

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

23rd March 2018

Dear Paul

Re: 2018-19 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 9SP (Charity Number: 1153859)

This letter confirms that a grant will be awarded for the Education and Training Foundation (ETF) up to the value of £13,564,550 for use during the period beginning 01/04/2018 and ending 31/03/2019 (the Grant) and such Grant is subject to the attached Department for Education (DfE) general [Grant Terms and Conditions](#)¹.

This letter also identifies funding for up to £3,647,500 for the period beginning 01/04/2019 and ending 31/03/2020 in respect of multi-year projects to support activities for basic skills (English, Maths and Digital) and the Further Forces programme. This funding is indicative and will be confirmed as part of the FY 2019-20 grant letter. These projects are listed at Annex L.

If any changes in DfE 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 ETF. As set out in the terms and conditions in clauses 33 and 34, in the event of a change in policy direction, DfE may terminate this Grant Funding Agreement with immediate effect by notice in writing.

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

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

sign off and approvals process. You must refrain from expending any Grant funds on communications/marketing activity until you have obtained written clearances from the DfE communications team.

The grant funding is provided on the strict understanding that none of this funding is to be used for advertising, marketing, communications and consultancy for any costs associated with the maintenance, technical development or updating of new websites.

Unallocated funding

Where the grant includes unallocated funds, these cannot be claimed until it has been agreed between ETF and the DfE to allocate these to an identified project. Where this is an existing project included in the grant letter or later addendum, this can be with the agreement of both parties. Where this is a new project, it will require a grant variation letter setting out the objectives, outcomes and KPIs for that project and for there to be a PID between ETF and the relevant DfE policy team. In the event that a project with allocated funding does not go ahead, the funds allocated to that project should be treated in the same way as unallocated funding.

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

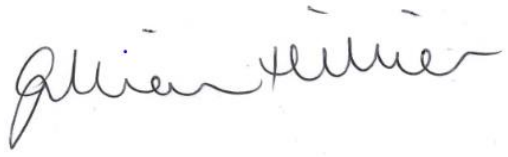
This letter must be read in conjunction with the relevant annexes:

- 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 (i)** – Annual Certification of Expenditure (external auditor of accountant's report arrangements)
- ~~**Annex F (ii)** – Does not apply~~
- Annex G** – Grant Payment schedule
- Annex H** – Sample Exit Plan
- Annex I** – Sample Progress Report Template
- Annex J** – Detailed activities, outputs and KPIs for which the grant is being paid
- Annex K** – KPIs for the activity to improve the quality of the FE profession
- Annex L** – Ongoing projects identified for indicative funding in FY 2019-20

Any grant paid by the Secretary of State will be paid pursuant to Section 14 of the Education Act 2002 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 have not already done so (Annex B) and return a copy to: Michael Klym, FE Corporate Sponsorship, Careers and FE Group, Department for Education, First Floor, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Gillian Hillier". The signature is written in a cursive style with a large initial 'G' and a long horizontal flourish at the end.

Gillian Hillier
Director, Careers and Further Education

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

Annex J – List of objectives for which the grant is being paid: Education and Training Foundation (HEFE3/2016): Detailed activities, outputs and KPIs

1. Activity to help improve the quality of the FE teacher and leadership professions

1a. Core grant funding

Support for the FE teaching and leadership professions across the whole of the FE sector to embed continuing improvement in key areas;

- ensuring that teachers are supported to enable them to deliver high quality education and training to meet the needs of learners, communities and employers;
- leaders in all parts of the sector and at all levels are equipped with the right knowledge and skills to make an impact on the quality of education that they are responsible for; and
- as in previous years we continue to encourage you to explore the various ways that our policy goals can be met and to discuss with us ways in which this funding can be maximised to achieve those goals.

