

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

31 March 2017

Dear Paul

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

This Grant Offer is made between:

(1) The Secretary of State for Education and

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

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

DfE is currently developing an FE teaching and leadership profession strategy that may change the government policy direction and require changes to this Grant Funding Agreement. As set out in the terms and conditions in clauses

refrain from expending any Grant funds on communications/marketing activity

2. Research activity to support the FE profession

Activity

Provide a range of research and analytical services on behalf of the FE sector.

Develop stronger links between government and sector research activity to support FE teacher and leader development.

Manage the Staff Individualised Record (SIR) data collection on behalf of the FE sector and produce annual reports on the FE p reW<Tm0 Gp078J JET@.0000

- Supporting providers to be ready to meet likely significant demand from employers for the new standards (which will replace frameworks), following the introduction of the levy;

Designing, developing and delivering activity to support providers and their staff for the on-programme delivery required by the new apprenticeship standards;

Supporting providers to consider equality and social mobility in their work;

Developing and delivering support for leaders and managers to build the capacity of their organisations to become approved end point assessment organisations and to deliver end point assessments;

Developing and delivering support for individuals who wish to become independent end point assessors to help them develop the necessary skills;

- Roadshows engaging with 800 practitioners and managers from the wider Post-16 sector – specifically aimed at those who do not usually engage with SEND CPD or resources.
- Case studies showcasing effective organisational practice and 3 online modules looking at specific themes and linking to other resources. Focus on maths and English.
- Contribution to the overall project communications; attendance at project team meetings and monthly reporting.
- Develop a “what works” tool for teaching English and maths to young people with SEND which includes examples of explicit lesson teaching and also of incorporating English and maths into other curriculum areas and work experience. This must draw on effective practice

Information and Guidance (IAG): Create 2 free online resources and programme of activity which supports better careers advice for learners with SEND, so that IAG and careers practitioners promote high aspirations, are well informed about the different pathways into employment and the support available. To help professionals improve their skills at engaging, and supporting learners with SEND.

- Two interactive, online resources for FOL aimed at practitioners in a variety of settings.

- g0 Gp Tf75uCW*nat Hu5(ract 0 G[-t6.92 reW*nBT/ 151.22 454.39 Tm0 g0 G[g0 G

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

Delivery of high-quality hosting and technical support for student online student modules, as measured by the number of enquiries dealt with by the helpdesk and the amount of time service to users is disrupted. All hosting and support will be in place for the modules' launch in mid-2017, and will be backed up by a benchmark comparison of costs across similar projects.

At least 18 regional events to present and demonstrate the student online modules, organised across England, with impact demonstrated by the number of providers in attendance and positive feedback from attendees. Events should be organised during the FE sector's summer term, to allow time to embed materials in the curriculum for the start of the 17/18 academic year.

Continued delivery of support services for the Prevent website and staff training modules, measured by the number of sessions and users, the amount of time service is down and cost benchmarking against similar work. The review of modules will be completed and changes made by September.

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

KPIs

100,000 users of LEO e-learning modules.

70% positive feedback on LEO modules.

20,000 users of Prevent website and 50,000 users of training modules.

96,000 downloads from the Prevent website

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

Professional Services - specific activities and indicative outputs for 2017-18

	Impact	Indicative output
effective ways of teaching digital skills to others	Teachers more able to incorporate digital skills development into their teaching	

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