Welcome

GMLPN Members' Meeting

Wifi

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Welcome to the GMLPN and Network meeting

First half of the morning

- ESFA Update and Questions
- FE Associates Supporting the further education sector
- Taking Teaching Further

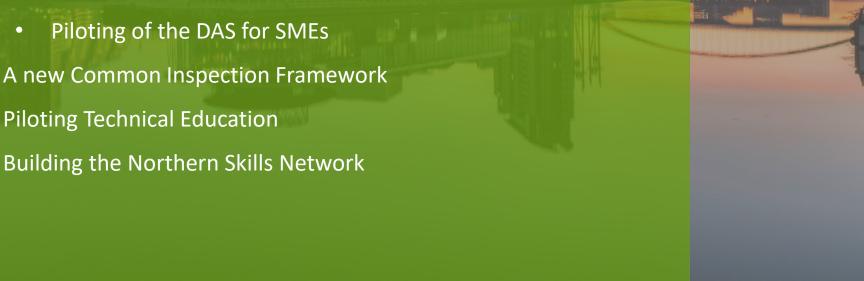
Annual General Meeting

- Opportunity to review the past 12 months
- Establish our priorities for the coming year

The Employment and Skills Strategy for Greater Manchester

The operating environment

- A challenging operating environment with Brexit creating further uncertainty
- Apprenticeship
 - Continuing challenges
 - Levy spend increasing and new opportunities
 - The roll out of the re-designed RoATP
- **Piloting Technical Education**



The operating environment in Greater Manchester

In Greater Manchester

- Further Devolution
- The industrial Strategy for Greater Manchester
- The Employment and Skills Advisory Panel
 - Employment and Skills Strategy
 - Transport scheme for 16-18 year olds
 - A careers portal
- The outcomes of GMCA AEB procurement





Greater Manchester Learning Provider Network

December 2018

Mike MacLoughlin, Karen Hopwood & Nina Ketcher Northern Territory, FE Directorate



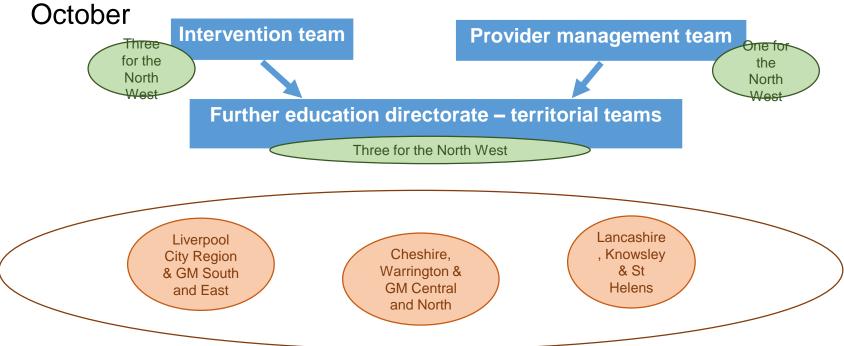
Agenda

- Introducing the new ESFA territorial team
- AEB ESFA allocations and devolution 2019/2020
- Register of apprenticeship training providers
- Updated intervention policy and emerging themes
- Qualification achievement rates and minimum standards
- Business critical issues
- Policy update
- Questions



ESFA territorial team

Provider management team and intervention team merged on 1



Territorial team role

- Oversight of the further education provider base to promote high quality sustainable provision in each territory
- Assessing risk, managing contracts, and targeted support for providers showing signs of future vulnerability in order to avoid intervention
- Manage early intervention and formal intervention, and support structural change.
- Facilitate the introduction of new programmes (e.g. T Levels) and market entry
- Work with local stakeholders on delivery of place-based initiatives (e.g. devolution)

ESFA service centre role

- Continue to use the ESFA Service Centre for systems, data and funding queries
- Types of queries set out at <u>ESFA business operations: help and support GOV.UK</u>