Activity

- Continue to support the whole of the further education sector to improve the quality of governance, leadership and management. Identifying and delivering appropriate opportunities for leaders at all levels to develop their knowledge and skills, which supports both local improvement and talent management for the sector.
- Building on the variety of work undertaken to date, continue to support the whole of the FE sector to improve quality of the workforce in teaching professional and technical education. Continue work to identify, articulate and disseminate the key features of excellent vocational and technical education.
- Support implementation of T levels, ensuring that programmes designed to improve the quality of teaching, learning and assessment, take account of emerging challenges and enable teachers to identify their own development needs and find solutions that will enhance their ability to deliver high quality education and training.
- Continue to promote and embed professional teaching standards across the FE teaching profession, extending the reach of professional standards into more organisations and continue to evaluate and share the impact of those standards across the sector.
- Take account of emerging learning through engagement across the sector, continue to focus on initial teacher education and recruitment of teachers into the sector, adding value to the system for identifying, training and supporting routes into the sector which are recognised and valued by a range of providers.

Outcomes

- Take up of programmes to support teachers and leaders, 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

continue to improve the standards of education and training delivered to students, communities and employers.

- Improved Ofsted grades and success measures for colleges and providers that have benefited from ETF programmes, recognised through Ofsted inspection assessments and other success measures that they use.
- The professional standards are recognised across the whole sector as further education's own statement of quality for teachers and teaching.
- Providers are better able to identify, train and retain talent through the ETF's support for leaders, teacher trainers and teachers of technical education.

KPIs

- See Annex K

1b. Additional funding.

Further Forces

Over the next two years, expand the coverage of the Further Forces programme so that the numbers of service leavers who are able to take up teaching posts in the sector increases.

Activity

- Building on the success of the Further Forces programme to date, working with relevant stakeholders including the Ministry of Defence to identify and recruit service leavers that will expand the programmes reach and enable more providers to benefit from these personnel.

Outcomes

- The further forces programme is established within the sector, and the armed forces, as a credible route into teacher training for an increased number of forces personnel who are looking to establish themselves in a career in teaching as part of their resettlement programme.

KPI

- By the end of academic year 2019/20, at least an additional 100 forces personnel will have completed the Further Forces programme and found employment within the FE sector in a teaching capacity.

Support for Opportunity Areas (2018/19 – amount to be determined following development of a proposal)

In the next year, offer targeted support to the Ipswich, Norwich, Hastings and Fenland & East Cambridgeshire Opportunity Areas by developing a bespoke middle leadership programme 'Further Education First-Tier Leader Programme'.

- Working with the four Opportunity Areas of Ipswich, Norwich, Hastings and Fenland, and East Cambridgeshire, to develop a leadership course aimed at Programme Managers and Curriculum Leaders, including those who may be ready to consider stepping up to second-tier roles in two to three years.
- Work with a small design group formed of representative principals from the Opportunity Areas and a DfE official to co-construct framework and self-directed (OA learning project) and facilitated elements.

Outcomes

- Delivery of a pilot beginning in academic year 2018/19 in three to four locations close to the Opportunity Areas to 25-35 leaders in total.
- An evaluation of the pilot programme
- As far as possible, development should draw on reusable and transferable content from;
 - o the NPQ school leadership framework and content;
 - o ETF's Strategic and Aspiring Leadership courses developed under core grant funding; and
 - o other activity covered under 18-19 grant funding, such as support for FE teaching and leadership, for the workforce on SEND, and building capacity for t-levels.

KPIs

- A bespoke programme has been delivered in three or four locations.
- The programme has been made available to up to 35 programme managers and curriculum leaders across the opportunity areas.
- On completion of the programme participants will have benefited from the experience and are better able to lead and manage in their organisations as a result.

2. Research activity to support the FE profession – Core Grant Funding

Activity

- Provide a range of research and analytical services on behalf of the FE sector.
- Continue to develop stronger links between government research and research undertaken on behalf of the sector so that it is able to support policy development in this area.
- 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.
- Develop a robust evaluation process for programmes delivered on behalf of the department, to demonstrate the impact and longer term outcomes of the work undertaken.

Outcomes/KPIs

- Research activity continues to be more closely aligned and supporting the Department's analytical work for FE teachers and leaders policy.
- ETF funded programmes are informed by robust workforce and initial teacher education (ITE) education data and evaluation.
- 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.
- Progress in providing fuller evaluation of ETF programmes with evidence that demonstrates the overall impact of this work in the sector and where individual elements work well, to inform future planning.

