

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

26th March 2019

Dear Paul

2019-20 Grant Offer Letter to the Education and Training Foundation

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 (ETF) up to the value of £24,144,350 for use during the period beginning 01/04/2019 and ending 31/03/2020 (the Grant) and such Grant is subject to the attached Department for Education (DfE) general [Grant Terms and Conditions](#)¹.

Any Grant paid by the Secretary of State will be paid pursuant to section 100(1) of the Apprenticeships, Skills, Children and Learning Act 2009 and section 14 of the Education Act 2002, 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.

If any changes in DfE policy direction require 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. ETF will need to provide a comprehensive and evidence-based communications strategy and plan for consideration under this sign off and approvals process. ETF must refrain from expending any Grant funds

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

on communications/marketing activity until it has obtained written clearances from the DfE communications team.

The Grant 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.

Objectives, outcomes and value for money

Annex J sets out the list of agreed objectives for which the grant is being paid. DfE is required to ensure that the Grant is used for the agreed purposes and that we secure value for money. In order to do so effectively DfE and ETF will hold quarterly review meetings to discuss progress and outcomes. ETF will work with DfE policy teams in developing realistic but challenging KPIs as a means to track progress and to inform the review meetings.

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 Project Initiation Document (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.

The Grant Funding Agreement

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** – Activities for which the Grant is being paid

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,

Roger Cotes
Deputy Director | Careers and Further Education Group
Head of FE Quality, College Improvement and Sponsorship

Cc: David Russell, CEO, Education and Training Foundation

Annex J – List of objectives for which the Grant is being paid: Education and Training Foundation

T Level Professional Development

Value of grant - £6.642m

Brief description of programme:

A national CPD programme for T Level providers to support two of the Department's key priorities: Prioritising technical education standards; and recruiting, developing and retaining the best frontline staff.

The programme is made up of five strands:

- Strand 1 – Ongoing Professional Development Needs Analysis;
- Strand 2 – Understanding T Levels;
- Strand 3 – Teacher Improvement Programme;
- Strand 4 – Knowledge Hubs;
- Strand 5 – Organisational Readiness.

Required outcomes:

To ensure that providers deliver high quality teaching in order for T Level students to achieve successful outcomes.

To enable this to happen, the programme will:

- develop the understanding of what T Levels are for everyone who plays a role in their delivery, and prepare them to deliver this significant change programme;
- raise standards of pedagogy both generally and within teachers' subject-specific areas;
- ensure currency and industry-relevance of teachers' subject knowledge;
- strengthen the teaching of English, mathematics and digital delivered within subject specialisms; and
- facilitate and support the development of greater collaboration between T Level providers.

Taking Teaching Further (TTF)

Value of grant – £4,590,000

Brief description of programme

A new national programme to attract experienced industry professionals to work in FE. ETF, having already successfully delivered year one of the programme, will continue to test various routes for experienced industry professionals to spend time in the FE sector, and to test ways to encourage exchanges between FE and industry so students can gain knowledge and skills that industry needs.

Required outcomes:

- Over the course of the year, we expect ETF to promote the programme to the FE sector, utilising existing communications channels and stakeholder networks, and ensuring key lessons learned are fully disseminated
- We expect ETF to monitor all projects through to successful completion. This will include oversight of project reporting, making prompt payments to projects as per funding agreements and working in collaboration with the evaluation contractor
- As part of reporting requirements, we expect ETF to provide monthly project progress reports to DfE, no later than 13th of each month. Quarterly programme reports should also be provided to DfE, including assessment of funds spent-to-date, and forecast spend to year-end.
- Specifically, by end April 2019 we expect all Round 2 successful bidders to be notified, and that by end May 2019 – all funding agreements will be in place.

Prevent for Further Education

Value of grant: £108,900

Brief description of programme

- Hosting, management and updating of Prevent for FE site; Side by Side learner modules; staff training modules.
- Support for membership organisations.
- Facilitation of communications campaign to raise awareness of the site and modules.

