

# Education and Training Foundation Partnership Framework

2022-23

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## INTRODUCTION

The Education and Training Foundation (ETF) cares about working in collaborative partnerships with our sub-contractors and commissioned providers (hereby known as Delivery Partners or Partners throughout). In order to set out clearly the expectations we have of both ourself and Partners during any delivery work with the ETF, we have devised a Partnership Framework which is split into three parts:

- **PART A** is about how we will partner with you. This includes content about what partnership means, relationship dynamics and how we build our partnership base. Part A is useful for Partners at any time but is applicable to a pre-delivery stage.
- **PART B** is still about the ETF's relationship with Partners but focuses on how we will work with Partners in a delivery phase. This includes detail about how we will manage Partners and how we work as an organisation. Part B is to be used once Partners have entered a contractual relationship with the ETF.
- **PART C** is about how we ask our Partners to work with us. This includes expectations and obligations of being a Partner with the ETF. Part C is to be used once Partners have entered a contractual relationship with the ETF.

This Partnership Framework will be reviewed periodically to incorporate any changes to organisational structure or processes. When a review has taken place, the updated version shall be uploaded to the ETF's website. When accessing the document, Partners shall always refer to the ETF's website to ensure they are accessing the most recent version <https://www.et-foundation.co.uk/partner-working/>

The Partnership Framework sets out the expectations of Delivery Partners. It should be used alongside a contract. If there are any instances of conflict between the framework and the contract, the contract will take precedence.

To find out more about what the ETF does, please visit our website - <https://www.et-foundation.co.uk/>

The Education and Training Foundation (ETF) designs, develops, commissions and delivers Continuous Professional Development (CPD) for staff in the post-16 sector to support government policy and meet sector needs.

The ETF believes that:

- The key to improving education and training is to support teachers and their leaders to excel

Everything the ETF does is in pursuit of our vision of:

- Highly effective, professionally confident teachers and trainers
- First class leadership of the sector
- The Post 16 sector as the career of choice for ambitious professionals who wish to make a difference

To achieve our vision, we will pursue five strategic objectives.

- GROW the capacity of the sector
- LEAD the sector's own development activities
- INFLUENCE the system's priorities, thinking and behaviour
- DEVELOP the capability of the sector
- EVOLVE the ETF to continuously adapt and thrive

We have five organisational values which reflect our ethos and culture. These values underpin our approach in supporting the continual transformation of the technical and vocational education system in the UK. Developed by our experienced professional staff, they guide us in how we work with teachers, trainers, leaders, partners and stakeholders alongside how we behave and operate as a team.

Our values, which are reflected in our partnership charter (below), are as follows:

- Responsive: We listen and provide effective solutions
- Striving for Excellence: We aim for the highest standards in everything we do
- Inclusive: We reflect your views in our thinking and in our actions
- Expert: We base our decisions on evidence and expertise
- Trustworthy: We are open, honest and act with integrity.



Our Partnership Charter forms the basis of this document and is set out on the next page. This charter has been developed using the above organisational values as the framework to establish what we, as the ETF, will be responsible for, and in turn, it sets out what we ask our Partners to do.

## Our partnership charter:

	<b>We will...</b>	<b>In return, we ask you to...</b>
<b>RESPONSIVE</b>	<p>Use research and intelligence to design and commission relevant and valuable programmes.</p> <p>Be open and flexible to suggestions and adaptations to ensure programmes meet the needs of participants.</p> <p>Respond to issues, queries, and feedback in a timely manner.</p> <p>Provide a clear framework for the reporting of performance and activity and the process of contract management.</p>	<p>Draw on a range of networks and diverse contacts to inform the development and delivery of programmes to ensure they meet the needs of all participants.</p> <p>Be flexible and adaptable in the model of delivery.</p> <p>Respond to requests from the ETF and queries from participants in a timely manner.</p> <p>Adhere to the reporting and contract management requirements.</p>
<b>STRIVING FOR EXCELLENCE</b>	<p>Encourage and embrace innovation and creativity.</p> <p>Use partner, stakeholder and customer feedback to improve our programmes.</p> <p>Set clear, high and fair expectations for the quality of programme delivery.</p>	<p>Be innovative and creative in your delivery design to ensure high quality and value for money, including the effective use of technology.</p> <p>Proactively engage in gathering and acting upon feedback to ensure high quality delivery.</p> <p>Aim to deliver the highest standards of quality.</p>
<b>INCLUSIVE</b>	<p>Draw on a broad range of stakeholders to inform the planning and design of programmes.</p> <p>Set clear expectations on the accessibility and inclusivity of programmes. Provide overarching communications and marketing support to Partners, where necessary / needed.</p>	<p>Report on the participation rates of programmes and act on this to increase / improve participation in relevant groups.</p> <p>Role model effective practice around equity, diversity and inclusion in the delivery of programmes. Actively develop, monitor and promote programmes that encourage participation from across the sector including ETF CPD and membership of the Society for Education and Training (SET).</p> <p>Provide communications and marketing support that enables programmes to meet the right audiences.</p>
<b>EXPERT</b>	<p>Support Partners in building capability and capacity for the successful delivery of programmes.</p> <p>Conduct and share research into the needs of the sector which informs programmes. Provide a framework that sets out the elements of effective CPD.</p>	<p>Utilise expert and credible practitioners to deliver programmes.</p> <p>Draw on own expertise and that of networks and Partners to inform programme delivery.</p> <p>Be evidence informed in approaches to CPD and content delivery.</p>
<b>TRUSTWORTHY</b>	<p>Be transparent in the way we work and encourage competition.</p> <p>Protect public funds through effective contract and financial management.</p> <p>Be clear and consistent on the objectives of programmes and focus on the expected impact on practitioners and students.</p>	<p>Be open about delivery performance and maximise opportunities to improve.</p> <p>Ensure efficiency in delivery and management of programmes to ensure value for money.</p> <p>Maintain a strong focus on delivering impact for the FE sector and make decisions based on this.</p> <p>Role model effective inclusion and sustainability practice in the delivery of programmes, reducing negative impacts to the environment and enhancing positive inclusion and sustainability outcomes where possible.</p>

## PART A PARTNERSHIP FRAMEWORK – HOW WE PARTNER WITH YOU

### 1. HOW TO USE THIS FRAMEWORK

This document provides guidance for our Delivery Partners and the ETF's staff in applying the ETF's Partnership Framework.

It is critical that the ETF has systems in place to ensure the highest standards for our engagement and delivery, and arrangements to ensure effective quality assurance.

The aim of this framework is to make partnership working central to the ETF's contract procurement, delivery, and project / programme evaluation, keeping processes simple whilst ensuring that they are robust, measurable, and achieve sustainable and continuous improvements for all parties.

All sections of this document can be used in isolation as needed for staff or partners.

### 2. WHAT PARTNERSHIP MEANS TO US

We are committed to having relevant, rigorous, and robust tendering, procurement, and programme management processes, that ensure contracts we award to providers meet the needs of the government and of the Post-16 Sector (hereby known as the 'sector'). Effective partnership working reflects supportive, respectful, and collaborative practices and relationships, essential to achieving our goals.

To be able to have such a relationship, there is a need for regular and on-going supportive conversations with our Partners to encourage openness, avoid surprises, manage problems at an early stage and adapt programmes according to participant need. We also know that there is a need to invest in our partners, and to provide, where required, additional support, tools, input, or ideas to help enable success.