2. Basic skills (English, Maths and Digital)

Project Name: Maths & English

Activity

- Develop and deliver a responsive and flexible CPD offer to improve teacher and trainer confidence and ability in the delivery of maths, English and wider teaching, learning and assessment. This will include a combination of:
 - Face to face events
 - Online and blended activity
 - Small scale action research and collaborative projects
 - Resource development and dissemination
- Provide regional support through a specialist team of maths & English practitioners, offering advice, guidance and training to teachers, trainers and leaders.
- Develop and deliver a CPD programme that supports advanced practitioners and quality improvement leads to develop their skills, knowledge and behaviours to support peers to improve their teaching practice.
- Develop and deliver a programme of CPD and support for subject leaders and middle managers to lead, develop and deliver their maths & English provision.
- Build on and strengthen the regional network of practitioner-led CPD which supports teachers, trainers and leaders to share and gather effective practice in teaching, learning and assessment.
- Develop and deliver a programme of support for providers of study programmes which enables them to improve their delivery of maths & English, work experience and non-qualification activity.

- Provide support and development for teachers, trainers and leaders to conduct research into challenges linked to maths and English.
- Complete an evaluation of the impact of the various strands of activity.

Outcomes

- Teachers, trainers and leaders will be more confident in their planning and delivery of maths & English enabling improved outcomes for and engagement of students.
- Teachers and trainers will be better informed about teaching, learning and assessment strategies and understand how to apply these in their own practice to support better student progress.
- Teachers, trainers and leaders will be more adept at using, and being informed by, evidence-based practice in teaching, learning and assessment.
- Teachers, trainers and leaders will test, explore and trial different approaches to teaching, learning and assessment, thereby improving their own practice and the experience of students.
- Leaders will develop their management and leadership knowledge, skills and behaviours to develop effective programmes for students that support good progress and outcomes.

KPIs

- 1550 teachers, trainers and leaders (1050 indirectly) access support, training and development to develop the role of advanced practitioners and quality improvement leads.
- 6224 teachers, trainers and leaders (2200 indirectly) benefit from a responsive and flexible support, training and development programme in effective teaching, learning and assessment.
- 2000 teachers, trainers and leaders access online support, resources and activity to support effective teaching, learning and assessment.
- 225 practitioners (200 indirectly) benefit from a programme of practitioner research.
- 750 teachers, trainers and leaders access support from a regional specialist lead.
- 990 teachers, trainers and leaders (640 indirectly) access support, development and training linked to the provision of effective study programmes.
- 250 subject leaders and/or middle managers benefit from a programme of CPD.
- 85% of participants report that they have found the training to be good or better.

Project Name: Functional skills

Activity

- Develop a scheme, guidance and associated resources for use by teachers, trainers and leaders in the planning and use of phonics as part of the entry-level functional skills curriculum.
- Develop and pilot a module in initial teacher education that supports new teachers and trainers to understand the value and approaches for the use of phonics as part of the functional skills curriculum
- Develop, produce and pilot face-to-face, online and blended approaches to training for existing teachers and trainers in the use of phonics as part of the functional skills curriculum.
- Develop and deliver a CPD offer to improve teacher, trainer and leader confidence and ability in the delivery of the functional skills curriculum. This will include a combination of:
 - Face to face events
 - Online and blended activity
 - Small scale action research and collaborative projects
 - Resource development and dissemination
- Complete a review of the pre-entry curriculum, adult literacy and adult numeracy standards in accordance with the updated functional skills content.
- Design, build and disseminate a set of resources to support teachers, trainers and leaders to effectively use initial and diagnostic assessment.
- Complete an evaluation of the impact of the various strands of activity.

