



NORTHERN SKILLS NETWORK – LAUNCH EVENT

Workshops

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WORKSHOP 2 – ESFA

Subcontracting, Paul Johnson & Christopher Lews

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Subcontracting Consultation

February 2020



Education & Skills
Funding Agency

Why are we reviewing subcontracting?

Several reasons

Practical/administrative:

- 3 sets of rules for historical reasons – we need to bring consistency where we can
- Inconsistent/weak data – we need to improve our intelligence to identify risks/issues earlier

Financial

- Ongoing concerns about fraud – there are currently 18 live investigations where subcontracting arrangements are involved
- Concerns about motivation for engaging in subcontracting – some are driven by financial considerations
- Levels of fees retained are too high in some cases
- Weak oversight of public funds – where large subcontractors work with multiple ‘primes’ – and large sums of public money are involved

Quality and Safeguarding

- Concerns about insufficient oversight – particularly where the arrangement involves provision for young people delivered at a distance – eg sports related provision
- Large subcontractors not directly inspected

Review of subcontracting

Review approach:

- **Establishment of a steering group** with membership drawn from across the agency
- **Series of structured interviews** with ESFA, representative bodies and Ofsted
- **Commission of data analysis** to provide some baseline facts about the current volumes of subcontractors and subcontracted provision
- **Consultation** with the sector

The Consultation

The consultation runs from 4 February 2020 to 17 March 2020.

There are 10 proposals for reforms to subcontracting where we are seeking views.

We want to understand the effect of each proposed reform on providers to ensure that we make changes in a sensible and phased approach where required.

We will publish a response to the review by the end of May 2020.

Consultation with the Sector

The plan to consult was trailed in the CEO's letter to the sector in October to providers with ESFA allocated post 16 funds. In that letter we indicated that we would be seeking the views of the sector on the options for reform of subcontracting arrangements.

The draft consultation questions in summary are:

1. Ensuring that subcontracting adds value – requiring providers to publish the educational intent/rationale for subcontracting
2. Restricting subcontracting delivered at geographical distance from the lead
3. Limiting the value of subcontracting by a lead
4. Restricting whole programme subcontracting
5. Controlling the aggregate value of subcontracting by a subcontractor
6. Changing the three-party model of sports subcontracting
7. Understanding compliance – making it easier through one set of rules
8. Publishing information about funding retained
9. Introducing a standard for management of subcontracting
10. Implementation timescales

Discussion and questions

Of the ten questions:

Are any non-contentious?

Which are problematic?

What sort of transition period will be required?

Is there anything we have missed?

Issues for clarification?

Please complete our equalities analysis if you can.



WORKSHOP 4 – NCFE

Skills Needs for the Future, David Jones, NCFE

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Intent, implementation and impact of devolution in the North

Facilitators:

David Jones (Product Manager for Adult Education)

David Redden (Product Manager for English and Maths)

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Devolution in the North

1

Manifesto for the North

CONVENTION OF THE
#CONVENTIONNP11
13 SEPTEMBER 2019

north

TOGETHER - WE CAN ACHIEVE SOMETHING SPECIAL
HUGE!
SIZE OF THE PRIZE IS HUGE!
THIS IS OUR OWN COUNTRY
WE MUST BE INVOLVED
LIVING & THRIVING IN THE NORTH
OPPORTUNITIES FOR ALL YOUNG PEOPLE
WE NEED A RESTLESS DRUMBEAT
OUR AIM...
A NEW VISION FOR THE NORTH
THE NORTH IS THE SOLUTION
CHALLENGES
WE HAVE A SEAT IN CABINET
GRIT GRAFT GOOD TIME
UNITE THROUGH A SHARED BELIEF
NICK FORBES

WELCOME!
DAN JARVIS
Slido
APP
THE APP
THE PEOPLE'S POWERHOUSE
OUR QUARTER: PRINCIPLES ACCOUNTABILITY REAL BUSINESS TRUST INNOVATION CHANGE
LET THE TREE IN
BUSINESS NETWORKS
WE CAN'T TAKE PICTURES OF PRODUCE AND PRIDE
WE NEED A RESTLESS DRUMBEAT
OUR AIM...
A NEW VISION FOR THE NORTH
THE NORTH IS THE SOLUTION
CHALLENGES
WE HAVE A SEAT IN CABINET
GRIT GRAFT GOOD TIME
UNITE THROUGH A SHARED BELIEF
NICK FORBES