Email SDE.servicedesk@education.gov.uk

Phone 0370 2670001

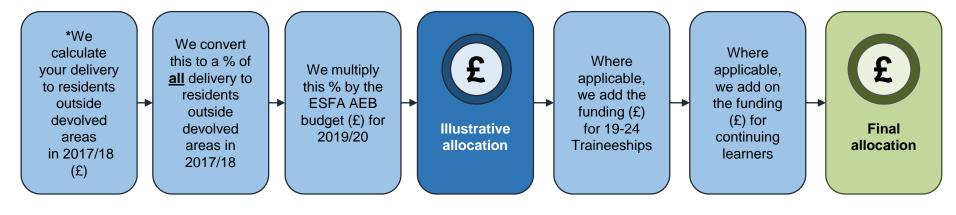
ESFA AEB funding 2019 to 2020 - #1

- June 2018 wrote to AEB providers to inform how much of 2016/17 delivery was to residents <u>outside</u> devolved areas
- August 2018 narrated presentation on residency funding calculations
- November 2018 reduced 2018/19 allocations for worst performers
- December 2018 aim to:
 - issue <u>illustrative</u> ESFA funded allocations for 2019/20
 - publish 2017/18 data used to calculate budgets and allocations providers and MCA/GLA will be able to see where AEB has been spent
- March 2019 issue final allocations and share these with MCAs/GLA

ESFA AEB funding 2019 to 2020 - #2

- ESFA distributing only 50% of the national budget
- 2019/20 allocations based on providers' delivery to residents outside devolved areas (£) in 2017/18 – i.e. allocations based on *earnings* not allocations
- Allocations will continue to comprise 2 or 3 elements depending on type of funding agreement
- Allocations topped-up with funding for 'continuing learners' regardless of learner residency
- 19-24 traineeships not devolved treated as a national programme
- Some providers will have very small ESFA AEB allocations review viability down the line?

Methodology for ESFA AEB allocations 2019 to 2020



*Grant funded = delivery from 1st August 2017 to 31st July 2018

*Contracts for service = delivery from 1st November 2017 to 31st July 2018 on procured and run-down contracts, increased to a 12-month value

AEB devolution 2019 to 2020

Greater Manchester – closing date has passed

https://www.greatermanchesterca.gov.uk/info/20003/education_skills_and_apprenticeships/214/adult_education_budget

Liverpool City region – closing date 9.30am on Monday 10 December https://procontract.due-north.com/Advert?advertId=f1a66080-a5e6-e811-80ef-005056b64545

Be aware of other devolved areas' deadlines and own processes

Updated ESFA intervention policy

 OFSTED updated inspection handbook - including monitoring visits to new directly-funded apprenticeship providers

https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook

- ESFA policy updated to reflect where the monitoring visit covers AEB as well as apprenticeships
- Where the provider is judged to be making 'insufficient progress' on the AEB, we will set additional conditions of funding requiring improvement action

https://www.gov.uk/guidance/16-to-19-education-accountability

OFSTED monitoring visits – themes

- Annual report December 2018
- "Common issues around poor governance, low-quality teaching and not enough time for off-the-job training"
- Strategic direction and operational management of apprenticeships
- Learning programmes not structured and manage effectively
- Quality monitoring processes not implemented effectively
- Insufficient emphasis on effective safeguarding arrangements
- Insufficient trained staff
- Suitability of the apprenticeship, new and relevant skills development
- Slow to act on negative learner / employer feedback
- Large number of early leavers

Qualification achievement rates and minimum standards

 Published version 2 of business rules, dataset specifications and data extract guides

https://www.gov.uk/government/publications/qualification-achievement-rates-2017-to-2018

- Provisional QAR 2017 to 2018 data published on the Hub week commencing Monday 7 January 2019
- Deadline 5pm on Friday 1 February 2019 to inform us of any concerns about how we have implemented our published methodology
- Lead into minimum standards.

https://www.gov.uk/government/publications/minimum-standards-2017-to-2018

Register of apprenticeship training providers

- Opens on Wednesday 12 December 2018 for new providers, and remains open
- All subcontractors must be on the register
- During 2019 existing registered providers will be invited to reapply in phases
- Can apply twice in 12-month period
- Usually a 12-week assessment period (but could be longer)
- Aim: improve the quality of apprenticeship training, strengthen the application process and raise the bar for entry
- Tougher criteria