Outcomes

- Teachers, trainers and leaders will recognise the value of phonics and will be more confident in their understanding and use of phonics in the delivery of the entry-level and wider functional skills curriculum.
- Teachers, trainers and leaders access a coherent, responsive and flexible maths & English CPD offer, including phonics and Functional skills, that develops their knowledge, skills and behaviours to support students to achieve good outcomes.
- Teachers, trainers and leaders access high quality materials and resources that support the effective delivery of teaching, learning and assessment within the Functional skills curriculum.
- Initial teacher education is reflective of the changes to the functional skills curriculum, enabling trainees to recognise the value of phonics in the wider curriculum.

KPIs

- A scheme, guidance and associated resources are developed and disseminated to support the use of phonics within the functional skills curriculum.
- A pilot phonics module for initial teacher education is developed and piloted with 48 trainees.
- 200 teachers, trainers and leaders access taster and awareness raising activity to improve the understanding of phonics in the functional skills curriculum.
- 2450 teachers, trainers and leaders (including 800 indirect participants) benefit from a responsive and flexible CPD programme to support the effective delivery of functional skills, including phonics.
- The pre-entry curriculum, adult literacy and adult numeracy standards are reviewed and updated as appropriate.
- 15 resources are developed and disseminated to support the effective use of initial and diagnostic assessment.
- 85% of participants report that they have found the training to be good or better.

Project name: Workforce capability analysis for Basic Skills digital entitlement

Activity

- Complete a quantitative and qualitative analysis of the workforce delivering basic digital skills training for adults.
- Produce a report clarifying what we know and do not know regarding teachers and trainers of basic digital skills across all further education and training settings.
- Produce case studies that focus on the subject knowledge, confidence and CPD needs of teachers and trainers of basic digital skills courses in the context of new national basic digital skills standards due for publication in Autumn 2018.

Outcomes

- DfE and ETF will have a clear understanding of the subject knowledge, confidence and CPD needs of teachers and trainers.
- DfE will be able to plan a programme of activity that will support the development of skills and knowledge for teachers and trainers of basic digital skills courses.

KPIs

- 12-14 case studies to be produced focused on the subject knowledge, confidence and CPD needs of teachers and trainers.
- Report clarifying what is known and not known about teachers and trainers of basic digital skills in further education and training.

3. Prevent for Further Education

Activity:

Hosting, helpdesk, technical support and management of the <i>Side by Side</i> modules
Hosting and technical maintenance costs for website and staff modules
Updating of Prevent for FE and Training website
Support for membership organisations, regional networks, individual enquiries from the sector and DfE Prevent colleagues.
Management of Prevent Provider Group
ETF 10% surcharge for infrastructure costs
Total

Outcomes:

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.

Consistent updating of Prevent for FE and Training website, measured by the pipeline of new resources added to the site and tracking of overall user numbers, use of individual resources and other management information as appropriate.

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.

One meeting of the Prevent Provider Group, with impact demonstrated by the number of resources assessed and uploaded to the Prevent website.

Key performance indicators:

- Provision of monthly report to DfE on websites
- 36,000 new users of LEO e-learning modules (Side by Side)
- 8,000 users of Prevent website and 20,000 users of training modules.
- 40,000 downloads from the Prevent website

4. Project Name: Support for Workforce Development on SEND

Activity

- Review and build on the leadership CPD work started in 2017/18 so that leaders and governors are equipped with the knowledge and skills to confidently build SEND provision into their organisations strategic plans. Around one in five students has SEND, and we want to see improvements to their attainment and outcomes such as employment. To do so effectively will require a strategic approach from the institution's leadership.
- Build on the SEND middle managers work so that professionals are better equipped with the skills and behaviours so they can design, champion and quality assure provision for SEND learners within their settings and local areas.
- Middle managers in colleges and other post-16 providers are equipped with the skills and knowledge to work well with local authorities and care providers so they can
 - contribute better to their students' EHC plans and reviews, including understanding what good Preparing for Adulthood outcomes look like.
 - have the skills to develop effective pathways to employment including helping young people with SEND have meaningful engagement in the workplace.
- Work across ETF to ensure that SEND is better integrated in the following work programmes;
 - English and maths
 - Middle Managers
 - QTLS
- Design and create a coherent CPD offer that helps practitioners map out a clear CPD pathway, including progression routes from SEND middle management to position within senior leadership.
- Creating and promoting opportunities for professionals to share effective practice and work collaboratively at a national and/or local level and develop tools that respond to gaps or support addressing emerging work such as the SEND learner voice, the mental health needs of learner with SEND and helping schools understand FE.
- Ascertain if/what the workforce training need is for specific SEND conditions, and promote VCS/ETF resources to meet these needs or commission training/resources to address those gaps.
- To develop a communications strategy to raise awareness of the offer and to promote take-up and benefits of CPD.
- To carry out an evaluation of the impact of the activity on middle managers and organisations.