The following principles underpin our overall approach to procuring, commissioning, and managing our Delivery Partners:

- **Collaborative** - but challenging each other to find ways of getting the best results and based on constructive feedback in both directions.
- **Communicative** - clearly expressing requirements of contract deliverables, outputs, outcomes, impact measures and quality assurance (QA) processes.
- **Transparent** – be fair, open, honest, inclusive and accessible
- **Developmental** – inclusive in design and constantly exploring with stakeholders and partners how things could be done better to ensure greater impact, high standards, efficiency and cost effectiveness.
- **Connected** - ensuring that activity across the organisation is managed and those common themes are identified.
- **Improving** - to constantly achieve the best outcomes for practitioners, providers, learners, employers and the wider communities they serve
- **Supportive** - effective support through a named ETF staff member assigned to each contract.
- **Ethical** – working with partners that share our commitment to sound environmental and social practice and who take responsibility for their actions and impacts.

#### 2.1 Partnership expectations

Organisations who wish to partner with the ETF will need to meet expectations of our partnership approach. In turn, through our charter, we have set out what we must also do to fulfil partnership obligations.

Some of the areas where partnership expectations may be demonstrated include:

- **Delivering effective CPD** - ensuring that the Delivery Partner can deliver good quality CPD, as defined by the ETF's 12 principles of Effective CPD model. See Appendix B
- **Marketing** - this must be agreed at the contracting stage to ensure that communications and dissemination plans recognise the need for ETF branding and the involvement of the ETF Marketing and Communications team to work collaboratively with our partners. This is to ensure that participants in programmes understand the respective roles of the Delivery Partner and the ETF  
<https://www.et-foundation.co.uk/news-archive/etf-brand-guidelines-templates/>
- **Networking groups / forums** - Partners may be asked, where required, to form part of any panels which assess and evaluate delivery
- **Surveys** – surveys are regularly conducted by the ETF with the results shared with our partners. Partners should only survey their participants with agreement of the ETF or if explicit in their contract. The ETF will provide updates to the partner detailing survey feedback via Monthly Partner Review meetings
- **Data management** – Partners must only process personal data as part of an agreed Data Sharing Agreement with the ETF, in a robust and secure manner compliant with the UK GDPR. Partners are required to assist the ETF in areas such as data access and data breach investigations.
- **Exit Planning** – when a contract is ending the ETF will provide support to the provider to manage the process

### 3. HOW TO DELIVER EFFECTIVE PARTNERSHIPS

#### 3.1 Responsibilities and expectations

In the spirit of collaborative working, the Partnership Charter outlines what we will ask of our contracted Delivery Partners, but also in turn, what you can expect from us. These are aligned to our values and our strategic objectives.

#### 3.2 Relationship between Partners and the ETF

Delivering effective partnerships requires collaboration and trust on both sides. The ETF uses collaborative partnership arrangements guided by values of behaviour (relationship-oriented model) and more formal subcontractor arrangements, guided by contracts, (task-oriented model). Both relationships are essential but may be deployed at different times depending on the situation.

The table below shows **task-oriented** and **relationship-oriented** management activities / styles side by side to help explain how different interactions might feel for the ETF and their Partners depending on whether the situation requires a more task or relationship-focused approach. For example, a performance management concern would be addressed through task-orientated management, whereas a partnership forum would be led using relationship-orientated management style.

#### The two styles side-by-side:

Task-oriented leadership / management	Relationship-oriented leadership / management
Emphasis on work facilitation	Emphasis on interaction facilitation
Focus on structure, roles and tasks	Focus on relationships, wellbeing and motivation
Producing desired results is a priority	Fostering positive relationships is a priority
Emphasis on goal-setting and clear plans to achieve those goals	Emphasis on team members and communication within
Strict use of schedules and step-by-step plans, and a performance management	Communication facilitation, casual interactions and frequent team meetings



## 4. BUILDING OUR PARTNER BASE

The ETF is committed to increasing and improving its pool of potential Delivery Partners. Increasing our partnership base is important as it will help to:

- Generate **responses** from organisations inside and outside the sector to respond to our Invitation(s) To Tender (ITTs) and work independently or as part of a consortium
- Ensure **breadth** and diversity (our partners represent the whole sector). The ETF is constantly reviewing the delivery offer to ensure it meets need. In an evolving policy landscape, this can mean that we need to develop different models and reach new and diverse audiences. A narrow pool of partners could limit the ability to do this
- Increase **scope** (in terms of partner specialisms and areas of expertise, allowing us to secure the right skills and experience to deliver our contracts effectively)
- Maximise **innovation** (for leading edge delivery and new ways of thinking to develop creative solutions / outputs)
- Monitor **capacity** (of individuals working on projects / across programmes). Significantly increasing the volume of provision is difficult if the pool of partners is too small. A small number of partners also has associated risks around the stability of organisations. If one significant partner (or sole trader who bids within a number of different consortia) ceases to trade, there could be issues in moving the existing provision and contracting new programmes. It is essential therefore to have a good mix and breadth of partners to manage the capacity of organisation to deliver and for the ETF to maximise impact.

The ETF is committed to removing barriers for Partners engaging with us. These could include:

- Lack of knowledge of the ETF beyond the Post-16 sector
- The content of ITTs may not encourage smaller or a diverse range of organisations to respond.
- The ETF's processes and procedures may discourage some organisations to respond.

The ETF is committed to ensuring there is a diverse Partner pool. Activities which will assist with this include:

- Tweeting and posting on LinkedIn for each new tender
- Regular reminders in ETF newsletters about MyTenders portal
- When required organising webinars to engage with new partners.

The ETF will ensure it has robust procurement and inception procedures for contracting with new Delivery Partners, so that:

- Each Delivery Partner has a dedicated ETF member of staff. This person is our named representative and will be the first point of contact for the Partner in relation to the contract
- There is clear communication and understanding at the very beginning of the contract with regards to the expected outputs, milestones and deliverables.

## 5. 'PERFORMANCE EXPECTATIONS

### 5.1 Importance of setting the right expectation

At the ETF we have four main funding streams:

- Grant funded income from the Department for Education (DfE)

- Contracted work from commissioners that has been successfully won by the ETF
- Commercial activity undertaken and funded by the ETF.
- Membership and Accreditations

## 5.2 Contract & Grant funded activity

It is in the interest of both our Partners and the ETF that the programme idea / scope is formulated in full (including expectations of the programme, impact, outputs, design and purpose) to support partners in bidding for work. Points to be taken into consideration include:

- Ensuring it is in the interests of the sector
- Supports the ETF's strategic aims
- Whether there is any overlap with existing programmes
- Whether the programme idea is consistent with a medium-term strategy for the programme area
- How the programme is to be monitored and evaluated and what data will be collected before the programme (to establish a benchmark) and during / after the programme.

Setting the right expectations for deliverables and stating these clearly means that Partners can confidently bid for work/services understanding what is expected.

Partner performance will be measured in several ways, with expectations set which include Key Performance Indicators (KPIs), expectations for delivery, expectation of outputs and these will be set during the awarding stage and further discussed at the inception meetings once a contract is awarded. For 'delivery' contracts the programme life cycle is attached at Appendix A.