Apprenticeship funding – reporting employer co-investment in December ILR return

- P218 We may withhold payments including the final completion payment until all the employer co-investment has been collected...
- P220 At least every three months you must:
 - 220.1 have collected the matching co-investment from employers
 - 220.2 report the cash value on the ILR of total employer contributions received from the beginning of the apprenticeship to the end of the quarter on the ILR in June, September, **December** and March

https://www.gov.uk/government/publications/apprenticeship-funding-rules-2018-to-2019

Contract performance management

AEB contracts for services and 16-18 traineeships PMP

- Reductions for AEB contracts for services and 16-18 traineeships contracts
- 16-18 traineeship growth: deadline Friday 14 December

https://www.gov.uk/government/publications/apprenticeship-funding-rules-2018-to-2019

16-18 traineeship in-year growth for 16-19 funding agreements

 See Update 7 November and use online enquiry form. Deadline 12 December, outcomes February 2019

https://www.gov.uk/government/publications/esfa-update-7-november-2018/esfa-update-further-education-7-november-2018

Contract performance management continued...

Advanced learner loans

• Informal review in January 2019. Facilities may be reduced if significant under-performance

https://www.gov.uk/government/publications/advanced-learner-loans-funding-rules-2018-to-2019

ESFA customer communications survey

- Last few days to respond deadline 5pm on Wednesday 12 December
- Only takes 8-10 minutes
- We want as many views from our customers as possible
- In the survey, help us test our plans for future improvements

https://www.smartsurvey.co.uk/s/ESFAcustomersurvey/

Any technical issues, please contact Branding.ESFA@education.gov.uk

Provider data self-assessment tool

- Provider data self-assessment Tool (PDSAT) reports for 2018 to 2019 now published
- Use these to analyse and cleanse your ILR returns

Policy update - Technical and Further Education Act 2017

- Comes into force on 31 January 2019, applies normal company insolvency law to GFE and sixth form colleges
- Rules for education administration are set out in the Insolvency (England & Wales) Rules 2016
- Main aim is to protect learning provision for existing students at the college whilst the financial future of the college is assessed and resolved
- Insolvency is not about closure or the wholesale removal of FE provision;
 it is a structured approach to strengthening substantial provision

Questions?





Towards the Education Inspection Framework (EIF)2019



How will EIF inspections be a force for improvement?

Their theory of action:

- Start from the factors that lead to effective education, grounded in inspection and research evidence.
- Evaluate the quality of provision against that effectiveness evidence.
- Give information to providers to enable them to develop their capacity for self-evaluation and to understand and use the findings.
- Report to users and others in a way that enables them to make informed decisions and engage with providers.
- Providers and others take action that leads to improved quality.



The curriculum will be at the heart of the new framework

Ofsted's working definition:

- 'The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent);
- for translating that framework over time into a structure and narrative, within an institutional context (implementation), and
- for evaluating what knowledge and skills learners have gained against expectations (impact/achievement).



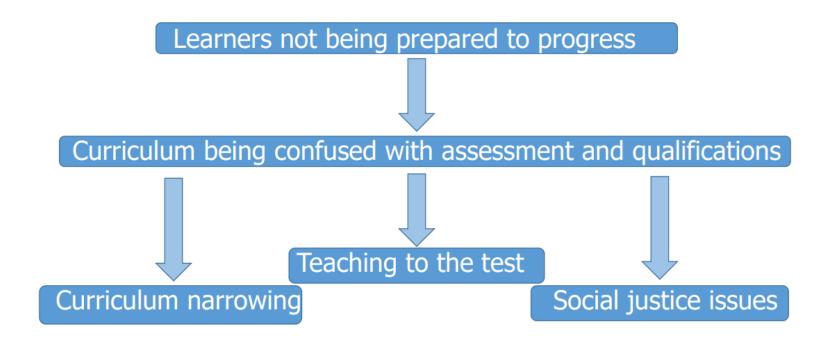
"..programmes must do more than give young people a qualification and develop personal and social skills: valuable as these are.

They ought to have a clear line of sight to jobs or meaningful further study. As we have seen in other elements of our curriculum research, there is a risk of putting overall achievement rates ahead of both student and educational needs and their employment prospects."