Outcomes

- Senior leaders and Governing bodies/Boards recognise the economic and social importance for providing strong SEND provision and that offers good curriculum choice that lead to better outcomes for this cohort of students.
- Middle managers who predominately have responsibility SEND strategic plans and/or oversight of staff supporting students with SEND, have a clear and coherent professional development pathway that enables them and their staff and other SEND professionals to identify opportunities that meet their needs and leads to better outcomes for students.
- Relationships are developed between colleges, LA and other provider types/settings leading to sharing more effective practice and improved quality of EHC plans and reviews with parent and young people experiencing a better transition into and out of FE.
- Professionals feel better equipped to develop effective pathway into employment resulting in more students with SEND securing employment.
- ETF general CPD offer reflects the intent of the SEND code of practice so that all teachers/practitioner in further education are skilled to enable students with SEND to achieve good outcomes.

KPIs

- 200 executive and non-executive leaders access blended learning approaches to continuing professional development (CPD) with 80% reporting they found it good or better.
- Blended learning approaches to CPD delivered to 400 middle managers across the whole sector of post-16 learning, feedback showing 80% found it good or better.
- Pilot joint CPD events targeted to college Middle Managers and 15 LAs where there is evidence of need. Both college and LAs report better co-working, with external verification by SEN advisers where possible.
- Feedback from the sector shows that ETF have improved the information on CPD and professional routes for progression and that they feel this will help them to progress into leadership positions.
- VCS organisations supporting specific impairments report that they are able reach the FE sector to explain their CPD offer and practitioners feel better informed about where to seek additional support and training, and the training available meets their needs.
- ETF can demonstrate through increase site visit and feedback from the sector that the CPD offer and framework enabled has improved their skills and knowledge so they can better identify, teach, and enable students with SEN to achieve positive outcomes.
- FE Colleges feel better able to work local authorities and are able to more effectively feed into EHC Plan reviews.

- Feedback from the FE sector show that practitioners can access more useful information or training on designing or supporting students with SEND on a pathway to employment.
- Needs analysis that builds on the 2017-18 project.
- Contribution to the overall project communications; showcases opportunities at events/ attendance at project team meetings and monthly reporting.

Annex K – KPIs for the activity to improve the quality of the FE profession

Professional Services - specific activities and indicative outputs for 2018-19 (nb: an early deliverable from the grant will be an optimised work plan to deliver the outcomes DfE is seeking)	Indicative output	KPI
Leadership		
Strategic Leadership Programme To roll out a further three cohorts of the programme to those senior leaders who have been identified as potential beneficiaries of the course.	Principals are able to undertake the residential programme to develop their strategic thinking, build their resilience and join the cadre of world-class CEOs who have undertaken this programme.	75 Principals from across FE colleges benefit from the programme.
Aspiring CEO's programme To deliver a further three cohorts of the programme to support those senior leaders across the sector who have the potential to become principals.	Participants are enabled to develop their strategic leadership skills and knowledge so that they are better equipped to move to senior roles within the sector.	75 aspiring CEOs benefit from the programme.
Chief Finance Officers (CFOs) Training programme to equip CFOs to become strategic business partners and contribute fully to their organisations	CFOs have right skills and knowledge to do their job well – both as Finance Directors and as strategic leaders Senior management have confidence that their CFOs have the best training to support them.	25 CFOs have access to the programme and improve their skills, knowledge and strategic understanding by March 2019.
Subject Leaders and Middle Managers Building on the experience of middle leadership support in English and	Participants have access to high quality learning, coaching and support to develop their potential as middle managers and have an	Up to 100 middle managers benefit from the programme.