'THE PLACE TO BE...
'WE HAVE THE ASSETS'
'UNITY & COLLABORATION'
'SPEAK WITH 1 VOICE'
'THE CAKE NEEDS MAKING - THE OVEN IS THE NORTH'
'OUR PLACE OUR NORTH'
'TURN UP THE VOLUME!
'SPEAK WITH 1 VOICE'
'BUILD A COMPELLING PROPOSITION'
'LET'S GET TO IT!'
'A VISION WITHOUT ACTION IS A DAYDREAM, ACTION WITHOUT VISION IS A NIGHTMARE'
'DELIVERING WITH THE NORTH'
'EMING BACK THE RAILWAY'
'TRANSFORMATIVE POTENTIAL'
'A GENUINE PARTNERSHIP'
'THE TIME HAS COME'
'BORIS JOHNSON'

North
Place making
Energy
Innovation
Trade & Investment
Transport

EDUCATION, SKILLS & WORK
HOUSING
CLEAN GROWTH
TRANSPORT
TRADE AND INVESTMENT
INNOVATION

• ATTRACTIVE
• VIBRANT
• PROSPEROUS
• FRIENDLY
• LET'S GET SERIOUS ABOUT REBALANCING THE UK ECONOMY!
• 'WE NEED TO MAKE A CHANGE NOW!'
• A VISION WITHOUT ACTION IS A DAYDREAM, ACTION WITHOUT VISION IS A NIGHTMARE
• Delivering with the North
• 'EMING BACK THE RAILWAY'
• 'TRANSFORMATIVE POTENTIAL'
• 'A GENUINE PARTNERSHIP'
• 'THE TIME HAS COME'
• 'BORIS JOHNSON'

NP11

- GOOD EMPLOYMENT CHARTER
- BUILDING APPRENTICESHIPS
- SUPPORT CHILDREN TO LEARN
- ASK YOUNG PEOPLE WHAT THEY WANT
- MENTAL HEALTH FOCUS
- OXBRIDGE SUPPORT GROUP
- TAN-NORTHERN COLLABORATION
- A PLACE-BASED APPROACH
- REVIEW EXISTING STOCK
- POLICIES CONTRIBUTING TO SUSTAINABLE COMMUNITIES
- A BALANCE OF TENURES
- ZERO CARBON
- AN AFFORDABLE HOME FOR EVERY NORTHERN CITIZEN - A HUMAN RIGHT
- CROSS-NORTHERN FOCUS ON HOMELESSNESS
- A NORTHERN FOOD LANDSCAPE CHARTER
- CLIMATE PROOF SCREENING OF POLICIES/INITIATIVES
- A ZERO-CARBON NORTH
- ACCESS FOR YOUNG PEOPLE

WE ARE 1 NORTH
INCLUDING MANY PLACES
THE BEST PLACE TO LIVE...
NEXT YEAR IN LIVERPOOL!
OUR MANIFESTO FOR THE NORTH
ANDY BURHAM

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Greater Manchester

Local Industrial Strategy Focus Areas:

- Health Innovation
- Advanced Materials and Manufacturing
- Digital, Creative and Media
- Clean Growth

GMCA GREATER
MANCHESTER
COMBINED
AUTHORITY

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Liverpool City Region

Growth Sectors:

- Advanced Manufacturing
- Digital and Creative
- Financial and Professional Services
- Health and Life Sciences
- Low Carbon and Energy
- Maritime and Logistics
- Visitor Economy

Local industrial Strategy key priorities (TBC):

- Good work, health and wellbeing for all
- Vibrant and connected communities
- More businesses innovating and growing
- Clean growth



**LIVERPOOL
CITY REGION**
COMBINED AUTHORITY

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Tees Valley

Priority Sectors:

- Advanced Manufacturing
- Process & Chemicals
- Logistics
- Health and Biologics
- Digital and Creative
- Professional Services
- Culture and Leisure
- Energy



