



# **Welcome**

## **GMLPN Network Meeting**

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### **Wifi**

Network: BGC-Secure

Password: bgc180609

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**Mark Currie**  
**Chair - GMLPN**  
Welcome & Introduction

# Adult Education Budget



# **Apprenticeships**

# Functional Skills



# T-Levels



# Greater Manchester Ambition Statement



Greater Manchester  
Chamber of Commerce



Greater Manchester  
Learning Provider Network

# Northern Powerhouse Partner Programme

NORTHERN by Government  
POWERHOUSE

WE ARE ONE OF **OVER 300** NORTHERN  
POWERHOUSE PARTNERS WORKING  
TOGETHER TO **DRIVE FORWARD** THE  
AMBITIONS OF THE NORTH



Greater Manchester  
Learning Provider Network

NORTHERN  
POWERHOUSE

NORTHERN by Government  
POWERHOUSE

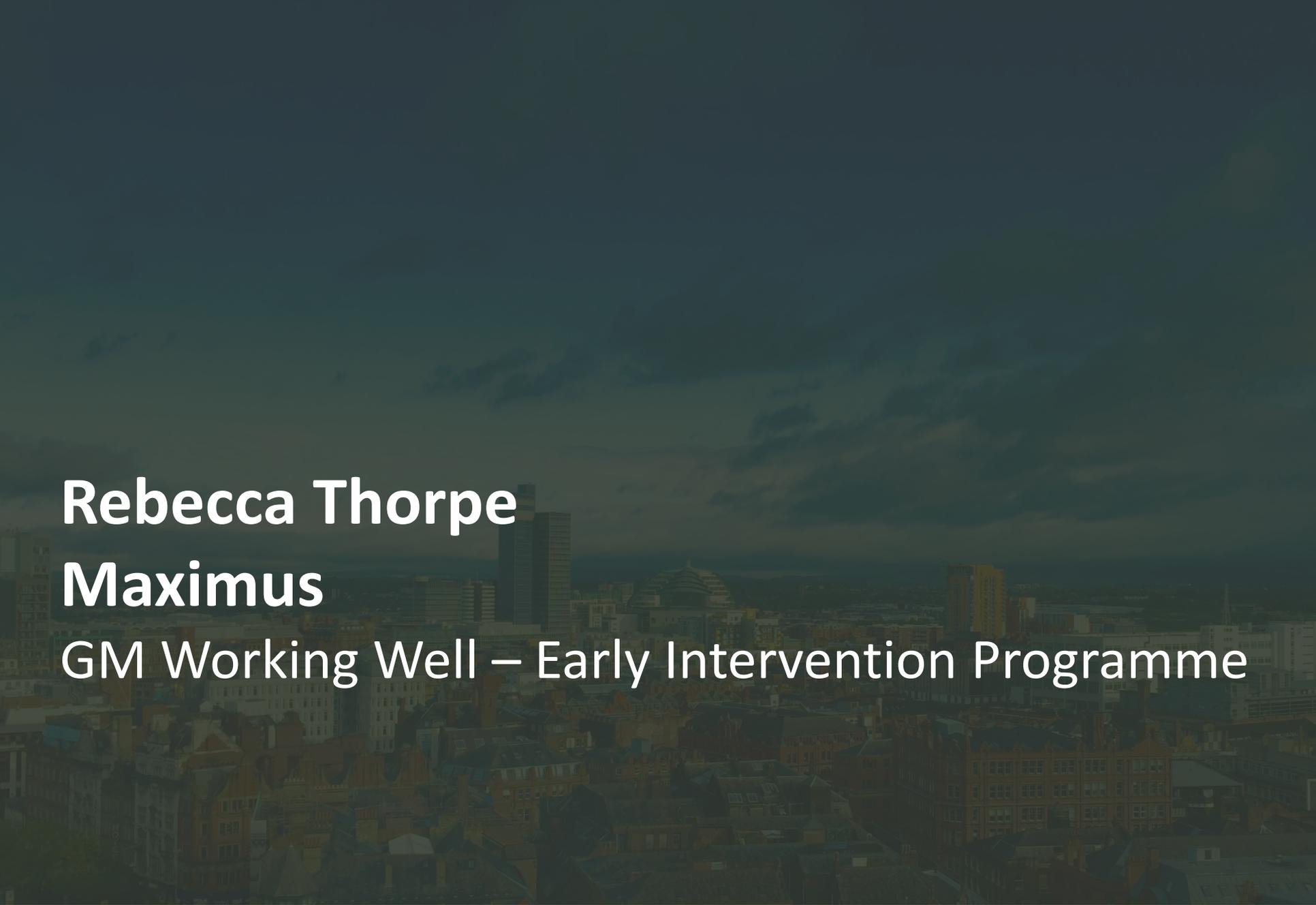
WE ARE PROUD TO BE ONE OF  
**OVER 300** NORTHERN  
POWERHOUSE **PARTNERS**



**Adrian Healey**  
**The Growth Company**  
Levy Matchmaking Service



**Gemma Marsh**  
**GMCA**  
GMCA Update



**Rebecca Thorpe**

**Maximus**

**GM Working Well – Early Intervention Programme**



# Greater Manchester Working Well Early Help Programme



# Working Well Early Help

An voluntary early intervention programme available to Greater Manchester (GM) residents who are newly unemployed (within the last 6 months) with health issues or disabilities which are a barrier or in work and off sick with health conditions or disabilities who are at risk of falling out of work.



HealthWorks is the name of a unique partnership led by MAXIMUS and supported by Pathways CIC.

[www.workingwellearlyhelp.co.uk](http://www.workingwellearlyhelp.co.uk)

## Innovation

New approach and boost the local economy through increased productivity, reduce time on benefit and reduce sickness and absence.



## Commissioner

Unique collaboration between Greater Manchester Combined Authority, Greater Manchester Health and Social Care partnership and the UK Government, which is part-funded by the European Social Fund.

## Outcomes

- Reduction in time on benefits.
- Reduction in days lost to sickness
- Prevention of Greater Manchester residents leaving labour market
- Reduction in non-clinical work in primary care
- Measurable health and wellbeing improvement
- Employers retain staff and better manage health in the workplace.

## Volumes and timeframe

- Service will operate for **three years from 4 March 2019**
- **11,000 people** – 80 per cent ‘in work’ and 20 per cent ‘newly unemployed’.

## Evaluation

Full evaluation taking place, led by Sheffield Hallam University with Salford University.

## Key Features

- **Experienced and trained Vocational Rehabilitation Caseworkers (VRCs)** to provide personalised holistic support to address all participant needs
- **Fast acting ‘Whole-life’ Biopsychosocial Assessment and Action Planning** to ensure all issues are identified, addressed and reviewed at regular intervals within 5 working days of activated referral.
- **1-1 individually telephonic tailored Case Management** at an appropriate level of intensity available
- **Embedded Health Practitioners** to ensure all clinical intervention and advice is underpinned by robust **Clinical Governance**
- **Expert Practitioner Network** to provide ‘place-based’ interventions on a flexible basis – maximising (not duplicating) local provision and plugging gaps where required (e.g. physio and Counselling/CBT)
- Access to individual **Wellbeing Zone**



## Key Benefits

- Fast early intervention service.
- Voluntary service.
- Provides solutions for customers that are living with a health condition(s) or disability and newly unemployed and are struggling to return to work - or those in work or Self Employed and are sick and struggling with the demands work has on their health, and their health on their work.
- Reduces the need for continued return to GP and fit notes
- Provides customers with early access to treatment programmes for common health conditions that contribute to absence (Mental Health, MSK) reducing the risks associated with 'waiting times' for provisions
- Empowers customers to develop a clearer understanding of their own health conditions and what can impact them, therefore providing them with a self-management toolkit that offers sustainable support for the future.