(Amanda Spielman 2018)



What did the curriculum survey find?





What will this mean for the new inspection framework?

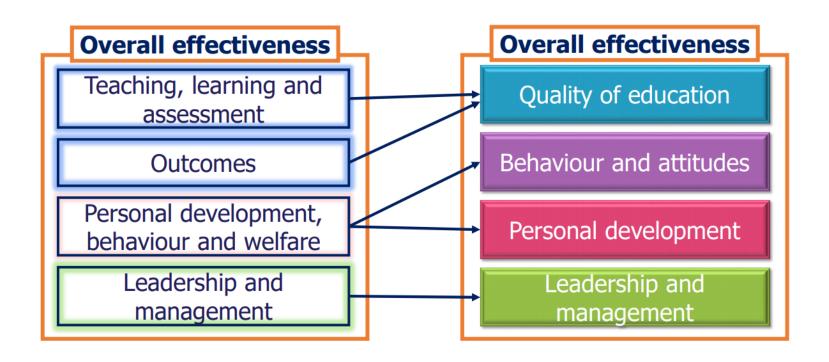


The case for change

- Accountability is important, but the system as currently constructed can divert education providers from the real substance of education.
- An industry has arisen around data: what students learn is too often coming second to the delivery of performance measures.
- This data focus also leads to unnecessary workload for teachers and lecturers,
 diverting them from the reason they chose to enter the profession.
- It is therefore time for Ofsted to stop making separate judgements about learners' outcomes. Any conversation about learners' outcomes should be part of a larger conversation about the quality of education they receive.

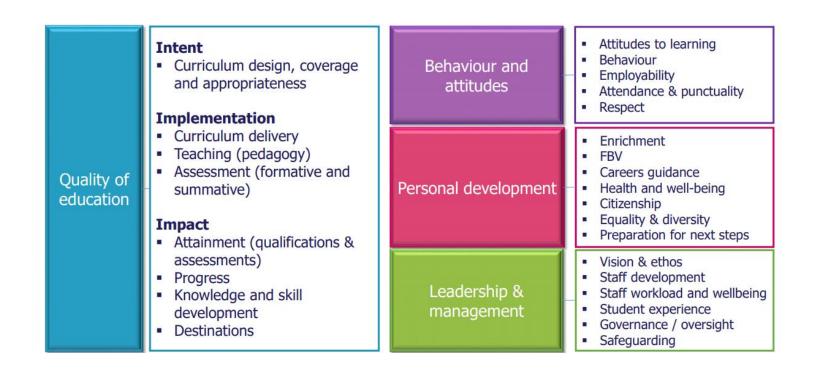


Judgement areas: evolution, not revolution





Judgements: working hypothesis in detail





Safeguarding

Their inspection of safeguarding will continue to be built around three core areas.

- Identify: are leaders and other staff identifying the right learners and how do they do that?
- **Help:** what timely action do staff within the provider take and how well do they work with other agencies?
- Manage: how do responsible bodies and staff manage their statutory responsibilities and in particular, how do they respond to allegations about staff and other adults? Safeguarding will hold the same significance across all remits.



The outstanding grade

- They have said that we will retain the outstanding grade in the new framework, reflecting parents' wishes.
- Currently the law states that colleges judged as outstanding are exempt from routine inspection.
- For consistency and fairness, they have applied this to most of the different types of FE&S providers.
- To ensure public confidence in the grading, we'd like to see the removal of the outstanding exemption in law.
- This will be subject to agreement with the Department for Education on funding and the will of parliament.



Address specific issues facing further education and skills

- Campus-level reporting and grading they are working with the DfE to think through how we supplement the inspection of large colleges with individual campuslevel judgements.
- Provision type reporting and grading they are considering how they can rationalise the number of provision types while ensuring and improving the full coverage of provision (down to 3 from 6 Education programmes for young people, Apprenticeships & Adult Learning).
- Ensuring that the framework is flexible they are working to ensure that the framework can cater for the wide range of provision to be found in further education and skills now and in the future (T-levels and devolution of adult education).