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North of Tyne

Growth Sectors:

- Digital and Technology
- Financial and Professional Business Services
- Health and Life Science
- Energy, Offshore and Advanced Manufacturing
- Tourism, Leisure and Culture

**NORTH
OF TYNE**
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**COMBINED  
AUTHORITY**



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# Further devolution

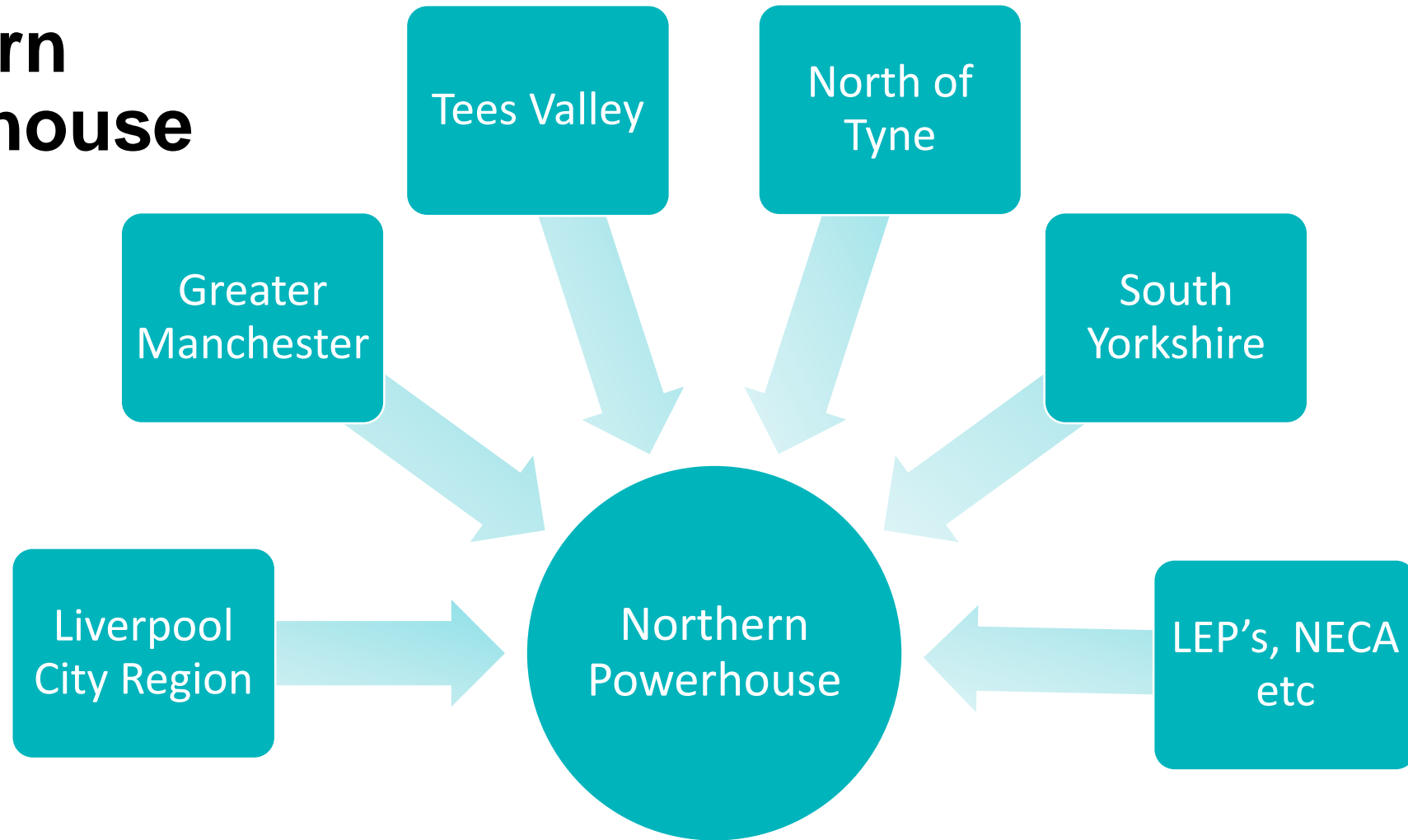
**More devolution can help the North thrive and support the whole country's future prosperity.** The north of England's economy<sup>1</sup> is larger than the economies of most EU countries and it has a significant inheritance of economic assets – from its thriving cities and towns, to its natural assets, ports and windfarms off its coasts. Already, the North is showing what it can do with limited powers that have been passed down to metro mayors and through devolution deals. But the North will need more clout, more funding and more fiscal autonomy to reach its full potential.