## Eligibility Criteria – In Work & Recently Newly Unemployed

	Specific inclusion criteria	General inclusion criteria	Geography
<b>Support Service</b>	<p>Employed by a small to medium employer (employing less than 250 staff) with two or more consecutive weeks off work (with at least one week of which falling under a GP Fit Note) and <u>at risk of falling out of the labour market</u></p> <p>OR</p> <p>Self-employed with a health condition and/or disability which is preventing them from undertaking any new work; or has contributed to them being unable to continue with previously agreed work.</p> <p>Or</p> <p>Newly unemployed, have worked within the last 6 months and in receipt of benefit.</p>	<ul style="list-style-type: none"> <li>• Individuals giving informed consent to participate in the service</li> <li>• Individuals aged 18 years or over at the time of referral</li> </ul>	<p>Individuals accessing the service must meet <u>one or more</u> of the following criteria:</p> <ul style="list-style-type: none"> <li>• Resident within the boundaries of a Greater Manchester Borough</li> <li>• Registered with a GP in Greater Manchester</li> <li>• Their Employer (or the individual's place of work) is within Greater Manchester</li> </ul>

	Specific In Eligible criteria
<b>Ineligible for Service</b>	<ul style="list-style-type: none"> <li>• Employed by a large employer with 250+ staff</li> <li>• Unemployed for greater than 6 months</li> <li>• Unemployed and not in receipt of benefit</li> <li>• Accessing Work &amp; Health , Motiv8 or Be Well Service</li> </ul>

# Key features

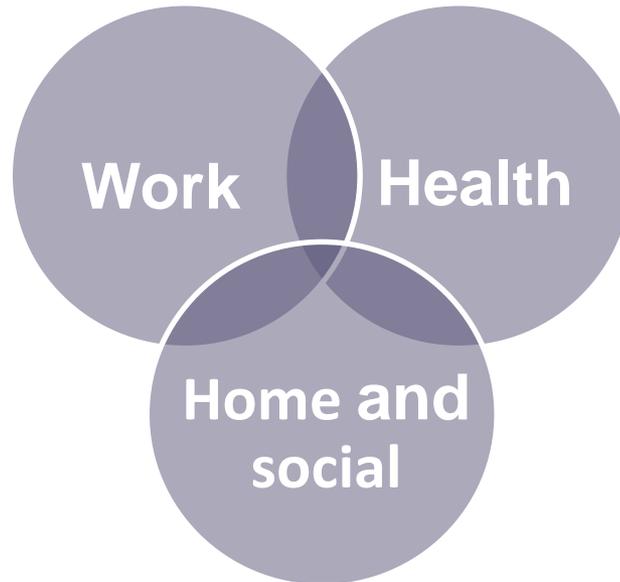


GP, SME, JCP,  
Self-referral



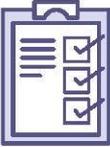
One-to-one  
individually  
tailored Vocational  
Rehabilitation  
Case Management

Expert  
Practitioner  
Network and  
Participant  
Support Fund



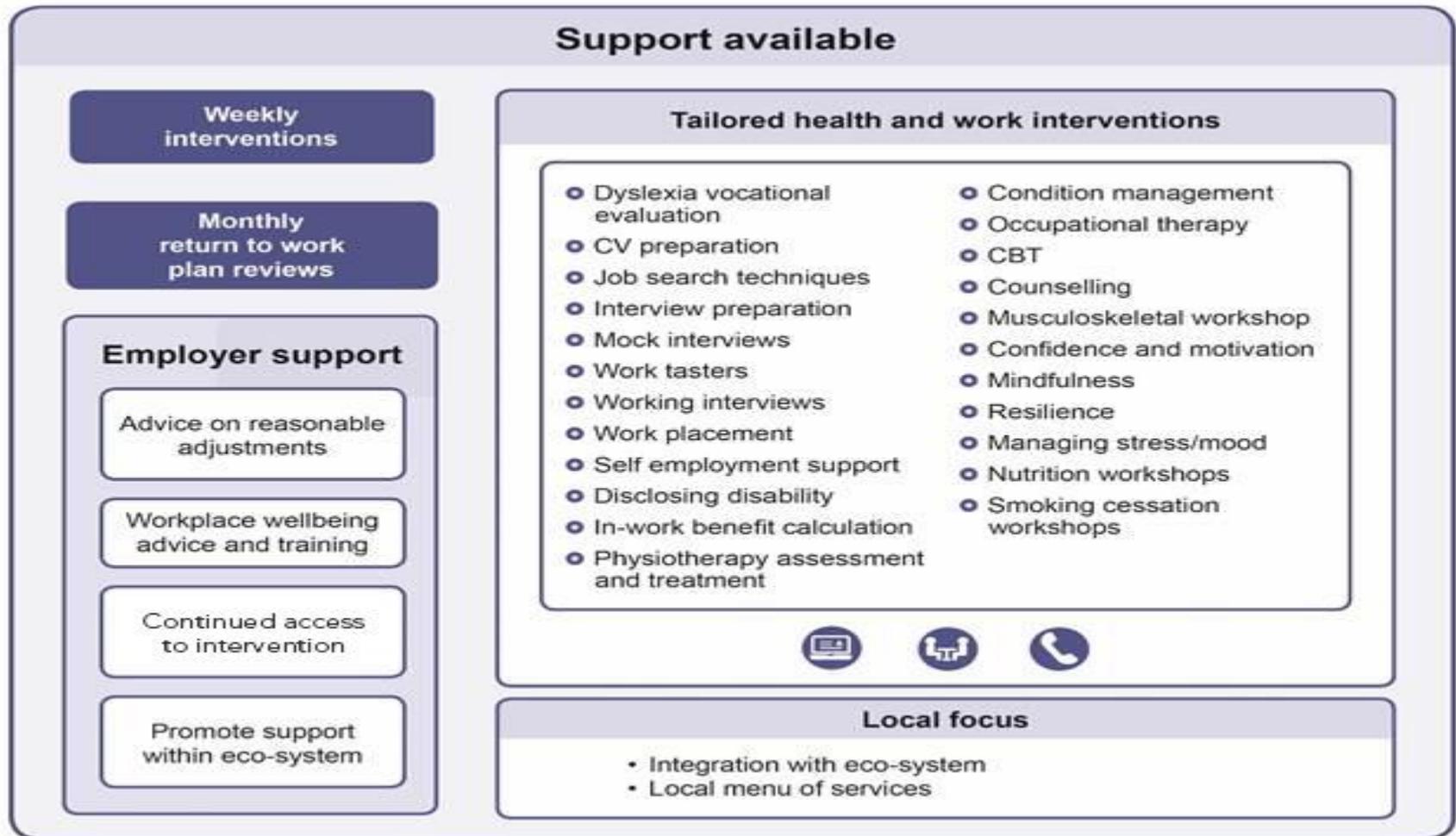
HealthWorks Online

'Whole-life'  
Biopsychosocial  
assessment  
and Return to  
Work Action  
Planning



Sarah

# Delivery Model





## Summary of Working Well Early Help

A telephone-based, easy access service with delivered by Vocational Rehabilitation Caseworkers who will advice customers on:

- Health, wellbeing and lifestyle advice and guidance on condition management
- Support to return to sustained work.
- Specialist health intervention for common conditions associated with sickness absence
- Employment / Self Employment including workplace assessments, workplace adjustments, Phased Return to Work Plans and guidance on optimising capacity for work



## Good News Story

**Claire was recently unemployed and was signposted to us by Tameside JCP.**

**Claire suffers with Autism Spectrum Disorder, Attention Deficit Disorder, Complex Learning Difficulties and Anxiety.**

**The referral was taken and the welcome call was completed by our service team. A telephone appointment was booked with the participant to complete the “Whole of Life” assessment.**

**The “Whole of Life” assessment was completed with the customer. This established that her main barriers were her Anxiety and Confidence. The assessment enabled us to complete an action plan which focussed on her specific needs and not the perceived ones.**

**We supported Claire with her anxiety and building confidence and completed signposting her to online wellbeing and provided her with coping mechanisms. We also explored her social activities and linked her in with local groups.**

**To support her return to work we reviewed her CV and supported her with situational interview techniques and interview preparation.**

**We were successful in securing a work placement at Lloyd Bank in Manchester City Centre which she is enjoying, it is building her confidence and opening up further employment opportunities.**



## Frequently asked questions ?

### **How do I make a referral?**

The referral process is very straightforward. All you need to do is let the customer know about the service and give them our contact details.

### **What happens after a referral?**

When we receive contact from a customer we will contact them to discuss the programme with them to make sure that we can offer the support they need. Depending on the customer's situation we may arrange to meet them to undertake identity checks and complete some simple paperwork. Once the referral has been accepted we complete a welcome call to explain how the service works and to complete the information required to start their journey. Following the welcome call we arrange a convenient time to complete a telephone assessment with them.

### **What is the assessment for?**

The assessment is a whole of life assessment which we have designed to tell us where the customer needs support and to help us to complete the return to work action planning with the customer.



## Frequently asked questions ?

### **How often do you support the customers?**

We undertake monthly action planning with the customers where we look at the actions we agreed, update these and set new ones to progress the customer. Throughout the month we make weekly calls to the customer to offer and advice or support needed – we however do tailor this contact depending on the customers needs.