Examples of detail to firm up at the inception meeting, would include:

- Intended outcomes
- Target numbers
- Types and definitions of reach
- Payment milestones (which relate to delivery)
- Course pricing (where required)
- Process for reviewing quality
- Progress monitoring documents and data required, including for contracts, any requirements from the commissioner
- Intended (user) experience of participation
- Arrangements for evaluating the impact of your programme, including the collection of feedback data from course / programme participants on their experience of attending, and the collection of outcomes data from participants (before, during and after). When and how will these be administered? How will the data be collected and stored? How the data will be used and report on?
- Contracts should include expectations of what the Delivery Partner will deliver and, if applicable, notify the Delivery Partner that the programme will be independently assessed and/or evaluated.
- Exit Planning – when a contract is ending the ETF will provide support to the provider to manage the process

## 5.2 Commercial funded activity

The Education and Training Foundation provides direct funding and develops courses for the education workforce. Where partnerships take place the performance expectations are provided to the partner during the contracting process and clarified for signing in the contract once agreed. Examples of detail may include the following depending on the project:

- Target numbers
- Types and definitions of reach
- Payment milestones (which relate to delivery)
- Course pricing (where required)
- Process for reviewing quality
- Progress monitoring documents and data required, including for contracts, any requirements from the commissioner
- Intended outcomes
- Intended (user) experience of participation
- Arrangements for evaluating the impact of your programme, including the collection of feedback data from course / programme participants on their experience of attending, and the collection of outcomes data from participants (before, during and after). When and how will these be administered? How will the data be collected and stored? How the data will be used and report on?
- Contracts should include expectations of what the Delivery Partner will deliver and, if applicable, notify the Delivery Partner that the programme will be independently assessed and/or evaluated.
- Exit Planning – when a contract is ending the ETF will provide support to the provider to manage the process

## PART B PARTNERSHIP FRAMEWORK – HOW WE WORK WITH YOU

This section sets out how we will work with Partners during delivery.

### 1. DESIGN AND DELIVERY APPROACH

The ETF's approach to delivery (including our intended plans for Partners) of any activity starts with a design element where we consider:

- What is it that we are trying to achieve with this work and what is the measurable difference we want to make in the short to medium term? Who is the programme aiming to reach and why? These questions help set out an early overview of a range of factors for the design work such as the KPIs, performance, reach targets, quality, impact, evaluation, data and evidence.
- How we are going to measure before, during and after the programme to evaluate the outcomes and impact that our programmes have on teachers, trainers, post-16 providers and learners, and compare these with appropriate benchmarks.
- Utilising our standards for Continuous Professional Development (CPD) in programme design and what we do to make sure that the programme is likely to be successful (quality).
- How the Delivery Partner will provide assurance of quality and how we check that via our own quality management system.
- How we will measure performance of the partner – this includes the kind of measures that would be relevant and what measures will be needed to assess the difference we wish to see, such as engagement and customer satisfaction.
- How we and Partners will monitor and manage risk in the programme / contract.

The 'design' considerations in turn inform some of our delivery requirements. These include:

- How we manage and capture a range of data
- Information we require from Partners on their progress, KPIs and other measures
- What information we will need to gather on the quality of the delivery
- What information we will require Partners to share i.e. evidence of branding
- If and when Partners are directed by the ETF to conduct surveys (e.g., feedback surveys, outcome surveys, satisfaction surveys)
- Other data which we may ask partners to collate or import into the ETF's systems – such as uploads of engagements, participant information (including their email contacts) and attendance information imported into the ETF's systems, etc.

These delivery requirements will be set out by the ETF's lead contact for the contract, either during the inception phase or during programme delivery. Requirements may change throughout a contract lifetime as other factors emerge.

## 2. PERFORMANCE MANAGEMENT FRAMEWORK

### 2.1 Managing performance and quality

The ETF manages performance using this Partnership Framework as a guide. The primary purpose of this framework is to ensure that contractual performance is maximised for the benefit of all participants.

The ETF has responsibility for managing the relationship with the Partner and ensuring that the programme performance meets the original specification requirements. The Partner, in turn, is directly responsible for managing day-to-day performance and fulfilling the obligations of the agreement they have with the ETF.

In order for the ETF to fulfil their obligations, Partners will be required to provide information where required, including qualitative and quantitative data, as well as providing access to delivery for assessment and review purposes.

Whilst performance management will be based on monitoring and acting on the Delivery Partner's achievement in respect of specific measures of performance and how this relates to payment milestones, it is important to balance this with supportive management to enable the Partner to achieve the programme / contract goal or KPI. Continuous monitoring and joint discussion of risk will enable early identification of possible failure, leaving time to take preventive action.

Quality risk is measured in several ways as detailed in the ETF's Quality Management System ([QMS](#)) and the [Quality Compliance and Audit Framework \(QCAF\)](#). All partners at various times will be subject to a range of audits, compliance checks and observations undertaken by appropriate ETF staff which will inform the progress of the programme. Feedback and actions will be provided to the partner at partner review meetings.

Where there is an instance of a nonconforming output from a Partner, e.g., such as a product or a service, the ETF may issue the Partner with a Nonconformity Report (NCR). The NCR requires thorough investigation and response from the Partner detailing what actions were taken (corrective), what the root cause was defined as, and then what actions will be taken (preventive) to ensure there is no reoccurrence.

Where observations, quality and compliance audits combine to identify more embedded quality and delivery issues within a Delivery Partner organisation, which are not readily solvable through standard performance management and quality improvement processes, the ETF will undertake a 'deep dive' process called a Provider Assurance Review (PAR) with the Delivery Partner.

The Provider Assurance Review (PAR) will build on existing quality compliance and audit activity, providing a more intensive review of assurance and will include support for the partner to explore different aspects of the management and delivery such as, governance, decision-making, risk management, data analysis, performance management processes, staff management processes, business development, and quality management. Time bound action plans will be formulated and monitored by the ETF.

During the contract, it is a Partner's responsibility to provide early warning to their ETF contact should any issues arise. This could relate to performance, finance, quality, risk and any other relevant matters pertaining to the programme / contract. Failure to notify the ETF of emerging

issues is not in the spirit of the partnership values that this framework sets out.

## 2.2 Partner management





Partners will be allocated an ETF staff member who will be responsible for day-to-day interactions and will be the key contact on all matters related to the delivery of the programme / contract. There will be both formal and informal activities which may take place on a regular basis which include:









- **Performance and delivery review meetings** – Partners will need to prepare in advance for these meetings (the frequency of which will depend on the nature of the contract / programme, the requirements of the commissioner (if a contract) and the risk associated with any performance)
- **Performance management interventions** – there may be activities which the ETF request that the Partner undertake, or expect to take place, based on any risks or issues which arise. The possible interventions are set out below in the Performance Interventions Table
- **Coaching, guiding and supporting** – The ETF will work in a supportive manner, providing advice and guidance where possible to assist with the attainment of success. We ask Partners to be open to working in this manner and to take responsibility to ask for support where it is needed.