We remain committed to **devolving power to people and places across the UK**. Our ambition is for full devolution across England, building on the successful devolution of powers to city region mayors, Police and Crime Commissioners and others, so that every part of our country has the power to shape its own destiny. We will publish an **English Devolution White Paper** setting out our plans next year.

The way to do this is by redistributing power to our nation's regions through a programme of meaningful devolution. Westminster needs to give us the tools to do the job.

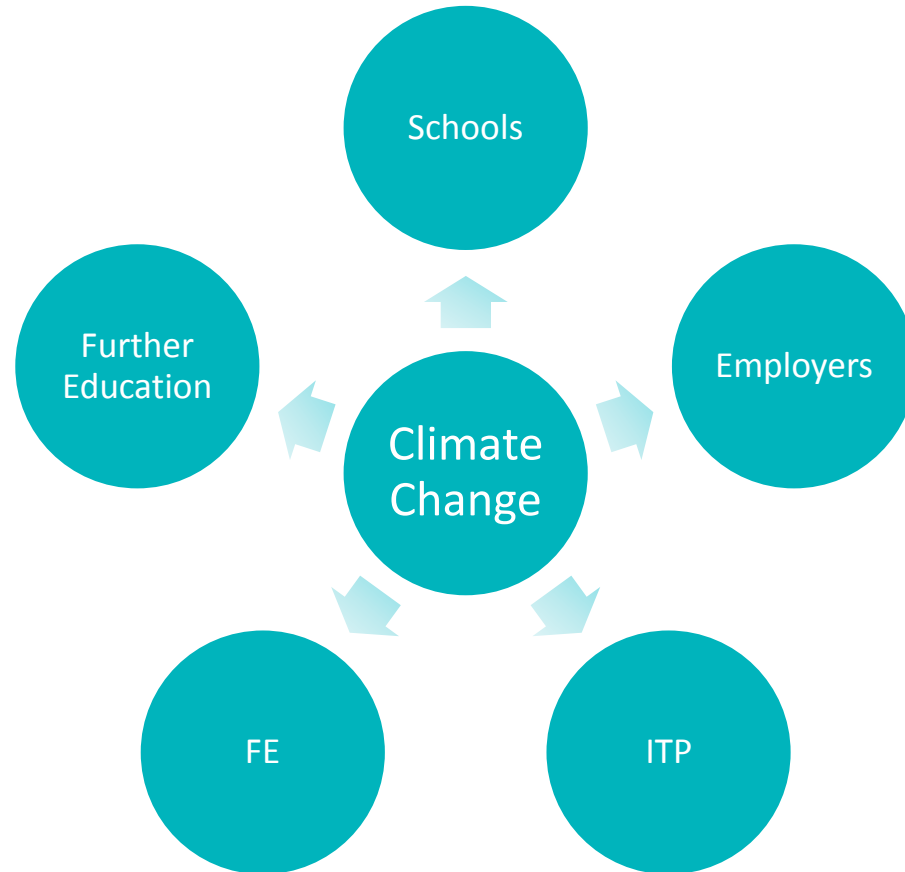
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# Northern Powerhouse



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# Case Study – climate change



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# Curriculum planning for soft skills