### **How long are the customers supported for?**

We provide 6 months support for the customers.

### **What support do you provide to the customer?**

Working Well Early Help offers a bespoke service to the customers. As we undertake a whole of life assessment the support offered reflects this. Examples of the support can be seen on page 5 of the presentation.



## Frequently asked questions ?

### **Can you help customers to find employment?**

Our programme does support people to return to work. We offer employability elements to Working Well Early Help. We can support with CV completion, sourcing vacancies and interview techniques. We can also support the customer on how to approach employers to discuss their health conditions and disabilities.

### **What happens when someone returns to work or gains employment?**

As our support programme is for six months this does not stop when a customer returns to work or gains employment. We will continue to provide in work support for the customer assisting with things such as access to work etc.

## How customers can access the service

- Signposting of customer.
- Customers to refer themselves to the service by phone, email or by website link.
- Contact details are below.



 0300 456 8107

 [workingwellearlyhelp@maximusuk.co.uk](mailto:workingwellearlyhelp@maximusuk.co.uk)

 [www.workingwellearlyhelp.co.uk](http://www.workingwellearlyhelp.co.uk)



**Charlotte Harling | Claire Fielding**  
**SISRA | Mantra Learning**  
Evidence-Informed Professional Development

# SISRA Observe: Evidence-Informed Professional Development

GMLPN 25<sup>th</sup> September 2019

Charlotte Harling and Clare Fielding

# About SISRA

- Two services (Analytics and Observe)
- Established over ten years
- Working with Mantra for 18 months
- Support team and data centre at our UK offices

# Why use an app?

Ownership

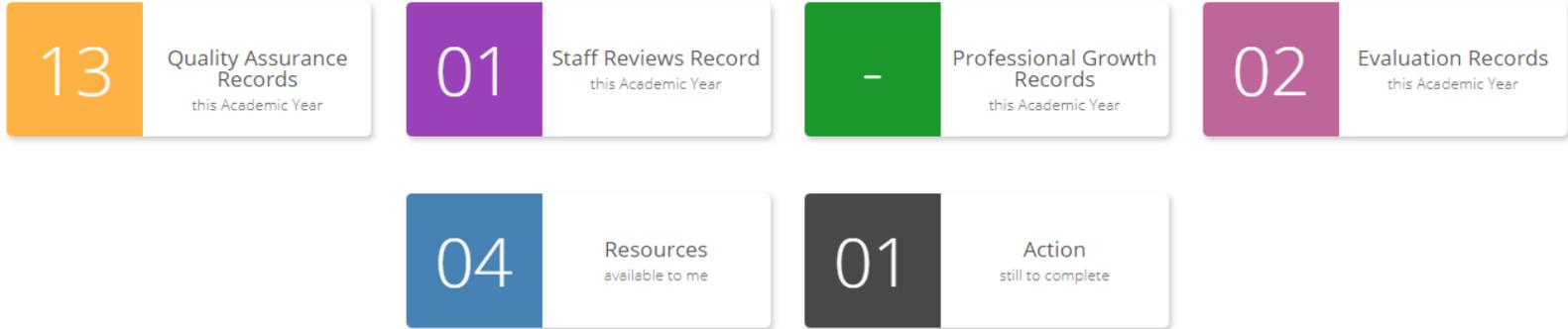
Evidence-  
Informed

Preparedness

Efficiency

# Ownership

## My Dashboard ?



## My Records ?

Quality Assurance | Staff Reviews | Professional Growth | Evaluation | Resources | Actions

[+ Create Record](#)

Search ☰

Currently showing 16 items. [Export](#)

Status	Record Name	Record Date	Category	Programme	Course	Staff	Observer	Course Level	Focus Group
Published	<a href="#">Observation Teaching Observation</a> <small>Created: Today - By: SISRA; Admin (SISRA)</small>	10/10/2019	Observation	Business	L3 Customer Service	Roe; Amelia (AR)	Harling; Charlotte (CH)		
Published	<a href="#">Observation Teaching Observation</a> <small>Created: Yesterday - By: Harling; Charlotte (CH)</small>	23/09/2019	Observation	Functional Skills	English	Freeman; Angela (AFR)	Harling; Charlotte (CH)	Level 2	

# Evidence-Informed

## Quality of T&L

Show Counts Export

Focus Area Name	Window 1	Window 2	Window 3	Mid-Year Reviews	Window 4	Staff Review Window	Total
<a href="#">Expert Subject Knowledge</a>	Meeting	↑ Strength	Strength	↓ Meeting	↑ Strength	↓ Meeting	15
<a href="#">Learning Environment</a>	Meeting	↓ Development	Development	↑ Meeting	Meeting	Meeting	15
<a href="#">Questioning</a>	Development	Development	Development	Development	Development	Development	16

### Expert Subject Knowledge

#### Summary Information

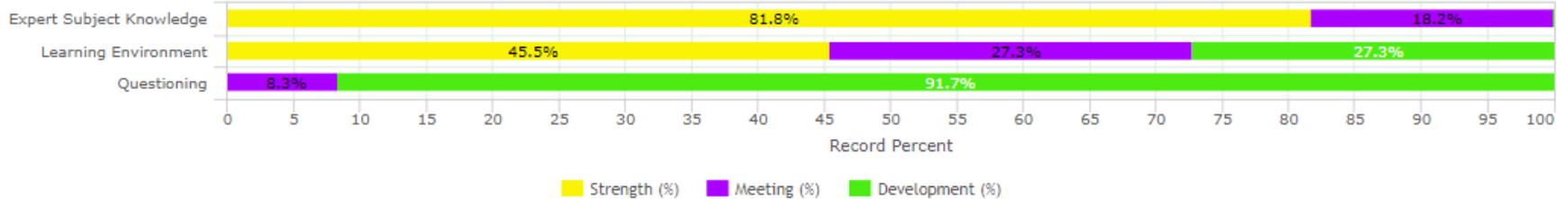


# Evidence-Informed

## Quality of T&L ?

Focus Area Name	Strength (%)	Meeting (%)	Development (%)	Record Count	Average Outcome <span>?</span>
<a href="#">Expert Subject Knowledge</a>	81.8	18.2	0.0	11	Meeting
<a href="#">Learning Environment</a>	45.5	27.3	27.3	11	Development
<a href="#">Questioning</a>	0.0	8.3	91.7	12	Development
<b>Total</b>	<b>14</b>	<b>6</b>	<b>14</b>		
	0%		100%		

### Quality of T&L



# Preparedness

## Provision

### Adult learning programmes

*Provision funded through the adult education budget and/or at and over referred for training by Jobcentre Plus. This includes a This may include adult education provision funded by GLA and/*

**Good**

#### Comments:

Provision funded through the adult education budget training for learners aged 19 and over referred for tra provision and traineeships for those aged 19 and over and/or MCAs.

▼ 0 1 0

### Apprenticeships

*Apprenticeships at levels 2 to 5 funded by the ESFA and/or through the apprenticeship levy.2*

**Good**

#### Comments:

Apprenticeships at levels 2 to 5 funded by the ESFA ar through the apprenticeship levy.2

▼ 0 1 0

Add +

## Outcomes and Context

### Overall Effectiveness

Outcome: 2

**Good**

The quality of education is at least good.

□ All types of provision offered are likely to be good or outstanding. In exceptional circumstances, a type of provision may require improvement, if there is convincing evidence that the provider is improving this provision rapidly and securely towards it being good.

□ All key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the provider is improving it rapidly and securely towards it being good.

□ Safeguarding is effective.

#### Comments:

The quality of education is at least good.

□ All types of provision offered are likely to be good or outstanding. In exceptional circumstances, a type of provision may require improvement, if there is convincing evidence that the provider is improving this provision rapidly and securely towards it being good.

□ All key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the provider is improving it rapidly and securely towards it being good.

□ Safeguarding is effective.

▼ 0 0 0

Add +

# Efficiencies

+ Add Action

Search



Currently displaying totals of New, Started, Partially Complete, Complete Actions

Export

01

Total

01

Not Yet Complete

01

New

-

Started

-

Partially Complete

-

Complete

-

Overdue

Currently showing 1 items.

Created by me

Search



Currently showing 4 items.