<p>maths, responding to research findings and inspection outcomes, subject leadership CPD that focus on the requisite skills and knowledge require for high quality middle management in FE.</p>	<p>impact on their workplace.</p>	
<p>Other Leadership Initiatives</p> <p>Work to include supporting a diverse range of leaders into the sector, establishing a talent pipeline for CEOs, more focused and relevant e-learning for those in leadership roles.</p>	<p>Using relevant learning and support opportunities participants can access high quality, focused support for their professional development as leaders in the sector.</p>	<p>500 participants access the programme through on-line learning and show positive evaluation of the learning.</p>
<p>Teachers</p>		
<p>Outstanding Teaching, Learning and Assessment</p> <p>Supporting the movement towards outstanding teaching, learning and assessment and improving the ability of practitioners to collaborate with others and share and disseminate evidence that supports improvement widely.</p>	<p>Joint practice development projects and small scale action research to improve the quality of teaching, learning and assessment Regional and national themed projects based on current needs and areas for improvement. To include transformational teaching; delivery of learning by trainers; technical skills, quality improvement and progress; maths and English.</p>	<p>400 direct participants and up to 800 indirect beneficiaries. Evaluation of projects identifies key success criteria met.</p>
<p>Professional Exchange</p> <p>Enabling a range of organisations to allow staff to work together to learn from one another's expertise.</p>	<p>Bringing together professionals from a range of organisations to collaborate on issues, share knowledge and experience and build up expertise on relevant issues.</p>	<p>175 direct participants and up to 250 indirect beneficiaries of the programme.</p>
<p>Professional standards</p> <p>Continue to promote and embed the use of the sector owned standards.</p>	<p>Research report into use of standards. New individual and institutional</p>	<p>Up to 5000 users of self-assessment tool.</p>

<p>Review usage to ensure that they remain current.</p>	<p>level case studies. Reinforce their effective and continuous use in Advanced Teacher Status (not funded by grant).</p>	<p>Up to 35,000 unique visitors to the online document</p>
<p>Practitioner led research</p> <p>High visibility, high quality opportunity for practitioners to work on research questions arising from their work. It is a core part of raising the status of teachers and encouraging them to reflect on their work and their organisation.</p>	<p>Supporting practitioners from across the sector to undertake structured and focused research projects that enhance practice and inform future debate on key issues.</p>	<p>25 direct participants and up to 200 indirect beneficiaries.</p> <p>Course end and follow up evaluation indicates impact of research in practice. Links to overall evaluation strategy</p>
<p>Technical and Vocational Education and Teaching (TVET)</p> <p>Programme to support the development of high quality technical and vocational education and training across the sector.</p>	<p>Complete Teach Too; working with partners; development projects Planning for the transition year Develop transferable ideas which could accelerate recruitment (SET for Success; Further Forces, etc). Encourage and support practitioner-led research.</p>	<p>Teach Too: 228 participants in phase 4 regional project and 410 in dissemination events, with evaluation as part of programme</p>
<p>Set for Success</p> <p>Ongoing recruitment support for high quality STEM staff (Science, Technology, Engineering, Maths) providing PGCE or similar. To recruit graduates (completing in Jul 2020).</p>	<p>Continue to implement two SET for Success contracts to recruit and train graduates in SET subjects. Training will be 2-year PGCE plus wider Technical Knowledge and Skills Enhancement.</p>	<p>50 high quality individuals recruited, trained and supported to work in the sector.</p>
<p>Further Forces</p> <p>Recruitment of high potential service leavers who are experienced in STEM (Science, Technology, Engineering, Maths) and enabling them to achieve a</p>	<p>Recruitment support for individuals leaving the Armed Forces and FE providers. Deliver PGCert training, plus maths & English focus for teaching. Individuals also supported to</p>	<p>110 service leavers identified, trained and supported into employment as teachers by July 2019.</p>

