetings of the Prevent Provider Group, with the impact demonstrated by the number of resources assessed and uploaded to the Prevent website.

KPIs

- 100,000 users of LEO e-learning modules.
- 70% positive feedback on LEO modules.
- 20,000 users of Prevent website and 50,000 users of training modules.
- 96,000 downloads from the Prevent website

Annex K – KPIs for the activity to improve the quality of the FE profession (HEFE3/2016)

Professional Services - specific activities and indicative outputs for 2017-18 (nb: an early deliverable from the grant will be an optimised work plan to deliver the outcomes DfE is seeking)

	Impact	Indicative output
Leaders		
<u>Top Leaders programme</u> Co-design and develop a programme to equip Top Leaders in FE sector to manage current and future challenges	<ul style="list-style-type: none"> • Leaders are better able to manage change in their own organisation and across localities • Demand for programme is high, recognising the value it adds 	<ul style="list-style-type: none"> • 50 leaders involved in consultation and first cohort • Ready to roll-out to further 50
<u>Executive Directors of Finance (EDF)</u> Training programme to equip EDFs to meet the strategic challenges of the new landscape	<ul style="list-style-type: none"> • EDFs have right skills and knowledge to do their job well – both as FDs and as strategic leaders • Senior management have confidence that their EDFs have the best training to support them 	<ul style="list-style-type: none"> • 750 EDFs trained by March 2018
<u>Chairs of Finance Boards</u> Programme to enable colleges to identify, recruit and equip the right people to take on chair roles. Extend to other governors if additional funds become available	<ul style="list-style-type: none"> • Confident chairs of Finance Boards • Other governors understand the role of a finance committee and value it brings 	<ul style="list-style-type: none"> • 100 new and existing chairs access programme by March 2018
<u>Clerk to Company Secretary</u> Training programme to equip existing and new clerks for their new role as clerk to a company secretary	<ul style="list-style-type: none"> • Clerks are confident that they can meet the requirement of their role • FE colleges have confidence in their clerks 	<ul style="list-style-type: none"> • 100 clerks complete programme by March 2018
Teachers		

	Impact	Indicative output
<u>Sharing effective practice</u> Cascaded learning model to share practice amongst teachers of technical subjects	<ul style="list-style-type: none"> Teachers of technical subjects have access to an understanding of effective practice for improving teaching, learning and assessment Better teaching across the sector leading to better outcomes 	<ul style="list-style-type: none"> 250 staff directly involved Up to 2500 cascade learning
<u>Graduate recruitment</u> Initiatives to increase and develop graduate recruits into FE, including a specific programme to grow SET capacity through recruitment and curriculum development	<ul style="list-style-type: none"> New cohort of SET teachers, with excellent training Programme developed to train more teachers in future 	<ul style="list-style-type: none"> 50 teachers complete programme
<u>Re-training</u> Continued grants for existing FE teachers who specialise in other subjects, but want to be specialist maths or English teachers	<ul style="list-style-type: none"> Increase pool of FE teachers for maths and English, taking advantage of existing experience of effective teaching and learning 	<ul style="list-style-type: none"> 200 grants of up to £2000
<u>Training for FE teacher trainers</u> Level 5/6 qualification for FE teacher trainers	<ul style="list-style-type: none"> Benchmark qualification Leading to better standards and consistency across the sector 	<ul style="list-style-type: none"> 30 teacher trainers in pilot Possible expansion to 120, with additional funds
<u>ITE qualifications</u> Review and enhance FE ITE qualifications to ensure teachers are able to deliver at level 3 and above, accessible to technical teachers to support apprenticeships	<ul style="list-style-type: none"> Teachers trained to deliver at high levels across all subjects Teacher delivering technical education have access to ITT qualification to enable them to deliver high quality education 	<ul style="list-style-type: none"> Pilot 50 level 3 Pilot 100 technical Make available to 450 and 4500 respectively
<u>Digital Enhancement Programme</u> Programme to enhance teaching staff's own digital skills and to develop new	<ul style="list-style-type: none"> Teachers more confident in their own digital skills 	<ul style="list-style-type: none"> 25 pilots 250 completing by March 2018, subject to further funding

	Impact	Indicative output
effective ways of teaching digital skills to others	<ul style="list-style-type: none"> Teachers more able to incorporate digital skills development into their teaching 	
Maths and English		
<u>Enhanced maths & English training</u> Continue the range of high engagement face-to-face and blended (on-line) training for teachers of maths and English at entry level, Level 1 and Level 2, including 3+ day events, Level 5 qualifications, etc.	<ul style="list-style-type: none"> More practitioners with improved subject knowledge and greater confidence to teach to GCSE standard Focus on providers who have not yet benefitted from the enhancement programmes 	<ul style="list-style-type: none"> At least 2,000 by March 2018
<u>Short programmes</u> Continue the range of short-term (1 day) and on-line training events	<ul style="list-style-type: none"> More students benefit from improved contextualised teaching of literacy and numeracy Improved learning outcomes for those with the lowest level of prior attainment 	<ul style="list-style-type: none"> At least 4,000 by March 2018
<u>Sharing effective practice</u> A variety of cascaded learning models to share practice amongst teachers, using research to inform and develop best practice in the teaching of maths and English	<ul style="list-style-type: none"> Teachers of maths and English have access to an understanding of effective practice for improving teaching, learning and assessment Better teaching across the sector leading to better outcomes 	<ul style="list-style-type: none"> Up to 1,000 teachers access the programme directly Up to 5,000 teachers access learning through cascaded model.
<u>Subject leaders</u> Training programme for advanced practitioners / subject leaders / heads of department in FE to promote, disseminate and embed effective	<ul style="list-style-type: none"> Strong subject leadership demonstrated in relevant institutions Teaching excellence championed, ensuring that improved subject 	<ul style="list-style-type: none"> 50 subject leaders

	Impact	Indicative output
practice in the delivery of maths and English teaching	knowledge and teaching skills are fully-utilised	