Privacy	Resource Title	Created	Type	Category	Focus Area	Outcome	Programme	Course	Staff
Whole Organisation	<a href="#">Learner Feedback Sep 2019</a> 0 Likes	24/09/2019	File	Observation Quality Assurance	Learning Environment	Strength	Functional Skills	English	Freeman; Angela (AFR)
Standard	<a href="#">Lesson Plan</a> 0 Likes	24/09/2019	File	Observation Quality Assurance	Expert Subject Knowledge	Strength	Functional Skills	English	Freeman; Angela (AFR)
Standard	<a href="#">Outcomes for Apprentices 18/19</a> 0 Likes	24/09/2019	URL	Programme SEF Evaluation	Apprenticeships	2	Business		
Whole Organisation	<a href="#">Adult Learning Programmes Student Voice</a> 0 Likes	24/09/2019	File	Programme SEF Evaluation	Adult learning programmes	2	Business		

# Observe at Mantra Learning

## Current

- Observations of the learner journey
- Quality audits
- Staff reviews
- Informs staff grading

## What's next

- Work scrutiny
- CPD
- Management meeting minutes and actions

## Key Benefits

Live action tracking

Transparency

Trend analysis

Quality assurance and moderation tracking

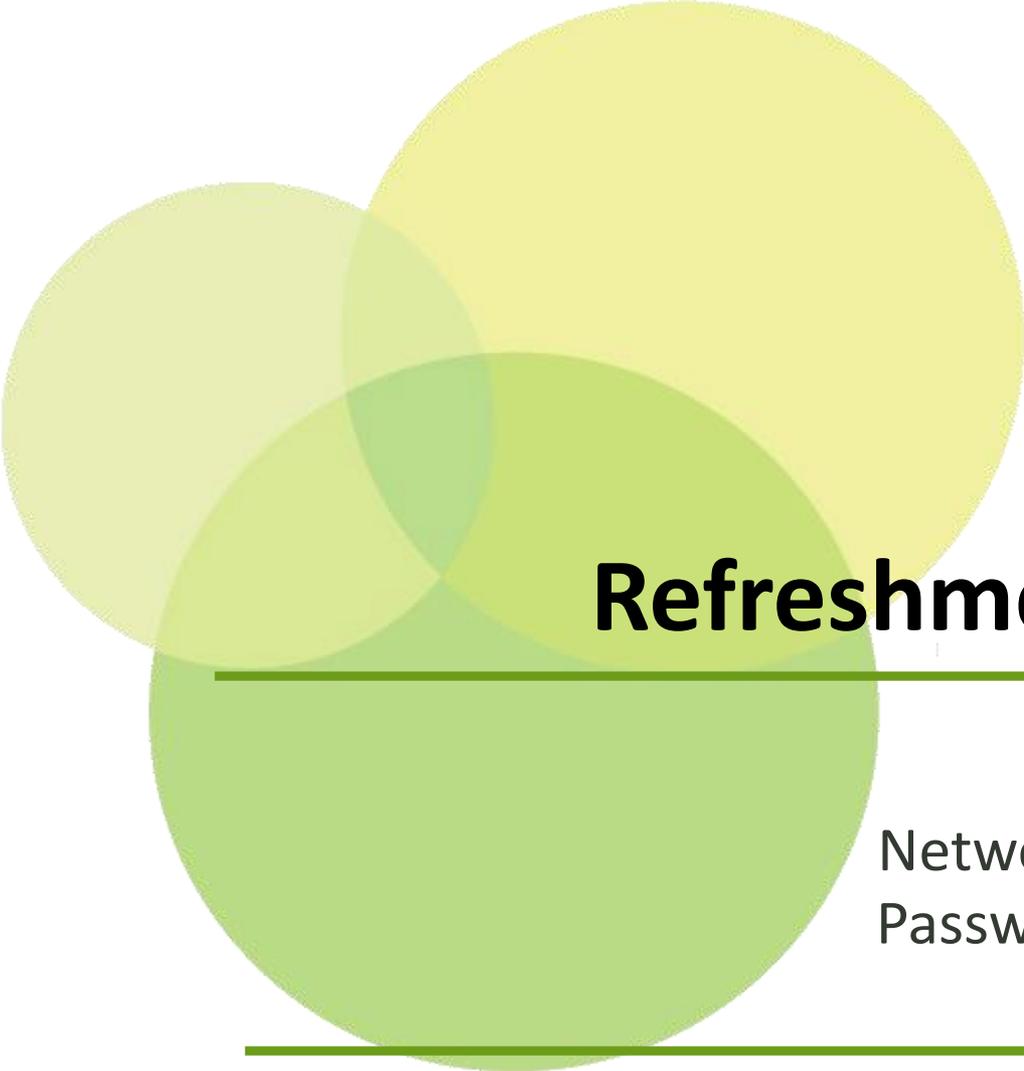
Evidence of the impact on staff development

Openness to feedback

# Interested in Observe?

- ✓ View a demo online or in person
- ✓ Offer for GMLPN members (save £250) signing up before Christmas
- ✓ Speak to Mantra or National Logistics Academy (or one of our schools)

@SISRAObserve or @CharlotteSISRA  
[enquiries@sisra.com](mailto:enquiries@sisra.com)  
[www.sisra.com](http://www.sisra.com)



# Refreshment Break

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## Wifi

Network: BGC-Secure

Password: bgc180609

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An aerial photograph of a city skyline, likely London, with a green bar at the bottom. The text is overlaid on the image.

**Matt Leigh | Charlotte Cookson**

**GMLPN**

Activity Update

# GM Apprenticeship Ambassadors

- Recruit, train and mobilise current and former apprentices to share their positive Apprenticeship experiences with a range of stakeholders
- Looking for apprentices from under-represented groups

# #SEEDIFFERENT

- Developing further video case studies – key focus on under represented groups
- Continue to be active online (social media and the website)
- Continue to support the GM SME Apprenticeship Support Package – working with GMCA and the Local Authorities
- Attend Large Careers Fair (Skills NW, Bury, Bolton, Trafford, UK University Search)
- Linking #SEEDIFFERENT more closely with GM Apprenticeship Ambassadors e.g. blog posts, social media, Meet Our Ambassadors page and also the ASK Project e.g. making more young people aware of the website/social media etc.

**#SEEDIFFERENT**  
**THINK APPRENTICESHIPS**

# TTF - Background Round One

- Established and facilitated four Industry Boards to develop exchange programmes between FE institutions and employers in four sectors:
  - Childcare/Education
  - Construction
  - Digital
  - Engineering/Manufacturing
- Example Exchanges
  - Curriculum review
  - Staff placements in industry
  - Employer delivered masterclasses to students

# TTF - Background Round Two

- Two toolkits delivered in partnership with GM Chamber of Commerce
  - Curriculum Co-Design (GMLPN lead)
  - LMI E-toolkit (GMCC lead)
- Research, Produce, Test and Disseminate toolkits

# Professional Exchange Project

## Groups for 19/20

- English and Maths
- Equality and Diversity
- Improving Quality
- New and Growing Training Providers
- Recruiting Learners
- Work Placements
- Safeguarding Officers (New Group)

If you and/or your colleagues would like to get involved in any of the Professional Exchange Groups please get in touch with Charlotte ([charlotte.c@gmlpn.co.uk](mailto:charlotte.c@gmlpn.co.uk))