## 2.3 Progress monitoring activity via review meetings

All Delivery Partners are required to submit monthly project updates. Each partner will self-assess against a set of deliverables including Reach (Target numbers), KPIs, Quality Improvement Plans, Risk, and Quality Assurance Plans

Delivery Partners should be submitting project plans, risk documentation, quality assurance plans and outline content for delivery of CPD for the ETF to review in addition to the monitoring activity which is set out below:

<p>Regular written Delivery Partner reports based on data submitted onto the ETF's systems</p> 	<p>Informal conversations with Delivery Partners</p> 	<p>Review of current risks and their mitigation</p> 	<p>Monitoring achievement of programme milestones</p> 
<p>Review of materials developed</p>	<p>Review of marketing plans, materials and sales contact logs</p>	<p>Audits conducted and Observation from training / delivery sessions</p>	<p>Testing and review of online products / services</p>

			
Mystery shopping	Review of a Delivery Partner's own evaluation or ETF survey participation findings	Outputs of evaluations and review of participant feedback	Formal conversations with leaders/managers
			

The ETF lead will review performance in discussion with the Delivery Partner at a degree of regularity relevant to the programme. This will be at least monthly and often more frequently. It is essential that this is done at a sufficient frequency to detect underperformance at an early stage and to enable support to be provided and corrective action agreed so that the programme can be delivered to meet stakeholder needs.

## 2.4 Performance interventions

The ETF staff member accountable for performance needs to know how well a Partner is performing so that necessary action(s) can be taken. To determine if any performance interventions are needed, the delivery must be monitored against each of the partners' KPIs / defined outputs. Progress and subsequently, any risks and issues, will be identified through a selection and combination of progress monitoring activity (as above).

### Performance interventions table

The ETF lead will agree specific actions with the Delivery Partner dependent upon performance towards targets. The nature of the interventions may be performance enhancing or they may be interventions which address concerns or risk. The table below sets out both groupings:

No	Enhancing performance interventions	Descriptor
1	Reviewing approach to recruiting participants / learners	Modifying the marketing and promotion of a programme to target audiences who can benefit most or require engagement. This may require engaging with some expertise to consider different channels and methods if the approach thus far has not been successful.
2	Adapting materials	The Partner may need to modify hard copy or online products to meet requirements which are becoming apparent as delivery is underway.

3	Creating new partnerships	Where necessary, it may be that the Partner needs to link up with another organisation to ensure that delivery is successful. This could be a well networked partner, one who has wider marketing channels or reach into the sector, one who can support on diagnostics, or any other delivery elements which may be best served by teaming up with another party to resolve performance issues.
4	Identifying and sharing effective practice	Partners, especially in a consortium delivery, have shared goals for success. The ETF may see a possibility of effective practice being shared to benefit all parties and would discuss that with relevant partners.
5	Quality assurance activity	Partners need to demonstrate the quality of their delivery by sharing their internal quality assurance reviews as directed by their Quality Assurance Plan (QAP). In addition, the ETF will, as necessary, share any concerns from any ETF quality assurance reviews undertaken. Partners may also be requested to undertake their own additional audit of any element of delivery should there be concerns raised.

No	Interventions to address concerns and risks	Descriptor
6	Reviewing deliverables where there is underperformance	Adapting individual targets to improve the performance of a Delivery Partner (contract permitting). This may include adjusting the timing of the programme to support the identified needs of the participants.
7	Reducing contract size, volume and/or value	If a Partner is not performing or achieving delivery, reach, or financial targets, the ETF reserves the right to modify performance targets and potentially move delivery to another Partner.
8	Increasing contract length	Where possible, if a contract is behind on delivery, but there is room to expand on the duration of the contract or extend the milestones, this is an option the ETF can review with partners
9	Withholding or delaying payments	If there are significant concerns, or a Partners' payments are tied up with milestone delivery, the ETF reserve the right to withhold or delay payments until targets have been achieved.
10	Commercial letters	A commercial (without prejudice) letter from a Director to a Partner to raise concerns on a range of possible issues such as financial risk, commercial viability, quality of delivery, performance. This letter will ask for reassurance in person, or in writing to address any issues.
11	Contract breach	In extreme circumstances, a Delivery Partner's contract may be terminated if the partner's performance has failed to an extent that recovery is not possible or if a breach has occurred.

## 2.5 Manage up / manage out

An important part of the ETF's role is knowing when to manage a Partner so that they make improvements. This is about identifying the circumstances and taking action to manage a Delivery Partner to improve their performance.

The ETF understands there may be a need to manage a Partner out of delivering a programme following the mentioned checks and reviews of the programme. This should not come as a



surprise to a Partner or to the ETF and is a measure to be taken when all other interventions have failed, or if circumstances warrant immediate removal of a Partner (in line with their contracts).

### **3. QUALITY MANAGEMENT**

Quality Management consists of three areas: Assurance, Control, and Improvement.

Quality Assurance (QA) relates to how a process is performed or how a product is made / delivered. QA provides confidence that all quality requirements will be fulfilled.

Quality Control (QC) focuses on the inspection aspect of Quality Management and consists of measuring, examining, and testing to gauge one or more characteristics of a product or service and the comparison of these with specified contract requirements, to determine conformity. Products (e.g., course delivery and/or resource content), and various other outputs can be inspected to make sure that what is being produced or provided, is correct and meets the contract requirements and any other relevant specifications.

In effect, QA provides the overall guidelines, whereas QC is a product-focused inspection process.

Quality Improvement (QI) is about improving the delivery / service process. It is about successful and sustained improvement and what makes it effective is how changes are introduced and implemented.

The ETF has a centralised quality assurance function and has implemented the ETF's Quality Management System (QMS) across the organisation building on the current arrangements. The aim of the QMS is to identify and coordinate the key processes that contribute to the successful delivery of our key programmes, to develop a systematic approach which supports us to consistently meet customer requirements and enhance their satisfaction. The following section details how we will work with partners to meet clear quality standards.

All Partners enter into a service agreement with the ETF at the start of a project. This details their roles and responsibilities for meeting agreed key performance indicators, outputs, deliverables, and milestones. Partners are required to submit a Quality Assurance Plan (QAP) as part of the project planning process which outlines their internal quality management activity. The ETF's Regional Quality Assurance Managers (RQAMs) will monitor the effective implementation of the partner QAP during Quality Audits and partner meetings and will expect to see evidence that supports the plans activities.

#### **3.1 Risk Based Approach**

The ETF aims to work with partners who have a successful experience when delivering high-quality learning opportunities. Our partner procurement processes, include a range of due diligence activities to evidence previous performance; review policies and processes that promote quality; and validate relevant external quality standards and accreditation (including with relevant Awarding Bodies, Ofsted and other organisations as appropriate). The ETF also follows robust risk management processes enabling us to offer opportunities for new market entrants to test innovative approaches, whilst maintaining the highest standards of service delivery.

We adopt a risk-based approach to quality management – focusing resources and quality reviews where they will have the greatest impact and maximise learning to inform future development of products and services that best meet customer needs. This involves:

- A minimum level of observation, testing and quality audit for all products and services.
- Increased level of activity for individual projects or Delivery Partners commensurate with higher risk ratings
- Targeted observation or audit as a direct result of activities / interventions where concerns have been identified or particular focus is required
- Monitoring participant's feedback from surveys conducted.