In summary: key principles as they develop new judgement areas and criteria

- Criteria will be based on the evidence relating to educational effectiveness
- Continue to make a single, overall judgement about a provider
- Continue to emphasise safeguarding appropriately
- Reduce focus on data more focus on how education providers are achieving results
- Retain the current four-point grading scale (Outstanding, Good, RI & Inadequate)
- Revived emphasis on the 'appropriateness' of the curriculum
- Provision types to be halved: Education programmes for young people, Apprenticeships & Adult
 Learning
- Wherever possible reduce workload: teachers, lecturers, leaders and inspectors.



What next?

- They are undertaking testing and piloting as they look towards the new Education Inspection Framework 2019.
- This term, they are sharing their developing thinking with partners across the sectors they inspect and invite their thoughts and views this shapes and influences what they produce.
- Research continues on the curriculum, lesson observation, work scrutiny and a wide range of other topics. The findings are feeding directly into the draft framework.
- They will consult on the substance and detail of the new framework over Spring Term
 2019.
- The final framework will be published in Summer 2019, and will go live from 1 September 2019.



QUESTIONS?



Taking Teaching Further

#GMIndustryExchange

A Collaborative Skills Exchange between Further Education & Industry across Greater Manchester







Introduction

What is Taking Teaching Further?

https://www.gov.uk/government/news/fe-providers-benefit-from-scheme-to-boost-teaching-workforce

- Engineering and Manufacturing
- Education/Childcare
- Construction
- Digital
- Project aims and objectives







Activity To Date

- Recruited 34 FE Institutions and 25 employers
- Held first Industry Board meetings
- Three FE Institutions interested in Strand One
- Participants developing exchange plans
- Positive Feedback from attendees







Contact Us

Matt Leigh

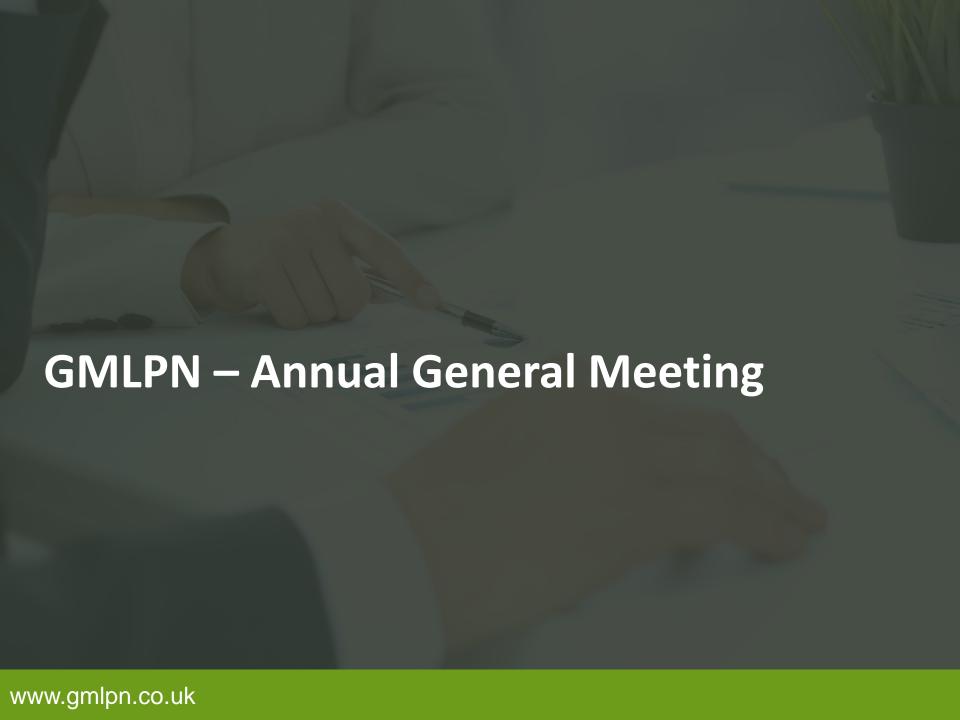
matthew.l@gmlpn.co.uk

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- 1. To receive the Annual Report and Accounts of the Company for the year ended 31 July 2018.
- 2. To re-appoint as Directors of the Company to hold office until the next Annual General Meeting of the Company:

Mark Currie
Debra Woodruff
Jonathan Bourne
Andy Fawcett
Anne Gornall
Nikki Bardsley

3. To appoint as Advisory Officers to hold office until the next

Annual General Meeting of the Company:

Existing Advisory Board Members

Kelly Baxendale – Positive Steps

Tony Brown – The Expanse Group

Linda Dean – Total People Ltd

Carol Halford - ProCo Ltd

Jill Nagy - Rochdale Training

Andy Turner – Rochdale MBC

John Whitby - STEGTA

Jayne Worthington – The Skills Company

Emma Yorke - Babington Business College

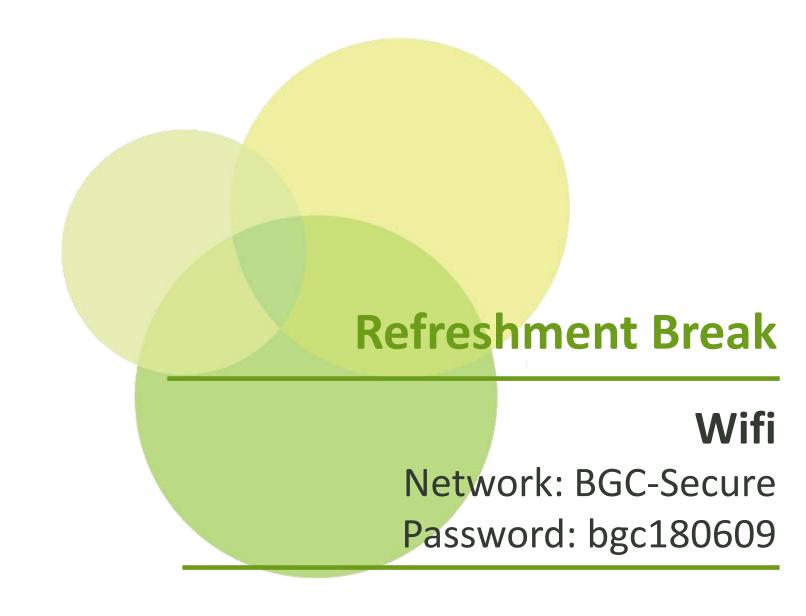
Nominations

Kelly Perkin – CEO Alliance Learning

Joy Sewart – Director of Skills Development and Social Enterprise Greater Manchester Chamber of Commerce

Motion to introduce a new introductory membership fee for micro organisations in heir first year of membership

Any organisation employing five or less full time equivalent employees that has successfully applied for and been admitted as a member organisation of the GMLPN shall be entitled to benefit from an introductory annual membership subscription rate of £250 plus VAT (where applicable) during their first year of membership. Thereafter they shall pay the standard annual membership subscription.





Summary

Continuation of a number of projects – Ask

New Activity
Education and Training Foundation – Professional
Exchanges

Reduced turnover as previous projects have ended

Other sources of income – commercial income and the provider development programme have all increased

Net profit after tax increased was similar increased from £21,164 (2017) to £42,610 (2018)

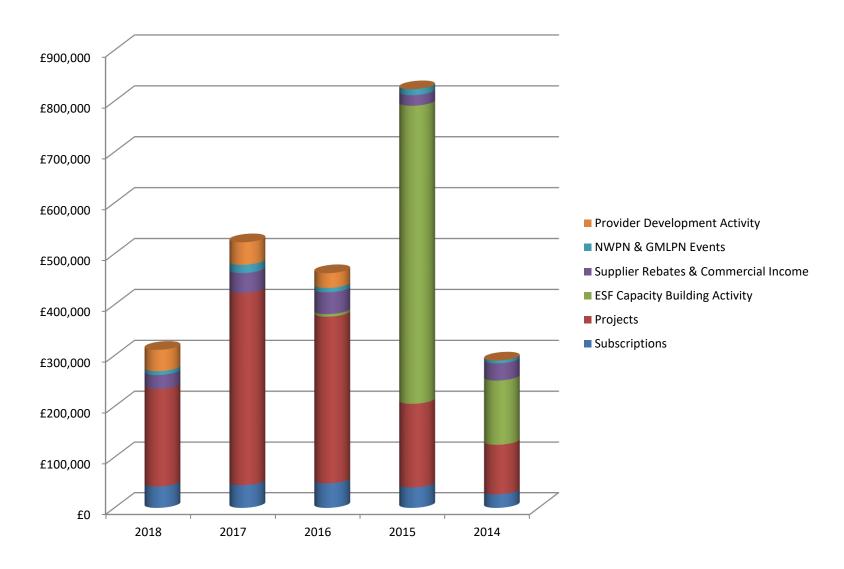
Profit before tax of £49,739 was substantially better than budget largely due to an unexpected windfall