# Provider Support Programme – 2019

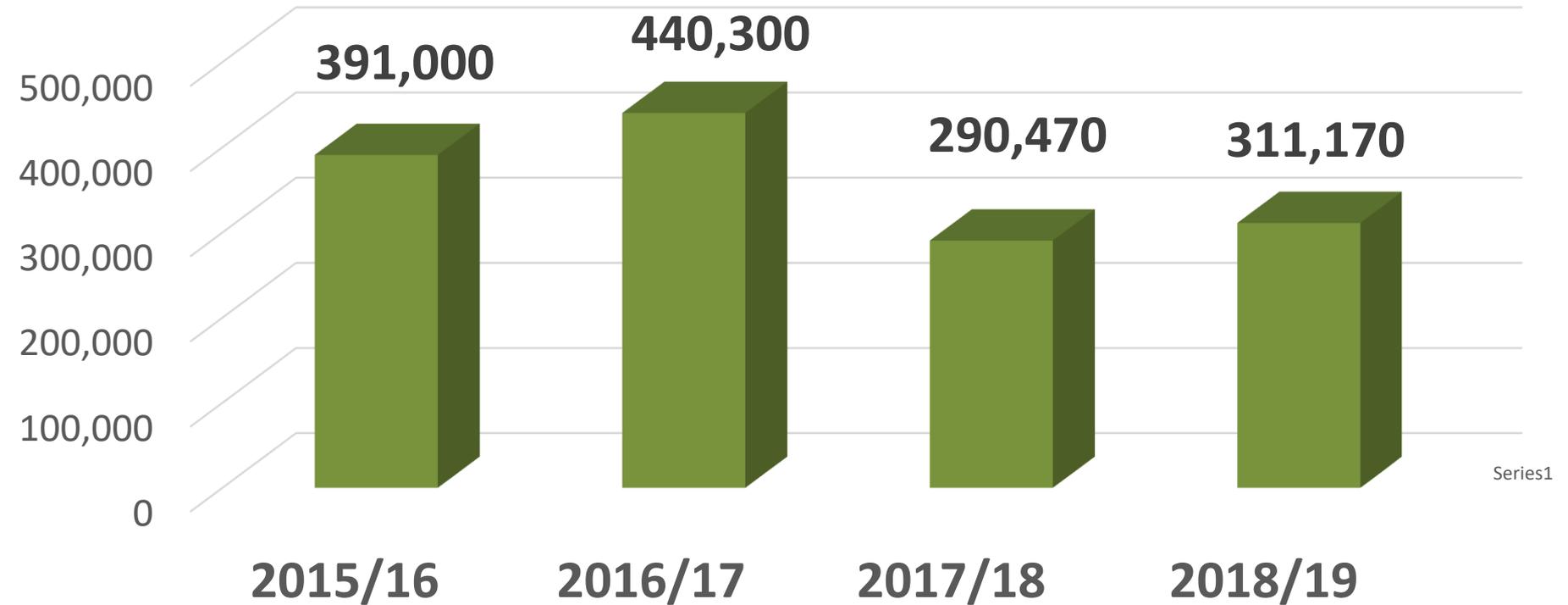
Title	Date
Safeguarding Workshop - Refresher and Update	11/10/2019
Quality Workshop - Getting to good under the new Education Inspection Framework	15/11/2019
Nominee Training: Being the best you can be at inspection	28/01/2019
Making the Move from Assessor to Tutor	29/01/2019
Audit and Compliance	27/02/2020



**Andy Fawcett**  
**GMLPN**  
Apprenticeship Reforms

# **Apprenticeships**

# Apprenticeship Starts Quarter 3 (England)



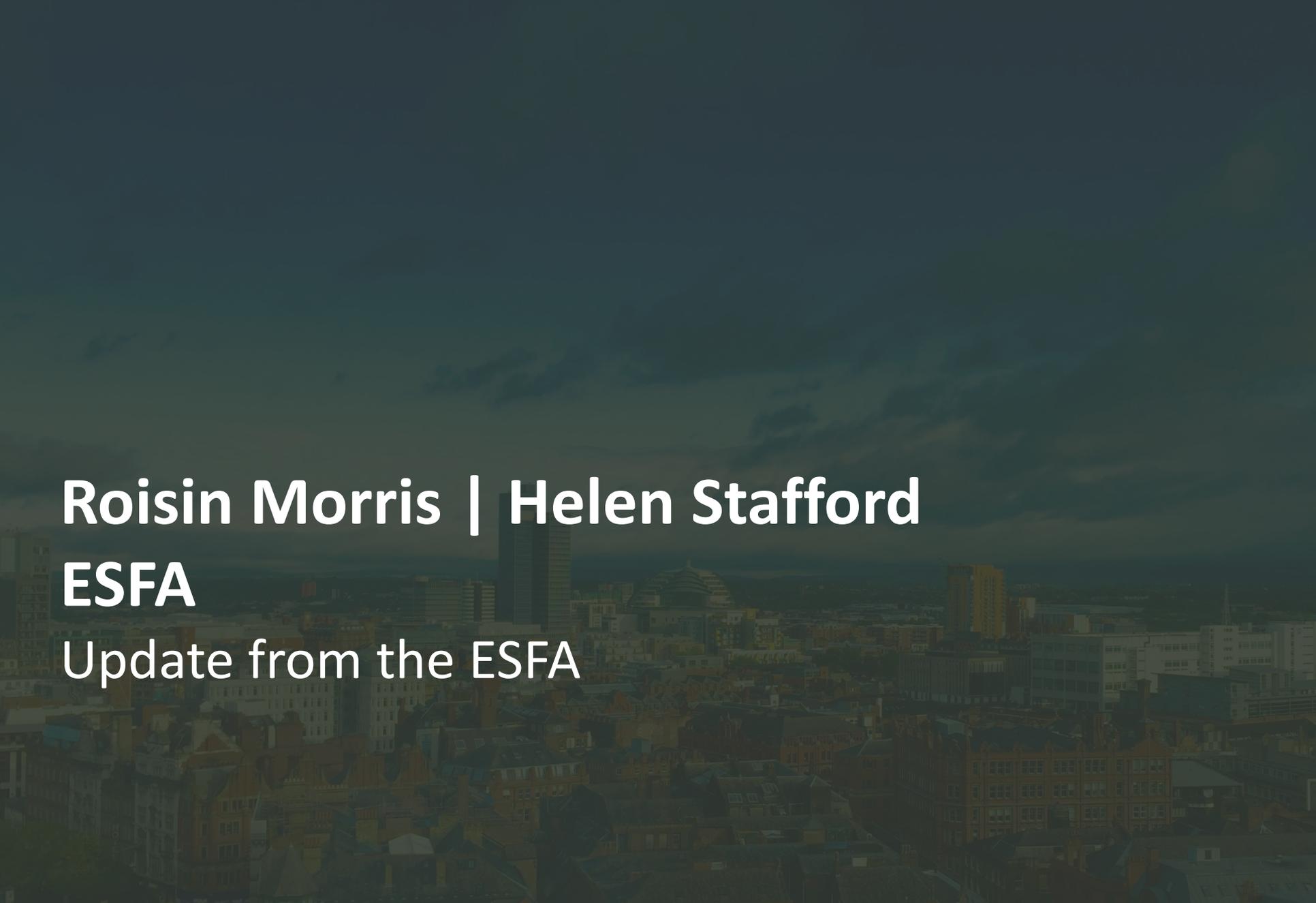
# Apprenticeships



Level 2  
Apprenticeships  
are a gateway to  
social  
improvement

# Apprenticeships

# RoATP



**Roisin Morris | Helen Stafford**

**ESFA**

Update from the ESFA

# Greater Manchester Learning Provider Network

## September 2019

Roisin Morris and Steve Bunyan

ESFA Further Education Directorate Territorial Team:  
Cheshire, Warrington, Greater Manchester (Central & North)  
Helen Stafford, Provider Change Team (PCT)



Education & Skills  
Funding Agency

# Agenda

- Policy Updates
  - Apprenticeship Service to SME's
  - Advanced Learner Loans Performance Management
- Business Critical Issues
  - QAR & Minimum Standards
  - Funding Rules Monitoring
- ESFA Update 18 September 2019
- GMLPN Areas of Concern
- Provider Change Team
- Questions



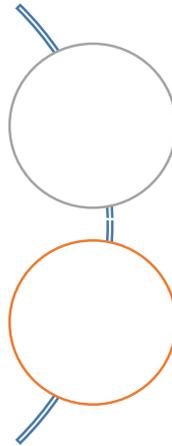
# Policy update #1

## Apprenticeship Service to SME's

Our aim is for all employers to take more ownership of their apprenticeship choices. This means we are transitioning to a programme whereby smaller employers (non-levy payers) will:-

Take control of apprenticeship funding

Transition to the apprenticeship service to access funding and manage their relationships with providers



Current non-levy contracts extended from 1 April '19 to 31 March '20

Plans for implementing the non-levy employer ownership journey are in development and will be set out shortly. Our focus is to ensure a well managed transition to support providers and employers.