### 3.2 Reviews of quality

Reviews of quality are carried out by ETF's staff and/or commissioned Programme Assessors (PAs). Quality Reviews are one of our quality control mechanisms from the perspective of a 'critical friend.' Hence the purpose of the Quality Review is to:

- a. Quality Control programme / project content and delivery
- b. Add value by identifying, capturing and articulating instances of innovation and effective, if not excellent practice and drawing out emerging cross-ETF and cross-sector themes to highlight collaboration and extension opportunities between projects / programmes
- c. Suggest next steps in the programme(s) or areas for development
- d. Be cognisant of any evidence base (e.g., action research).

Quality Reviews should happen throughout the life of the contract to ensure that supplier outputs are quality controlled in line with the requirements of the contract. The process will be tailored to meet the differing demands of the various programmes. It also helps to foster a collaborative approach to contract management.

The size, duration and nature of the programme will decide the scope of Quality Reviews, which will be decided by the Head of Quality Assurance and implemented by Regional Quality Assurance Managers.

Key tasks include:

- i. Assessing the quality of project resources / outputs (this may be either a sample or the full resources, depending on the scale and number of outputs produced).
- ii. Attending, observing and assessing the quality of content and delivery of face-to-face and online courses, webinars, conferences, seminars, workshops and dissemination events. The Continuing Professional Development (CPD) model should be used to support these activities.
- iii. Reviewing resources and reports (e.g., surveys) to provide an analysis of the reach and quality of experience from the activity/ies delivered.
- iv. Interviewing appropriate project / programme individuals and / or wider stakeholders.
- v. Identifying strengths and challenges of the project / programme.
- vi. Conducting desk-based audits – reviews of policies, key processes and branding checks

### 3.3 Feedback & Reporting

As a result of the any quality reviews, the Regional Quality Assurance Manager (RQAM) will provide verbal feedback via partner meetings to the Delivery Partner lead or other manager as appropriate, highlighting strengths, good practices, and areas for improvement, along with an indicative risk rating. Quality reports are written and actions arising from quality activity will be assigned and monitored over a designated timescale in accordance with the partner

### 3.4 Project Closure

Project Closure Documents (PCDs) are used internally by the ETF to assess the overall effectiveness of a project or programme of work and happens at the end of the contract or yearly if a contract is extended. They do not usually involve the partner directly but consist of an overall review by internal teams who have touchpoints with the partner. In most areas, more detailed reporting or evaluation will underpin the summary that is provided via a PCD. The document has a focus on project / programme requirements, achievement, learning, and lessons for future work. Information might come from, but is not limited to monitoring activities, the project closure discussions between internal teams, and quality review activity that has been undertaken. The lessons learned from this process aligns to the ETF's Quality Management System by highlighting possible priorities for actions or considerations and improving the procurement and delivery of future contracts.

### **3.5 Quality Control and Quality Improvement**

This is part of the performance management process and may be a specific intervention requested (see item 5 in the interventions table above).

### **3.6 Principles of Design & Delivery**

We have developed a CPD model to set out our expectations about the quality of design & delivery (Appendix B). These tools have been developed drawing extensively on research.

The purpose of the CPD model is to express succinctly the features of planned, formal CPD which should be incorporated into its design and delivery, so that participants have the best opportunity to change their practice effectively and intelligently (within a diverse sector). The model and framework incorporate a wide interpretation of CPD (i.e., not just single instances of face-to-face training) and can be used effectively with all modes of delivery. It is an expectation that all CPD activity designed or delivered on behalf of the ETF will meet the criteria laid out in this model.

## **4. EVALUATION**

All ETF's workforce development programmes aim to improve education and training for learners aged 14 and over through supporting teachers, leaders and trainers to excel. ETF invests in evaluation to help us measure the impact of our programmes, enabling us to better understand what works and celebrate what is achieved, but also to help us to learn and improve our programmes.

- Defining all the outcomes we want to deliver, and measure, is a key part of the project inception meeting(s) and subsequent monitoring meetings.

Outline what our expectations are of Delivery Partners:

- As part of planning the content and delivery of the future ETF funded programmes, review and reflect on insights and learnings from wider evidence (research), previous evaluations and data (i.e., user profile, reach, feedback on quality of experience, quality of provision, outcomes) and look at ways to incorporate this into programme design (what you do, and how you do it)
- Collect data on your activities - in terms of who you are reaching? how are participants engaging?
- Collect baseline data from participants on their needs and expectations, and learning objectives, and follow-up data on how well these were met
- Facilitate the collection of ETF evaluation data (using quantitative surveys and qualitative data, where appropriate, on:

- Participants self-reported feedback on the quality of their experience
  - Teachers self-rating on the quality of the programme delivered
  - Participant outcomes
  - Learner outcomes.
- Periodic assessment of what's working well or not working well in terms of programme design, content and delivery (using data above and delivery team insights) and share and discuss these findings with ETF, and collectively agree what adaptations may be required, or what needs to be stopped
  - Facilitate, support and participate in any independent evaluation that ETF commissions to evaluate your programme
  - Inform ETF of any other types of information / data that you are or plan to collect for your own purposes, and why.
  - Share findings from evaluation and lessons learnt (i.e., including reporting on what's not worked well) internally within your organisation and with relevant others, and illustrate to ETF how you plan to use these findings and lessons learnt to develop and improve your programme design, content and delivery in the future.

Outline of ETF's approach to evaluating the impact of our programmes:

The reviewing of commissioned pieces of work will be scheduled to take place at various stages of a project's lifecycle. The planned activity could take the form of, but is not limited to, observations (of courses, etc.), reviews of reports, publications and resources, Partner reports and mystery shopping. The variety and volume of evidence available for any evaluation will be varied, dependent on the duration of the project and the stage of the project.

## PART C OPERATING REQUIREMENTS – HOW YOU WORK WITH US

### 6. OBJECTIVES, DELIVERABLES AND OUTCOMES

The delivery objectives, deliverables, outcomes and the KPIs which inform the measurement should be agreed from the outset. KPIs will be based upon the Invitation to Tender / ITT and agreed with the Partner prior to executing the agreement. KPIs may include (but are not limited to):

- Reach
- Feedback scores
- Equity and diversity measures
- Marketing and strategy
- Course content
- Course quality
- Course delivery
- Programme evaluation.

### 7. PROJECT PLAN & QUALITY ASSURANCE PLAN (QAP)

Delivery Partners must create and agree their project plan in consultation with the ETF lead prior to the start of the project. It is our expectation that Delivery Partners will, as a minimum, use a basic project plan template either in Excel or MS Project.

All project plans must:

- Define the scope and objectives
- Define the deliverables
- Track and report project progress
- Cover change management needed
- Include risk management – a risk register and quality assurance plan are required at the start of a project before delivery starts.

The Project should not commence until the project plan has been agreed and signed off by the ETF lead.

All partners must produce a Quality Assurance plan in consultation with the Regional Quality Assurance Manager at the start of the project. It is our expectation that partners use the QAP template provided in the monthly review documents for ongoing reference at review meetings. The Regional Quality Assurance Manager will review and sign off the partner QAP.

### 8. COPYRIGHT

Most of our work is funded by central Government either through a contract or a grant. The basis of this funding is that the copyright of any resources or materials produced with government funding will be Crown Copyright. It will, however, be made available for the ETF and our Partners to use in accordance Open Government Licence (OGL).