Main Sources of Income

Income Stream	2018	2017	2016	2015	2014
Subscriptions	£42,461	£44,981	£48,609	£40,422	£26,728
Projects	£192,005	£378,229	£327,860	£164,896	£98,030
ESF Capacity Building Activity	£0	£0	£5,153	£585,755	£126,389
Supplier Rebates & Commercial Income	£27,361	£39,127	£42,763	£20,771	£33,777
NWPN & GMLPN Events	£7,595	£16,098	£8,537	£11,642	£5,527
Provider Development Activity	£42,024	£44,357	£29,145	£0	£0
Totals	£311,446	£522,792	£462,040	£823,486	£290.45

www.gmlpn.co.uk

Sources of Income



Expenditure in 2018/19

Expenditure	2018	2017	2016	2015	2014
Direct Project Costs	£43,689	£254,499	£186,062	£395,031	£109,597
Staffing	£155,219	£195,727	£199,524	£362,600	£138,909
Overheads and other costs	£59,845	£46,478	£50,002	£46,555	£33,787
Total	£258,753	£496,704	£435,588	£804,186	£282,293

Summary of the Profit and Loss Account 2017/18

Profit and Loss Account	2018	2017	2016	2015
Total Turnover	£311,122	£522,792	£462,040	£823,486
Cost of Sales	£53,795	-£254,499	-£186,062	-£395,031
Gross Profit	£257,651	£268,293	£275,978	£428,455
Staff Costs	-£155,219	-£195,727	-£199,524	-£362,600
Other Operating Costs	-£49,739	-£46,478	-£50,002	-£46,555
Operating Profit	£52,693	£26,088	£26,452	£19,300
Interest	324	£326	£443	£467
Profit before Tax	£53,017	£26,414	£26,895	£19,767
Net Profit	£42,610	£21,164	£21,292	£15,749

www.gmlpn.co.uk

GMLPN Support Offer

For New & Growing Training Providers

The package is specifically designed to provide practical support in the following aspects of delivery:

- Ensuring compliance with the Education and Skills Funding Agency's Funding Rules and Contracts.
- Complying with audit requirements
- Accurate data capture, submission and reporting
- Quality improvement and preparation for OfSTED inspection

For further details contact Andy Fawcett | 0161 654 1508

GMLPN Support

For Providers

Investing in the network by:

- Supplementing the Professional Exchange events by investing in Key Note speakers
- Negotiating reduced consultancy rates for the network
- Workshops organised and delivered at competitive rates





- Network members
- GMLPN Advisory Board
 - DfE The national retraining Scheme
 - OfSTED Regional Reference Group
- Board overseeing our strategy and financial performance
- Northern Skills Network



GROWING APPRENTICESHIPS

In Greater Manchester

#SEEDIFFERENT

- <u>22,837</u> website hits
- <u>23 million</u> social media impressions
- Reached over <u>two hundred thousand</u> young people
- <u>Twenty three thousand</u> employers

Apprenticeship Support and Knowledge in schools (ASK)

- Visited <u>120</u> schools and colleges in GM
- Engaged <u>11,368</u> young people, <u>1744</u> parents and <u>680</u> teachers

SME GAP Project

Delivering a series of briefings to GM Chamber of Commerce event

GROWING A

In Greater Mancheste



Delivering a seri





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Building Capacity...