# Policy update #1

## Smaller Employers Programme Timeline

- May 2019 – Announced that all employers will be able to use the apprenticeship service
- June 2019 – EOI launched to identify the first non-levy employers and training providers to test the apprenticeship service
- Autumn 2019 - detailed timeline will be published
- 2020 - Open the apprenticeship service to more employers and training providers



# Policy update #2

## Advanced Learner Loans

- Performance Management (PMPs)
  - It is an internal review process
  - Business cases **only if exceptional**
  - Includes process to request for first time
  - Funding Rules published in July:  
<https://www.gov.uk/government/publications/advanced-learner-loans-funding-rules-2019-to-2020>
- Key Conditions
  - Need to meet threshold for growth, good track record, meet SLC standards, not in formal intervention etc.
  - Requesting a facility for the first time: good or outstanding Ofsted, AEB and/or Apprenticeship agreement, demand etc.
- Dates for reviews / requests for first time
  - PMP1 Closed
  - PMP2 November 2019 – increases and reductions
  - PMP3 March 2020 – increases and reductions

# Business critical issues #1

## QAR & Minimum Standards

- R12 in-Year QAR data for 2018/19 available now
- Review all data before R14 hard close
- 2019/20 Minimum Standards
  - Applies to apprenticeship provision based on 2018/19 data
- Education and Training:
  - Lifting existing conditions
  - Continue to use performance data in our overall assessment of risk

<https://www.gov.uk/government/collections/qualification-achievement-rates-and-minimum-standards>

# Business critical issues #2

## Funding Rules Monitoring

- 2018/19 FRM Reports
- Correct all errors before R14 hard close
- Funding Rules Monitoring guidance 2019/20
  - <https://www.gov.uk/guidance/esfa-financial-assurance-monitoring-the-funding-rules>

# ESFA Update 18 September 2019

- Action: Brexit survey
  - [https://www.smartsurvey.co.uk/s/EUExit\\_FEandApprenticeships/](https://www.smartsurvey.co.uk/s/EUExit_FEandApprenticeships/)
- Action: Higher education learning aim requests due 27 September 2019
- Information: apprenticeships off-the-job training guidance and commitment statement template

# GMLPN Areas of concern

## Allocations

- Apprenticeship non-levy funding shortfalls
- Levy transfer to organisations with less than 50 employees
- Over delivery Aug-Mar underspend Apr-Jul
- August 2019/20 allocations
- Carry-in apprenticeships

## RoATP

- Employers and small specialist sub-contractors struggling with RoATP
- Financial health required type of accounts
- Non-receipt of funding needing to be on RoATP
- Lighter touch RoATP for employer providers
- Questions 1.9.2 PR1 & 1.12.1 PR4 on the application

# GMLPN Areas of concern (cont'd)

## **EPA**

- EPAOs requiring that providers invigilate EPAs
- EPAOs on lead time for pricing changes



Education & Skills  
Funding Agency

# Provider Change Team

**An overview of who we are and what we do**

# Provider Change Team - Objectives

## **Our 'mission statement':**

The Provider Change Team design, develop, implement and maintain the end-to-end processes needed to deliver effective provider change within the ESFA, delivering all activities in line with published timescales to minimise risks to those affected by provider change and the public purse.

We support employers, apprentices, learners and training providers to navigate the process and minimise any negative impact of change.

We anticipate risks to effective delivery of provider change and put steps in place to mitigate impact – as well as reacting quickly to unforeseen issues.

We develop and maintain a suitable network of stakeholders who support process delivery and ensure effective, transparent communication.

We inform and support wider ESFA business decisions where change may have an impact.



# Provider Change Team – Where we sit...



DfE



ESFA



Further Education Directorate (FED)  
Peter Mucklow (Director)



FE Programmes, Provider Services & Intervention (FEPPSI)  
Paul Williamson (Deputy Director)



Provider Change Team (PCT)

# Provider Change Team – Who we are... (1)

## **Pre-June 2017:**

- Provider Change case management originally sat with Provider Management team

## **Post-June 2017:**

- Provider Change Team established as a stand alone team



## Provider Change Team - Where we are based...

The Provider Change Team are located in different offices throughout the country:

- Gateshead / Darlington (x1)
- Leeds (x3)
- Manchester (x5)
- Coventry (x1)
- Nottingham (x1)
- Bristol (x1)
- London (x3)



# Provider Change Team – Who are our customers...

## Externally:

- Learners and their parents
- Employers
- Training providers
- SLC
- Ofsted
- Awarding bodies
- Insolvency practitioners (administrators / liquidators)
- Third party software companies (learner record storage / e-portfolios)
- MPs and Ministers
- .....

## Internally:

- Territorial teams
- Provider Market Oversight, audit and investigation teams
- Apprenticeships and funding policy teams
- Funding and Data team
- Allocations team
- Contracting and Payments team
- Service Centres (inc. NCC)
- Data Science
- NAS
- .....

These lists are not exhaustive

## Provider Change Team – What we do... (1)

We manage provider change activities for all providers that deliver the following ESFA-funded education and skills provision:

- Apprenticeships (both funding model 35 and 36)
  - Traineeships (both 16-18 and Adult)
  - ESFA-funded Adult Education (AEB, where the provision has not been devolved)
  - Advanced Learner Loans
- 

We **don't** currently manage provider change activities for:

- **16-19** funded provision, which is the responsibility of Territorial Teams
- **European Social Fund** (ESF), which is the responsibility of the ESF Compliance Team

# Provider Change Team – What we do... (2)

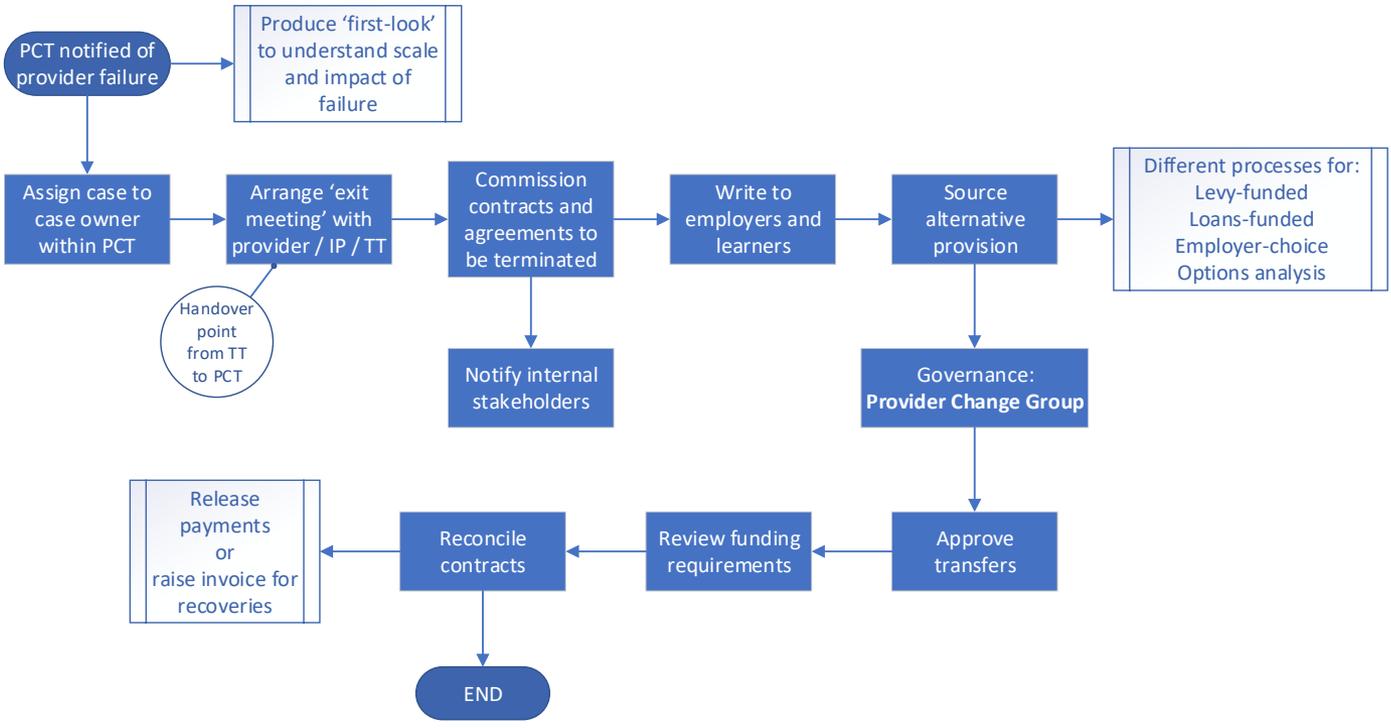
## **Types of 'provider change' that we deal with include:**

- Organisational changes, e.g. Change of name and/or Change of ownership or legal structure
- Provider failure, e.g. insolvency / liquidation / administration
- Ofsted – Inadequate
- Breach of contract
  - Quality, e.g. minimum standards
  - Financial health
  - Audit
  - Fraud / irregularities
- Failed RoATP re-application
- Provider choice, e.g. return of contracts
- Novation requests
- UKPRN deactivation

# Provider Change Team – What we do... (3)

- Commission termination of contracts / funding agreements
- Chair exit meetings with providers
- Source alternative high quality provision for employers, learners and apprentices affected
- Recover and store learner records and files
- Data and financial reconciliation
- Respond to significant volumes of queries from:
  - Learners and apprentices
  - Employers
  - Providers
  - Insolvency practitioners
  - Awarding bodies
  - Other internal and external stakeholders
- Respond to complaints from learners, parents, employers and MPs

# Provider Change Team – Provider Failure Process



Respond to queries and complaints from learners, employers, providers, awarding bodies, MPs and other internal/external stakeholders via mailbox/CRM

# Provider Change Team – Sourcing alternative provision...

## Options analysis

- Review who currently delivers or offers the provision in the locations required
- Use latest available ILR and FAT data
- Identify preferred providers by considering:
  - Appropriate contracts in place
  - No formal intervention
  - No quality concerns
  - Capacity
  - Other risk indicators
  - Public contracting regulations
- PCG support required

## Employer-choice

- Try to support employer-choice wherever possible
- Provider chosen must:
  - Be listed on appropriate registers
  - Have appropriate funding agreements in place
  - Not be in formal intervention
- Written confirmation from both employer and provider required before we can approve transfers
- PCG support **not** required

# Provider Change Team – Governance

## **Provider Change Group (PCG)**

The purpose of the group is to support the Deputy Directors with delegated responsibility for ESF, AEB and apprenticeship funding.