<p>teaching qualification leading to employment in the FE sector.</p>	<p>maintain currency in their technical area.</p> <p>Individuals also benefit from personal and professional mentoring for 'Further Forces' (not funded by grant).</p>	
<p>FE Advisor Support</p> <p>Public facing activities to provide information and advice to potential new recruits into FE teaching. FE advisors also support existing teachers who are considering a move in the sector and want to explore training which might help them.</p>	<p>To continue to provide the service through:</p> <p>Phone line Website Presence at 4 or 5 recruitment events</p> <p>The service will also support the FE Pathways - FE work experience for third year undergraduates.</p>	<p>Up to 8,000 advice logs each month;</p> <p>Up to 160 undergraduates accessing Pathways programme. Programme evaluation in parallel with roll out</p>
<p>ITE improvements</p> <p>A series of initiatives to improve the effectiveness of initial teacher education for the FE and training sector.</p>	<p>Develop module for Diploma in Education and Training (DET) to support FE teacher trainers - 4 pilots and evaluation.</p> <p>Develop new module for PGCE covering teaching HE in FE Continue working with the sector to support planning for what replaces the DET in 2018.</p>	<p>120 teacher educators.</p> <p>10 College Staff, 10 HLA tutors.</p>
<p>Retrain and retain</p> <p>Continuation of retraining scheme to allow teachers of other subjects to be retained in the sector as maths or English teachers.</p>	<p>Recruitment of colleges and their nominated teachers to participate in the programme. Provision of on-line mentoring and training</p>	<p>185 teachers completing their retraining in this year. Evaluation undertaken alongside and post completion.</p>
<p>Digital enhancement</p> <p>Courses and on-line tutor supported modules to:</p>	<p>Continue implementation of the</p>	<p>300 App downloads</p>

<p>1) help practitioners to develop their own digital skills.</p> <p>2) Use technology more effectively in their teaching and learning</p>	<p>digital skills enhancement programme (improving digital skills). Supported by relevant Outstanding Teaching Learning and Assessment Programme groups for digital enhancement. Continue to roll out the using technology programme to improve teacher confidence in increasing the uses of new technologies in the classroom</p>	<p>120 micro-CPD badges awarded 200 participants in staff-student partnerships 600 participants in Foundation on Line courses</p> <p>Course and participant evaluation completed to assess impact.</p>
<p>Governance</p>		
<p>To continue the Regional Governance Programme, training for key roles in governance and governor recruitment support.</p>	<p>Regional Governance programme Student governor induction Leadership Hub and on-line CPD Support to recruit and train governors, including Chairs of Finance.</p>	<p>500 direct participants (face to face and online); 400 subscribers to the leadership Hub.</p>

Annex L – Ongoing projects identified for indicative funding in FY 2019-20

Activity	Description of work and Ministerial approval for activity
Advanced Practitioners	Support to build a community of Advanced Practitioners across England through face-to-face and online activity (development of CPD programme to support Advanced Practitioners in their roles; dissemination of research findings; standards development for Advanced Practitioners and with Advanced Teacher Status)
Study Programmes	Support providers in developing maths and English across the study programme; prepare for more intense work-placements; use 1-2-1 tutorial and progress review mechanisms
Professional Standards	Ensure all participants use the self-assessment to gather change in practice. Enhance and develop standards as required to support longer-term programmes
Subject Leaders	Subject leader CPD on subject-specific skills of maths and English; Online modules on effective management through use of data and wider measures
Maths and English Pipeline	Courses on a range of maths and English topics (introductory and in-depth), online learning and resources - supporting the 'dual professional'
Regional Specialist Leads	Increase awareness of the maths and English activity, help users select CPD activities, and ensure delivery partners understand programme content and priorities
Delivery of phonics training for English teachers	Produce and pilot training for both initial teacher education (ITE) and existing teachers, to train 20 professional development leads and circa. 1600 English teachers and to deliver an awareness-raising/briefing programme for leaders, managers and teachers of other subjects
Further Forces Programme	Expand the coverage of the Further Forces programme so that the numbers of service leavers who are able to take up teaching posts in the sector increases.