# 2

# Overview of Intent, Implement and Impact

| Intent                                                                                                                                                                        | Implementation                                                                                                                                                                                                                           | Impact                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| The <b>curriculum develops knowledge and skills</b> and prepares them for the next stages in education, training or employment.                                               | This will focus on <b>how the curriculum is taught at subject, classroom or workshop level. It will look at teachers knowledge and who gaps in knowledge</b> are supported so learners are not disadvantaged.                            | When Inspectors <b>evaluate the impact they will focus on what the learner has have learned</b> , the skills they have gained and can apply. |
| It is <b>clear what the curriculum is preparing</b> the learners for.                                                                                                         | Teachers <b>enable learners to understand key concepts and check their understanding</b> and address misconceptions.                                                                                                                     | <b>A well constructed and well taught curriculum will lead to good results.</b>                                                              |
| <b>Planned, sequenced curriculum</b> that builds on knowledge and skills and reflect needs of local and regional context.                                                     | Teachers ensure that <b>learners embed key concepts in their long term memory</b> and apply them fluently and consistently.                                                                                                              | <b>Disadvantaged learners and learners with SEND acquire knowledge</b> and skills they need to succeed in life.                              |
| Curriculum ensures <b>all learners benefit from high academic, technical and vocational ambition.</b> (e.g. Disadvantaged, SEND who have high needs should meet those needs). | Leaders and teachers have designed and delivered a curriculum that <b>allows learners to transfer knowledge to long term memory.</b> Assessment is used to check learners understanding and help them embed knowledge to improve skills. | <b>End-Point Assessments will balance this with first hand assessment</b> of learners work.                                                  |

# Implications to consider

Short Term

## Planning for the Session (Intent)

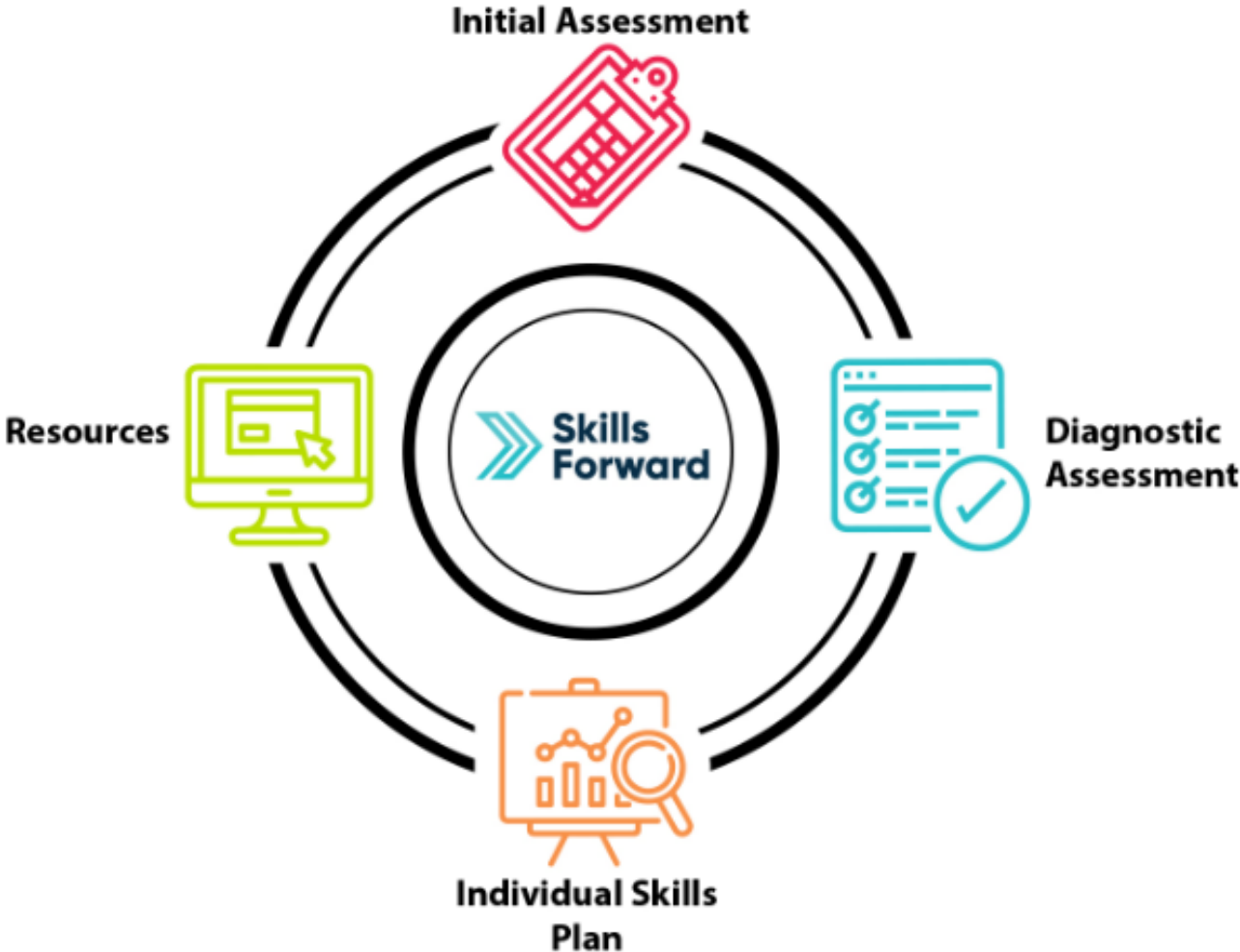
- Starting points for individuals.