Our Partners agree to assign to the ETF the copyright, Intellectual Property (IP) Rights and any related rights for the Arising IP (i.e resources and materials developed as part of the funded programme). This doesn't affect the copyright of Partners' materials which were produced before the commissioned programme or agreement, Our Partners grant the ETF licence to Further information on Crown Copyright and OGL can be found [here](#).

## 9. BRANDING, MARKETING & COMMUNICATIONS

### 9.1 Branding

For all contract deliverables, the ETF must be the lead brand unless otherwise agreed and written approval received from both the ETF lead and the ETF's Director of Marketing and Communications (or an agreed person with delegated authority within the ETF's Marketing and Communications Department).

Partners must comply with the ETF's brand guidelines - <http://www.et-foundation.co.uk/etf-brand-guidelines-templates/> to ensure they are applying the brand correctly alongside any other brand (such as a Government Department) that is a contractual requirement. This is a mandatory requirement, bar any specific bespoke agreements received.

All new branded material must be signed off by the ETF's Director of Marketing and Communications (or an agreed person with delegated authority within the ETF's Marketing and Communications Department)

All branding must comply with standard accessibility requirements to ensure inclusivity.

### 9.2 Promotional activity

Delivery Partners must create and agree their communications and marketing plan in consultation both with the ETF lead and the ETF's Director of Marketing and Communications (or an agreed person with delegated authority within the ETF's Marketing and Communications Department).

Partners must use the phrase 'Commissioned and funded by the Education and Training Foundation' in all channels and in all media to acknowledge the ETF's involvement e.g., not 'supported by' or 'in partnership with' unless otherwise agreed. For some specific programmes there will be a requirement to include a reference to a Government Department, such as the Department for Education.

## MARKETING AND COMMUNICATIONS

### 9.3 Marketing and Communications

On grant funded activity the Delivery Partner will be responsible for all the marketing and sales of courses as set out in the tender response document. This includes ensuring target numbers and income, as detailed within it, are recruited and appropriate remedial action is proposed and agreed with the ETF, should recruitment fall below the agreed target number of delegates.

The ETF will offer general marketing support to the Delivery Partner where required and requested, however the full responsibility for recruitment remains with the Delivery Partners. The Delivery Partner will ensure all marketing and communication materials and resources developed adhere to the ETF's brand guidelines. The Delivery Partner will provide a named contact for the management of communications and will provide a draft copy of the relevant communications and marketing plan promptly to the ETF.

Where the ETF bids for work directly from commissioners, the arrangements may be different with the ETF taking greater responsibility for marketing and communications.

### 9.4 Media, Public Relations and social media

The ETF's Marketing and Communications team require prior sight of all marketing collateral, press releases, articles and other promotional copy produced by Partners.

All press releases must include the ETF's boilerplate in the notes to editors, which is available

from the Marketing and Communication Team.

### **9.5 Websites and social media**

Unless agreed by the ETF lead and Director of Business Strategy, a Partner is not allowed to create a brand-new website specific to the delivery of their ETF commissioned programme or group of ETF commissioned group of programmes.

Unless agreed both with the ETF lead and the Director of Marketing and Communications, a Partner is not allowed to create a brand-new social media account (Facebook page, Twitter account etc) specific to the delivery of their programme.

The Delivery Partner must advise the ETF lead of any significant planned social media activity.

## **10. CONTENT DEVELOPMENT**

The ETF is responsible for the management and development of the Excellence Gateway, Enhance, and FutureLearn which are the FE Sector's professional development portal and its online learning environments respectively.

The aim is to ensure that any online content and services are developed to best meet the needs of users and to offer an engaging and valuable experience.

The Delivery Partner may be involved in creating content for the Excellence Gateway / Enhance / FutureLearn and/or developing new resources which will ultimately require integration with these sites.

Where the Delivery Partner is required to produce content, such as learning objects for upload to the ETF platforms, specific requirements will be agreed through the contract award process. Content produced for these platforms must comply with the ETF Branding Guidelines.

## **11. BOOKING SYSTEM**

The ETF Booking System is the key tool used to collect reach and attendance data, satisfaction and impact surveys and to collect income, establishing a value for the services we offer. Wherever possible, Delivery Partners are required to use the ETF's Booking System for all activities. All chargeable activity must be managed through this system.

If the Delivery Partner offers services as part of their contract with the ETF using the Booking System the Delivery Partner agrees to be bound by the Service pricing, delivery, cancellation processes and policies of the ETF and agrees to use the Booking System and data processing services, which enables the ETF to receive payments and to allow the Delivery Partner to take and manage bookings for the Services.

Further information and the Terms and Conditions of using the Booking System can be sought from the Performance Manager / ETF lead.

On creation of a Booking System account, Partners will be sent a user guide and documentation of defined processes. Partners are required to read and familiarise themselves with these documents and guarantee adherence to the processes outlined in them. This includes maintaining and managing data integrity and accuracy through activity such as, but not limited to, updating delegate statuses within a timely manner.

## **12. POLICIES**



It is our expectation that all Partners will have robust Policies and Procedures in place to enable the completion of the project and to protect its employees and relevant stakeholders. The Delivery Partner, in conjunction with the ETF lead, will agree at the beginning of the project, the Terms and Conditions set out by the ETF as referenced in the contract.

The ETF's expectation is there will be arrangements in place and implemented (e.g., relevant policies) for each of, but not limited to, the following legislation, policies and practices:

- Anti-bribery
- Modern slavery and human trafficking
- Complaints handling
- Conflicts of Interest
- Data Protection (UK GDPR)
- Equality Act
- Freedom of Information
- Health and Safety
- Lone working
- Safeguarding

## 13. ETF POLICY GUIDANCE

### 9.1 Complaints handling

At the ETF, we strive for excellence in everything we do. However, there may be instances where we fall short of not only our own expectations but also those of our partners. When that happens, we want to know. This allows us to investigate what has happened and have a chance to rectify any mistakes we may have made. A thorough and transparent complaints policy and supporting procedure help us do this.

Our policy is to:

- Provide a fair complaints procedure which is clear and easy to use for anyone wishing to make a complaint
- Publicise the existence of our complaints procedure so that people know how to contact us to make a complaint
- Make sure everyone at the ETF knows what to do if a complaint is received
- Make sure all complaints are investigated fairly and in a timely way
- Make sure that complaints are, wherever possible, resolved and that relationships are repaired
- Gather information which helps us to improve what we do.

Partners are required to assist the ETF with reporting and investigating formal complaints from the public pertaining to the delivery of the commissioned work with the Partner.

For further information about our complaints policy, please visit <https://www.et-foundation.co.uk/contact-us/>

### 9.2 Conflicts of interest

Delivery Partners are required to recognise and disclose activities that might give rise to conflicts of interest or the perception of conflicts and to ensure that such conflicts are seen to be properly managed or avoided. Delivery Partners are required to declare any conflicts to the ETF in writing to the ETF lead prior to the start of the project. This will be recorded and held by the HR team at the ETF.