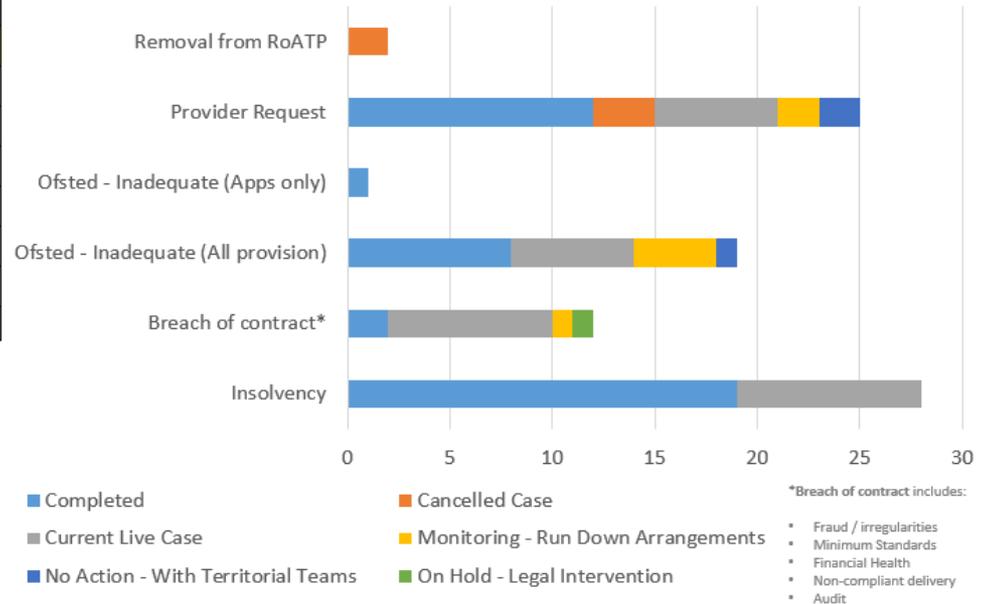
They do this by:

- reviewing and supporting requests to transfer learners and funding from one provider to a recommended alternative provider
- reviewing changes in provider name and/or ownership
- managing the provider change group process to meet business needs flexibly
- meeting weekly with membership from across the business

# Provider Change Team – Facts and figures...

Case Status	Nos. of providers		
	2018/19	2019/20	Total
Current live cases	27	6	33
Completed	40	2	42
Cancelled	1	0	1
Monitoring - Run down arrangements	5	1	6
No PCT action - with Territorial Teams	3	1	4
On hold - Legal intervention	1	0	1
On radar	3	1	4
<b>Total:</b>	<b>80</b>	<b>11</b>	<b>91</b>

Termination / run-down summary 2018/19 to date



# Provider Change Team – Funding...

## **Apprenticeships – FM36:**

- Additional funds can be requested if required, subject to affordability
- Subject to headroom remaining in outgoing provider's allocations
- We can only pay up to funding band maximum of the apprenticeship
- We will account for funding drawn down by previous training providers

## **Apprenticeships – FM35, Loans and AEB:**

- Additional funds can be requested if required, subject to affordability
- Subject to headroom remaining in outgoing provider's allocations
- Providers can draw down value required for remainder of delivery
- Apply RPL following assessment of learner progress to date
- Funding paid to previous providers not currently accounted for

# Provider Change Team – Continuous improvement...

We continually review our processes, working with teams throughout the ESFA to improve how we do things.

## Improvements made this year include:

- Introduction of CRM to manage queries
- Drafting and issuing termination letters now the responsibility of Contracting & Payments team (where the expertise lies)
- End-to-end review of all our policies, principles and processes
- Implementation of new tools and reports
- Simplification of PCG papers and termination approval forms to reduce bureaucracy
- Reviewing our suite of communication templates
- Greater co-working with teams throughout the ESFA, including:
  - Funding and Data, Data Science, Contracting and Payments, RoATP, Territorial Teams, NAS, Audit and Investigations, Loans, Policy ...
- Recruited additional resource to the team (2x HEOs, 1x EO)







**Sian Wilson**

**NCFE**

**Award Organisations and Training Providers –  
Partnering for Social Impact**

# Partnering for Social Impact

Sian Wilson - NCFE

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## **170 Years of learning**

"become a centre from whence the elements of knowledge and civilisation shall go on with an unceasing progress, conferring intellectual, scientific and moral blessings throughout the length and breadth of the Northern Counties."

**ncfe.**

Our core purpose  
is to **promote** and  
**advance learning.**

## Our core purpose is to promote and advance learning

Advocating, investing and raising the profile of learning (education and training).

Influencing the design, development and delivery of progressive and impactful learning.

Endorsing the creation and distribution of high quality learning opportunities.

Engaging more people into learning to support social mobility and prosperity.

### Advance

Creating high quality learning opportunities that will support the progression of learners and beneficiaries, improving their life and career opportunities.

Pioneering and investing in the creation and adoption of innovations that will improve learning outcomes and enhance the value of learning.

Facilitating the generation and fruition of new ideas and approaches that will improve learning, particularly technical and vocational education.

### Learning

Education and training but not constrained to formal education.

## Our strategic objectives



### World class customer experience

To create a truly world class customer experience that promotes customer loyalty and advocacy, through which we will extend our reach and secure our future.



### Advancing learning

To enhance the value and impact of learning through exploring and embracing pioneering approaches, including strategic partnerships and technological developments.



### Purposeful people and culture

To cultivate a purpose-led, collaborative, vibrant, high performance culture where our people understand, and are recognised for, the contribution that they make to our collective success.



### Future ready infrastructure

To develop a robust, reliable and responsive infrastructure that will allow us to achieve our strategic goals and plans for greater reach and impact whilst underpinning a safe and secure future.



### Insight and intelligence

To leverage rich data sources and business intelligence technologies to produce validated insights into our market, our customers and our business, which will enable us to make good, evidence based decisions.

## Partnerships for impact

Areas of focus will include:



socially disadvantaged and under-represented people and groups



young people in the early stages of their careers



job displacement, re-training and 'Industry 4.0'



second chances e.g. ex-offenders.

ncfe.

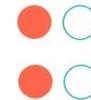
let's make  
a difference.