Governance Development and Support

Value of grant: £1,063,450

Brief description of programme(s):

- Delivery of college Chairs' development programme; scoping of alumni support to programme cohort and interim evaluation
- Delivery of modular based governance development programme; future design of additional programme modules; interim evaluation
- Development / scoping and delivery of governance support activities for clerks, staff and student governors; regional governance events and oversight of governor recruitment website

Required outcomes

(i) Effective delivery of specific learning, development and support to develop the capability and performance of the college non-executive leadership; to do this to target and within budget.

(ii) Helping to create a well-developed, well-trained non-executive 'workforce' across the FE sector which can ensure a strong, resilient and well-managed FE provider base.

(iii) Enabling college leaders to be capable of driving a vision for their college and in operating a sound organisation.

Activity to help improve the quality of FE teaching and leadership

Total value of grant £5.85m. This is made up of:

- FE leadership (£2.0m)
- FE research (£0.5m)
- FE workforce quality and capability
 - Initial teacher education (ITE) activity (including teacher recruitment/retention projects) (£1.4m)
 - Quality improvement to technical education teaching (£1.5m)
- Further Forces (£0.45m agreed in 2017-18 as 2 year funding).

Brief description of programme(s):

FE leadership

Continue to build and deliver existing suite of executive leadership programmes, including the Strategic Leadership Programme, Aspiring CEOs, Chief Finance Officers and middle managers, whilst ensuring coherence and accessibility to allow for stronger talent identification and succession planning across the sector. New elements to the existing programme of work (to be agreed with DfE) will be built into a new over-arching framework, designed to bring together all leadership-development activity (both in term of governance work referred to elsewhere in this section, and executive leadership programmes).

FE research

Undertake SIR and other relevant research activity to support the sector, continue to disseminate the best evidence to achieve maximum impact.

FE workforce quality and capability

- ITE activity (including teacher recruitment/retention)

Continue to provide the FE Advice service and advisor support for ITE; expand the FE Pathways programme to raise awareness of FE teaching amongst HE students; continue to support development of high quality ITE qualifications with embedded professional standards that prepare teachers for proficiency in the sector (complementing work being undertaken within ETF's subsidiary organisation, the Society for Education and Training); identify opportunities for further activity that supports teacher recruitment and retention.

- Quality improvement to technical education teaching

To refine programmes that improve the quality of technical education teaching across the FE sector, complementing work undertaken to support TLDP, TTF and maths and English. Work delivered under this rubric should ensure that duplication

with other programmes (especially TLPD and TTF) is minimised, and where appropriate ETF should look to deliver clear additionality.

Further Forces

To complete the expansion of the further forces programme which was started in 2017/18.

Support for Workforce Development on SEND

Total grant value: up to £1,200,000

ETF's SEND grant proposals for 2019/20 builds on the work that took place in 2018/19 by continuing the leadership CPD work begun in 2017 so that leaders and governors are equipped with the knowledge and skills to improve their SEND provision through their organisations' strategic plans, and by continuing the SEND middle managers work so that they are equipped with the skills to design, champion and quality assure provision for SEND learners, and to work with local authorities and other partners effectively. ETF will also continue to develop a coherent CPD offer that helps practitioners map out professional progression from SEND middle management to positions within senior leadership.

In 2019-20 ETF will also take forward new work to raise the profile of SEND among leaders and managers by commissioning three Centres for Excellence in SEND. The main focus of these will be on improving outcomes for learners with SEND aged 16-19 who need SEN support. The Centres will be headed by a senior leader, and each Centre will support three communities of practice, which will bring together managers and practitioners to explore and spread effective practice. These will be themed around

- Community (so learners with SEN contribute to, and benefit from, the economic and social life of their communities e.g. through employment)
- Curriculum (so that learners with SEN have good curriculum choices which lead to good outcomes)
- People (developing inclusive organisations and ensuring all staff are skilled at meeting the needs of learners with SEN)

Outcomes

- Stronger recognition among senior leaders of the importance of providing excellent provision for SEN learners which leads to better outcomes, and the ability among all leaders, managers and practitioners to improve the provision in their organisation.
- Better sharing of effective practice in areas such as pathways to employment and curriculum design, and in ensuring organisations are inclusive in their outlook.
- Professionals feel better equipped to develop effective pathway into employment resulting in more students with SEND securing employment.
- 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.