### 9.3 Data Protection



The ETF and our Partners must adhere to current legislation and regulation on data protection and personal information, including the UK General Data Protection Regulation (GDPR). As part of the tendering process, we will agree on whether parties are 'data controllers', 'data processors' or 'data sub-processors' (as defined in GDPR) and this will be reflected in the contract, along with any further requirements around data protection. In all cases, however, Delivery Partners will:

- Cooperate fully with the ETF to ensure our obligations in respect of personal data are met
- Agree with the ETF the personal data, which is being handled, how it will be protected and when it will be destroyed
- Ensure that all staff or others involved in processing personal data are subject to a relevant duty of confidentiality
- Obtain the express permission of the ETF before subcontracting the processing of personal data and never subcontracting it to outside the EU
- Inform the ETF immediately of any incident, access request, complaint or notice concerning personal data and cooperate fully with its investigation and resolution (at its own cost)
- Indemnify the ETF against all losses, claims, damages, costs and expenses arising out of the Partner's use and/or processing of data and personal data.
- Ensure any data is stored and used in line with the ETF's Privacy and Cookie Policy.
- Comply with data breach regulations and ensure that the ETF are notified as soon as possible or within 72 hours of the breach occurring.
- Use personal data only for the explicit purposes agreed by the ETF e.g., for the delivery of its programmes, and not to retain or use data for any other purposes.
- Ensure that only relevant staff have access to the necessary data.
- When a staff member leaves, ensure that you notify the ETF as soon as possible so access to the ETF's systems can be removed.
- Store data compliantly and meet any needs that are cascaded down to the ETF by its funders.

#### **9.4 Equity, Diversity and Inclusion (EDI)**

The themes of promoting equity and valuing diversity are woven through our values and behaviours. We promote high ambitions for all, and value all the diverse forms of excellence that can be found and supported in the sector.

In practical terms, these goals mean we aim to promote EDI through our programmes of work. We work with the sector to create a more diverse teaching workforce, and this starts with a commitment to having a tendering and procurement process that ensures contracts we award are to Delivery Partners that can prove their work is accessible to all and their practices are inclusive.

We will support Delivery Partners in responding to our organisational EDI requirements by:

- Ensuring clarity in our expectations and understanding of what constitutes good EDI practice when tendering, scoring and contracting with Delivery Partners and other providers
- Establishing clear criteria in our ITTs for delivering on EDI issues for all our programmes
- Mandating the coverage of the nine protected characteristics (Equality Act, 2010) in our programmes
- Feeding back and discussing suggested interventions for improvement in EDI content or delivery
- Creating a more diverse pool of Delivery Partners, Evaluation Partners and Associates.

Equally, we will expect Delivery Partners to work with us to maximise the opportunities for achieving our EDI objectives, framing them around three key areas:

- Programme delivery, assessment and evaluation.
- Research, data collection and use
- Communications.

Further information about these key areas and their objectives can be sought from the relevant ETF lead.

## 9.5 Sustainability

The ETF recognises the vital role the sector has to play in combating climate change and achieving sustainability and social justice both nationally and globally. This isn't just about our recycling and energy habits, but about achieving ecological and social health in which people and planet can thrive, in alignment with the United Nation's (UN's) [sustainable development goals](#) (SDGs). We constantly seek to better understand, scrutinise and improve our own impacts in the delivery of all of our work. This means reducing negative sustainability impacts and enhancing positive sustainability outcomes.

We understand that our biggest potential positive sustainability impacts are through our core work - improving education and training through supporting teachers and their leaders to excel. We've therefore developed an [Education for Sustainable Development \(ESD\) programme](#) which has four main pillars:

- Embedding ESD across all areas of our work including our CPD programmes
- Developing specialist ESD CPD for the sector
- Working with others to create a more enabling environment for providers to take action on ESD
- Ensuring we 'walk the walk' with our own operations.

The end goal of which is that learners in the FE and training sector will have developed through their education the knowledge, skills, behaviours and values they need to contribute positively to sustainability in their lives and careers.

Sustainable procurement is '*a process whereby organisations meet their needs for goods, services, works and utilities in a way that achieves value for money on a whole-life basis in terms of generating benefits not only to the organisation, but also to society and the economy, whilst minimising the damage to the environment*<sup>1</sup>.

As part of our approach to sustainable procurement we will support Delivery Partners in responding to our ESD approach by:

- Ensuring clarity in our expectations and understanding of what constitutes good ESD practice when tendering, scoring and contracting with Delivery Partners and other providers.
- Establishing clear criteria in our Invitations To Tender (ITTs) for delivering ESD content for programmes as required.
- Feeding back and discussing suggested interventions for improvement in ESD content or delivery.
- Creating a more diverse pool of Delivery Partners, Evaluation Partners and Associates.

Equally, we will expect Delivery Partners to work with us to maximise the opportunities for achieving our sustainability objectives in both the work they deliver as well as how the work is delivered.

Further information about this area and their objectives can be sought from the relevant ETF

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<sup>1</sup> Department for Environment, Food & Rural Affairs. 2011. Procuring the Future. Available at: <https://www.gov.uk/government/publications/procuring-the-future>

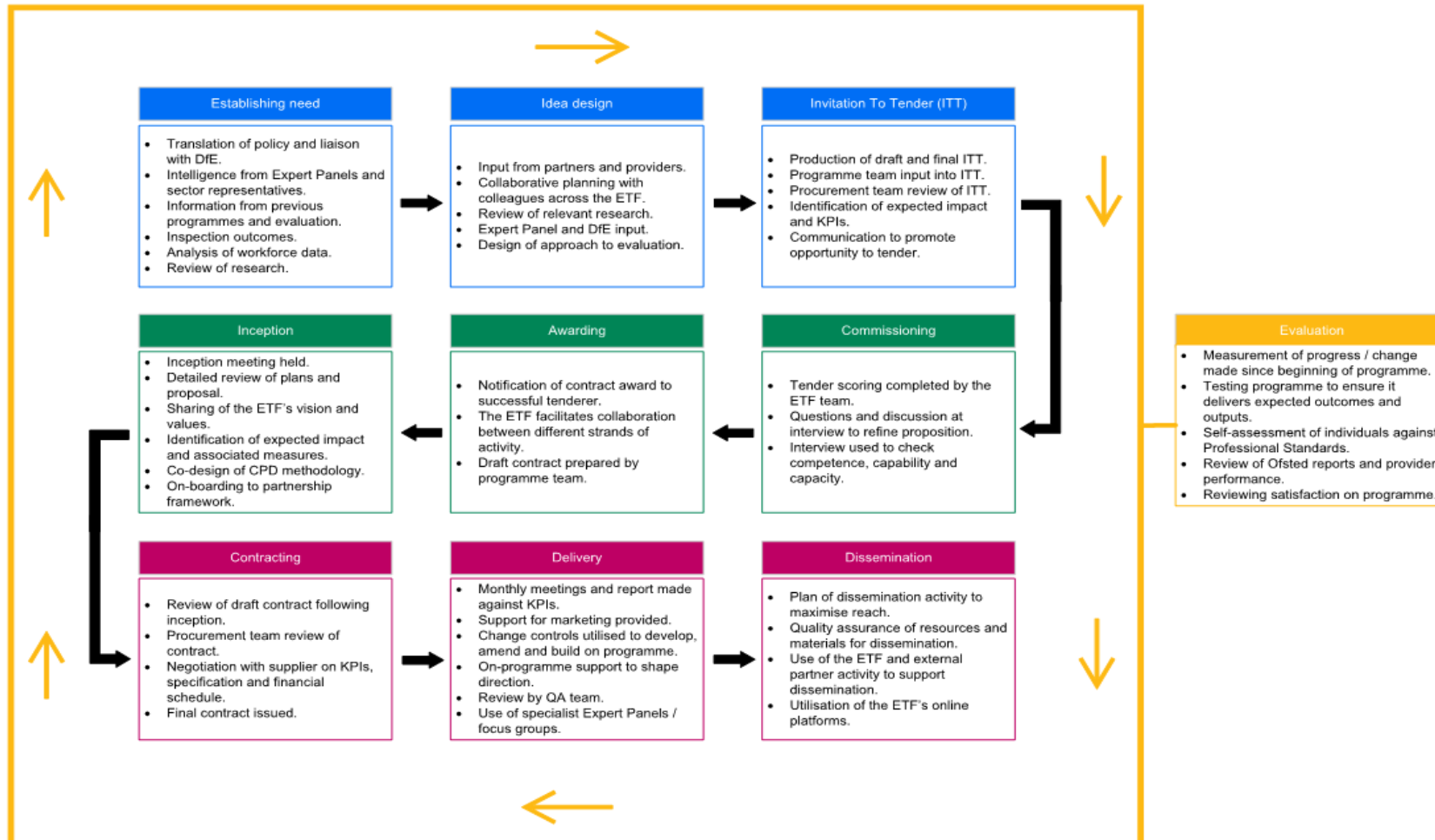
lead.