**ncfe.**



# the future of functional skills.

GMLPN – 25/09/2019



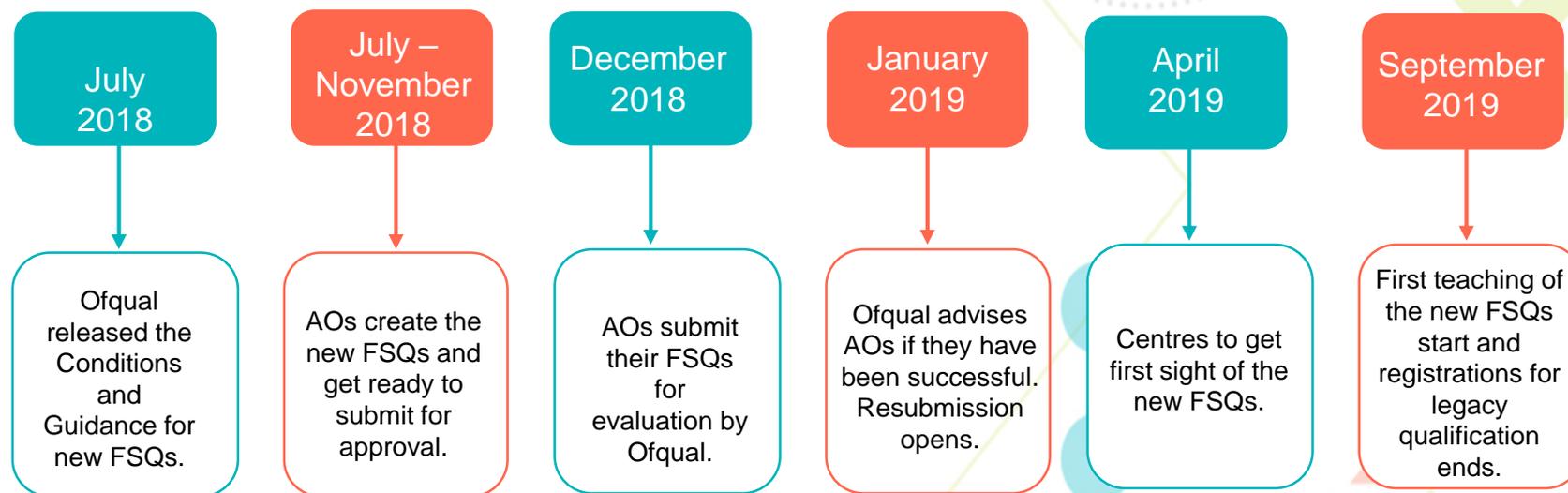
**ncfe.**

# Purpose

## The new purpose:

“Functional Skills qualifications should provide reliable evidence of a student’s achievements against demanding content that is **relevant to the workplace**. They need to provide assessment of students’ **underpinning knowledge** as well as their ability to **apply this in different contexts**. They also need to provide a foundation for **progression into employment or further technical education** and develop skills for everyday life. In some contexts, Functional Skills qualifications will also play a part in the Government’s accountability systems.”

# Timeline of Events



# Functional Skills – Post Reform

## Timescales

# Current Hurdles to Overcome

Greater Manchester  
Learning Provider Network

- Timescales – Apprenticeships
- DCS
- Pass Rate
- Lengths of stay
- Increase in difficulty
- Invigilation – very hard for paper based
- Increase in GLH 45 to 55 – no increase in funding

# Maths - Key content changes

## Key Changes:

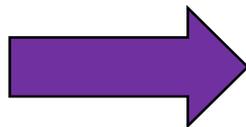
- Non-Calculator Section added.
- Continues to be a single component.
- Increased focus on Underpinning Skills.
- Increased focus on Problem Solving Skill, and at:
  - Entry Level this will be “Simple”
  - Level 1 this will be “Straight Forward”
  - Level 2 this will be “Complex”.
- More descriptive guidelines on what content should be assessed.
- Entry Level assessment time:            Minimum –            1hr 15mins            Maximum – 1hr 45mins
- Level 1 and 2 assessment time:        Minimum -            1hr 45mins            Maximum – 2hrs 30mins
- GLH set at 55 hours.

## Mapping Case Study - Level 1 Maths (Number)

### Legacy Qualification Content:

- a) Understand and use whole numbers and understand negative numbers in practical contexts;
- b) Add, subtract, multiply and divide whole numbers using a range of strategies;
- c) Understand and use equivalences between common fractions, decimals and percentages;
- ...
- f) Use simple formulae expressed in words for one- or two-step operations;

**More  
descriptive  
subject  
content**



### Reformed Qualification Content:

1. Read, write, order and compare large numbers (up to one million)
2. Recognise and use positive and negative numbers
3. Multiply and divide whole numbers and decimals by 10, 100, 1000
- ...
13. Read, write, order and compare percentages in whole numbers

# English - Key content changes for Level

Greater Manchester  
Learning Provider Network

The content will be split into three areas which all need to be passed in order for the learner to achieve.

- Writing, Reading ; and Speaking, Listening and Communication.

## Key Changes:

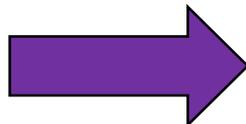
- Phonics introduced at entry level
- SPaG will be assessed for 40-45% at Level 1 & 2.
- Contextualisation will be allowed for SLC.
- Speaking, Listening and Communication (SLC) will be more structured (minimum of two tasks) and will come with pass descriptors.
- No dictionaries or spell check enabled equipment for writing assessments.
- No “Spiky” Profile allowed.
- Level 1/2 overall assessment time: Minimum - 2hrs Maximum – 3hrs
- GLH set at 55 hours.

## Mapping Case Study - Level 1 English (Reading)

### Legacy Qualification Content:

- a) Identify the main points and ideas and how they are presented in a variety of texts;
- b) Read and understand texts in detail;
- c) Utilise information contained in texts;
- d) Identify suitable responses to texts;
- e) In more than one type of text.

More  
descriptive  
subject  
content



### Reformed Qualification Content:

- 9. Identify and understand the main points, ideas and details in texts
- 10. Compare information, ideas and opinions in different texts
- 11. Identify meanings in texts and distinguish between fact and opinion
- ...
- 17. Read and understand a range of specialist words in context

# Mapping Document

NCFE have produced a mapping document which maps the current Functional Skills onto the reformed Functional Skills.

The mapping document indicates new content, content changing levels and also comments on content that may have previously been implicitly indicated.

The content is now more descriptive than it was previously:

Reading		
DfE Functional Skills reform subject content for English (February 2018)	Current NCFE Functional Skills English amplification	Mapping comment
<b>Skills Standard:</b> Read and understand a range of straightforward texts.	<b>Scope of study:</b> This should include a range of straightforward and complex texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.	<b>Update:</b> Now to include texts of varying lengths that instruct, describe, explain and persuade.
9. Identify and understand the main points, ideas and details in texts.	a) Identify the main points and ideas and how they are presented in a variety of texts.	Now 'understand' and details as well as main points. No longer 'how' they are presented.
10. Compare information, ideas and opinions in different texts.		New at Level 1, was Level 2 demand previously. 
11. Identify meanings in texts and distinguish between fact and opinion.		Facts and opinions were implicit in previous statements, they've now been clearly identified. 
12. Recognise that language and other textual features can be varied to suit different audiences and purposes.		Implied previously, now stated. 

# Online Feedback



Exam Reports  
 NCFE Test Centre  
 NCFE Functional Skills Qualification in Maths at Level 2

Your Centre Name and Qualification name and level will appear here.

Results Summary:

In line with Functional Skills Criteria requirements our Maths assessments sample from the coverage and range statements. Not all feedback statements will appear on individual score reports and they will differ dependent on the version your learner sits.

The Result will be Pass or Fail – Within 10% will only appear in the Portal result.

Candidate Name	Online ID	ULN	Test Date	Result
A Learner	26031727		03/04/2018	Pass

Results Breakdown:

The Skill Areas are the appropriate qualification and level coverage and range feedback statements.

Unknown Skill Area	Questions Correct (%)
Unknown Feedback	0.00
L2 (H1) Collect and represent discrete and continuous data, using ICT where appropriate	66.67
L2 (H2) Use and interpret statistical measures, tables and diagrams, for discrete and continuous data, using ICT where appropriate	100.00
L2 (H3) Use statistical methods to investigate situations	50.00
L2 (H4) Use probability to assess the likelihood of an outcome	100.00
L2 (M1) Recognise and use 2D representations of 3D objects	100.00
L2 (M2) Find area, perimeter and volume of common shapes	33.33
L2 (M3) Use, convert and calculate using metric, and where appropriate, imperial measures	75.00
L2 (N1) Understand and use positive and negative numbers of any size in practical contexts	100.00
L2 (N2) Carry out calculations with numbers of any size in practical contexts, to a given number of decimal places	85.71
L2 (N3) Understand, use and calculate ratio and proportion, including problems involving scale	57.14
L2 (N4) Understand and use equivalencies between fractions, decimals, and percentages	66.67

Questions Correct (%)  
 Each statement has a fixed number of marks available in each assessment version.  
 The question percentage outcome represents the number of those available marks that the learner achieved.  
 100% means the learner achieved all available marks for that statement.  
 57% would mean the learner achieved just over half of the available marks for that statement.

LinkedIn



NCFE Functional Skills

Standard group

**QualHub**  
Qualifications

## Functional Skills News and Updates

<https://www.qualhub.co.uk/delivery-and-learner-support/functional-skills/functional-skills-news-and-updates/>

Questions?

Greater Manchester  
Learning Provider Network



**Louise Timperley**

**The Co-Op**

Apprenticeship Levy – Employer's Perspective 2  
years in