- 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

Basic skills (English, Maths and Digital)

Total Grant value: £4,650,000

Outstanding Teaching, Learning and Assessment (OTLA) £541,200

Deliver a programme of supported collaborative projects (including joint practice development & action research) that addresses provider based challenges and issues, with strands including:

- Learner progress (already underway)
- Development of learner's literacy skills through teaching and learning

Development of an effective evidence hub that shares the learning from OTLA (also part-funded from the Quality budget)

An evidence-informed practice conference for practitioners that launches the effective evidence hub and supports maths and English teaching across the sector.

Advanced Practitioners £388,300

Building on professional development for and sustaining community of practice of Advanced Practitioners across England through face-to-face and online activity, including evaluation.

Professional Exchange (Maths and English only) £188,300

Building and strengthening regional network of practitioner-led CPD activity (this is linked with the teachers and leaders element).

Study Programmes £459,400

1. Continued organisation and delivery of the Study Programme Expert Panel activity (supported and attended by DfE).
2. Delivery of support programme to ensure that providers are meeting the principles of the study programme and ensuring good/outstanding outcomes for learners. The programme will continue its focus on ensuring that all elements of the programme are complementary and used to ensure improved outcomes for learners on maths & English qualifications.

Subject Leaders (and middle managers) £323,500

1. Deliver a programme of development for subject leaders in maths & English which develops general leadership skills and provides subject specific content in driving improvement in M&E outcomes and TLA.
2. Provide input and support into the development of the wider middle manager programme including building an M&E curriculum design element.

Maths and English CPD offer £1,225,900

Build, sustain and deliver a targeted and responsive programme of online, face to face and blended development opportunities to support practitioners across all English regions to deliver improved M&E outcomes and TLA. Closely linked with other relevant programmes across the ETF.

Regional Specialist Leads £488,200

Provide a Regional Specialist Lead programme which provides expert advice, guidance and support to providers and practitioners across all regions and establishes a better understanding to inform CPD and wider development activity. This programme will link closely with Regional Maths Leads supporting CfEMs.

Practitioner-led research (Maths and English only) £152,900

Provide a programme of support and development for practitioners interested in undertaking academic research on issues related to maths & English.
(Note: this is 50% of the programme with the remaining covered within the teachers and leaders remit)

Functional Skills £529,400

Face to face and blended maths and English Functional Skills CPD support, including Level 5 Functional Skills courses and webinars as well as one and two day Functional Skills courses. Offer addressed to the whole sector, including vocational teachers and those in Offender Learning settings. Specific phonics support for the sector based on the toolkit and training materials developed in 18/19.

Basic digital skills entitlement £300,000

Building on the recommendations from the 18/19 quantitative and qualitative analysis and case studies of the FE workforce delivering basic digital skills training for adults:

- Development of micro-learning modules and training materials for face to face provision covering key topics in the new national standards for basic digital skills where analysis has pointed to the greatest need
- Trialling and delivering micro-learning modules and face to face provision from October 2019.

Professional Standards £52,900

Provide a programme of support and development for practitioners interested in undertaking academic research on issues related to maths & English.

Opportunity Areas – Training Needs Analysis (Hastings)

Total Grant value £40,000

Improve understanding of the professional development needs of teachers and trainers working in colleges in OAs, with a focus on improving teaching and learning practice, and on how teachers can better support learners from disadvantaged backgrounds:

- To compare OA training needs with the national picture;
- To support the improvement of the professional teaching practice of participants; and
- To support the improvement of educational outcomes and life chances of disadvantaged young people living in OAs.