### **9.6 Freedom of information**

The ETF is an independent education-based charity, not a public authority and as such we are not subject to the provisions of the Freedom of Information Act 2000. However, we are committed to openness and transparency and will act in the spirit of the Act wherever possible or appropriate.

## PART D APPENDICES

### APPENDIX A: PROGRAMME LIFE CYCLE



## **GROW** the capacity of the sector

HOW:

1. Build a career framework model that gets sector buy-in
2. Attract high quality entrants into the sector
3. Use the views of the workforce to benefit the whole sector

## **LEAD** the sector's own development activities

HOW:

1. Lead the continuous improvement of Professional Workforce Development in support of a self-improving system
2. Enable the sector to rise to meet key national and global challenges
3. Establish the ETF leadership institute

## **GLIDE**

### Supporting a self-improving system



## **INFLUENCE** the system's priorities, thinking and behaviour

HOW:

1. Work with the sector to disseminate effective practice and encourage innovation

## **EVOLVE** the ETF to continuously adapt and thrive

HOW:

1. Realise the benefits of our organisational change
2. Enhance our reputation as an employer and partner through culture, climate and values
3. Demonstrate our impact and learn

## **DEVELOP** the capability of the sector

HOW:

1. Establish SET membership as essential and professional status as highly desirable
2. Deliver top quality CPD programmes and resources that meet strategic needs

## **APPENDIX B: CPD MODEL**

The ETF's 12 principles of Effective CPD model sets out the ETF's expectations around effective CPD, explains why each element is important, and provides further details to help Partners understand how the model should be used.

The purpose of the model is to communicate the characteristics of planned, formal continuing professional learning and development (CPD). It expresses the key features which should be incorporated into its design, so that teachers and trainers have the best opportunity to change their practice effectively and intelligently. The ETF will use it as a guide when commissioning CPD programmes.

## The ETF's 12 Principles of Effective CPD

Design Principles			
	Effective CPD will:	The reasons for this are:	To achieve this principle CPD providers should:
1	Set clear expectations	Participants can assess whether the CPD will meet their need; and the effectiveness of the CPD can be assessed	Provide pre-course materials that accurately reflect the content and delivery of the course, ensuring participants arrive prepared and ready to learn and share
2	Be sound in its evidence base, informed by effective practice and research	Evidence shows that effective CPD is based on robust, recent and relevant research and evidence	Design programmes that are evidence-informed, delivered and reviewed by staff with recent relevant expertise who are familiar with research findings about what makes effective and impactful teaching, learning, assessment and leadership
3	Use facilities, environments and materials that engage and motivate practitioners to learn and develop	A conducive and inclusive environment optimises the scope for learning and equality of access	Arrange well-equipped, accessible spaces, and set a facilitative, enabling atmosphere adapted to individuals' needs;  ensure that materials reflect and appreciate the diversity of FE
4	Be focused on learner outcomes	Evidence shows that more effective CPD has a clear focus on learner outcomes	Keep a clear focus on how the CPD will help participants bring about sustained changes to their practice which will have clearly defined beneficial effects on learner outcomes
5	Be sustained over time	Evidence shows that more effective CPD is sustained over time	Build in opportunities for further or repeat learning, including active signposting to further CPD opportunities, to embed and build on the initial CPD intervention

6	Secure management buy-in	Evidence shows that more effective CPD has the active ongoing support of participants' leaders and managers	Make leaders and managers aware of the objectives of the CPD and the benefits for participants and learners. Some CPD providers may actively gain leaders / managers endorsement for participants to join
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Delivery Principles			
	Effective CPD will:	The reasons for this are:	To achieve this principle CPD providers should:
7	Model effective teaching practice	The medium is a part of the message	Ensure that all materials and trainers are informed by a high level of knowledge and understanding of effective pedagogical principles and practice (these evolve over time and should be reviewed)
8	Enable collaboration and sustainable learning relationships	Evidence suggests that effective CPD is often collaborative in nature	Ensure that participants can engage, share and collaborate as part of the training and development; identify follow-on opportunities for working in collaborative networks, including online
9	Refer to the Professional Standards or the Leadership Excellence Framework	It supports a strategic, career-long approach to CPD and the attainment of professional statuses – QTLS and ATS	Make explicit through the development experience how it maps to the stages of the ETF's Professional Standards
10	Enhance and extend specialist knowledge	Evidence shows that effective CPD is often subject-specific	Help participants to consider how they apply the learning to the teaching and sequencing of knowledge and skills in their specialism
11	Have opportunities for deliberate practice	Evidence shows that effective CPD often has opportunities for deliberate practice of the new skills and techniques learnt	Create supported opportunities for deliberate practice during and/or following the CPD provided

12	Support participants to measure their progress, reflect on their learning and plan next steps	Most effective CPD is not a 'transmission model' but an iterative process of feedback and improvement, where participants take ownership of their own development aims and their achievement	Create opportunities for facilitated reflection, and support the use of data and evidence to reflect on, contextualise and critically evaluate their learning to plan next steps
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Version control

<b>Version 1.0 authorisation and approval:</b>		
<b>Drafted by:</b> Various	<b>Title:</b> Various	<b>Date:</b> 13 February 2020
<b>Approved by:</b> Jenny Jarvis	<b>Title:</b> Deputy CEO	<b>Date:</b> 14 February 2020

<b>Revision History:</b>					
<b>Version</b>	<b>Date</b>	<b>Description of changes</b>	<b>Reason</b>	<b>Reviewed / updated by</b>	<b>Approval from</b>
ETF V2.0	10/7/2020	Minor revisions. Subsequent content planned for V2-0	Yearly update	Head of Quality	Director of Operations
ETF V3.0	10/8/2021	Minor revisions. Subsequent content planned for V3-0	Yearly update	Head of Quality	Director of Operations
ETF v4.0	October 2022	Minor revisions. Subsequent content planned for V4-0	Yearly update	Head of Quality	Director of Operations

<b>Framework Owner:</b>
Director of Operations

<b>Due Date for Review:</b>
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