- Greater Manchester and Cheshire Professional Exchange
 - <u>79</u> skills providers involved
 - <u>281</u> direct participants
- Teach Too
- Taking Teaching Further

Work alongside Ofsted



Working in Partnership

- Greater Manchester Combined authority
 - AEB Task Group
 - Promoting and supporting provider to engage in procurement
 - Careers education and the careers portal consultations
- Ofsted Regional Reference Group
- Northern Skills Network
- Supporting Talent Match
- GM Futures
- GM Chamber of Commerce Skills for Business Awards & SME Gap
- D of E National Retraining Scheme



Moving forward in 2018/19...

Representing Members

Enhancing
Capacity and
Capability

Raising
Awareness of
Apprenticeships

Commercial Partnerships





GM Careers Application Platform

GMLPN network meeting December 2018



"To create a single, digital platform that helps the city-region's young people to make appropriate and informed decisions about their future careers"

- Deliver on the Mayoral Manifesto to introduce a "UCAS-style application process" for apprenticeships and technical education, providing young people with the same line of sight offered for academic pathways
- Provide all young people with other encounters and opportunities offered by employers and business professionals e.g. work shadowing, mentoring, experiences of the workplace
- Underpin the development of a 'Curriculum for Life', enabling young people to capture and record personal skills, competencies and experiences that can be showcased to prospective employers and providers
- Improve young people's knowledge and awareness of jobs and career opportunities offered in GM, creating a closer alignment between young people's career aspirations and the local labour market
- Help to address social and systematic inequalities by challenging stereotypes and directing content and resources towards young people and / or sectors that are underrepresented;
- Simplify and facilitate the way information about young people's progress and support needs are captured and shared to support transition and retention



Progress Update

- Stakeholder consultation was carried out over the summer to agree the system's high level principles and core functionality – this included a specific session with GMLPN partners
- A Technical Requirements Specification has been developed with support from GMCA's IT and Information Governance teams – this has been provisionally approved by the GMCA and a small group of stakeholder representatives
- An initial allocation of funding to support the development and phased implementation of the Platform has been approved by the GMCA
- The **procurement process** and timeline is being agreed procurement of the new system is expected to start in January 2019





Key Principles

- Be user-friendly and mobile-enabled
- Be inclusive and accessible, including for users with SEND
- Be available from Year 9 and beyond the age of 18 for those who need support (e.g. NEETs)
- Consolidate and/or integrate with existing systems to avoid duplication and make it easier for providers to list courses and process applications and expressions of interest (e.g. MIS, ESFA course directory, Find An Apprenticeship)
- Provide specific content and functionality for parents and practitioners, as well as for different groups of young people depending on their age, location and progression plans
- Include careers resources and modules that help to develop personal skills and competencies (e.g. financial management, job search) that can be captured and recorded in a Digital Portfolio
- Offer enrichment and re-engagement activities that young people can search and apply for (e.g. NCS, Duke of Edinburgh) alongside mainstream education and training provision
- Support the provision of strategic and statutory functions (e.g. tracking destinations, identifying young people at risk of NEET, evidencing employer encounters)



Core Functionality

Website

Content site with information and advice for young people on careers, learning and employment opportunities in GM.

Account Registration

Schools, local authorities and other host settings will be able to pre-register young people for an account. Self-registration will also be available.

Digital Portfolio

A digital record of achievement that young people will populate to record and evidence their personal skills and competencies.

Careers Resources

Careers resources and modules that young people can use to equip themselves with skills and experience needed when applying for jobs etc.

Course and Activity Search

A searchable directory containing information about post-16 courses, apprenticeships, training programmes and other voluntary activities.

Application Module

A common application process that will allow young people to apply for opportunities and activities listed in the course directory

Case-loading and Reporting

Caseload and reporting functions that will support schools, practitioners, local authorities and parents to monitor progress and activity



Procurement

- ITT launched in January 2019
- Steering Group established
- Contract award(s) made by April 2019

Test Phase

- Implementation Plan agreed with supplier(s) in May 2019
- Pilot schools and providers agreed by June 2019
- Initial testing in Summer Term

First Phase Rollout

- Rollout with pilot schools/providers from Sept/Oct 2019
- Additional functionality tested and developed
- Second phase of rollout agreed by April 2020



Further Information

Please email:

jack.loughlin@greatermanchester-ca.gov.uk