186. Inspectors will evaluate learners' progress in relation to their starting points, based on their rate of learning, acquisition of knowledge, skills and behaviours and whether they have achieved their individual, challenging learning goals.

187. Inspectors will not look at internal progress and attainment data on GCSE and A-level courses where fixed-time terminal examinations comprise the entire assessment of the course. Similarly, inspectors will not normally look at predicted in-year achievement and attainment data more generally.

188. That does not mean providers cannot use this data if they consider it appropriate. However, inspectors will put more focus on the curriculum and less on providers' generation, analysis and interpretation of performance data. Inspectors will be interested in the conclusions drawn and actions taken from any internal assessment information, but they will not examine or verify that information first hand.

*Ofsted Further Education Inspection Handbook (2019)*



# Implications to consider

Short Term

## Planning for the Session (Intent)

- The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- The provider is ambitious for all its learners, including those with SEND and those who have high needs, and this is reflected in the curriculum. The curriculum remains ambitious and is tailored, where necessary, to meet individual needs. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

*Ofsted Further Education Inspection Handbook (2019)*



# Implications to consider

Short Term

## Planning for the Session (Intent)

- Over the course of study, teachers design and use activities to help learners remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.
- Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.

*Ofsted Further Education Inspection Handbook (2019)*

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## Soft Skills

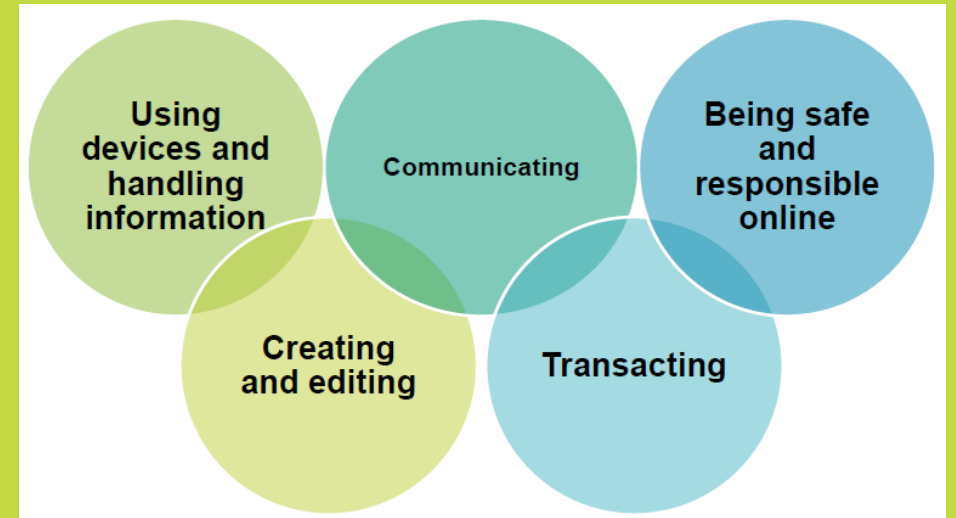
Inspectors will use a range of evidence to evaluate personal development, including:

- the range, quality and take-up of extra-curricular activities offered
- how well leaders promote British Values
- how well leaders develop learners' character through the quality of education that they provide
- where appropriate, the quality of debate and discussions that learners have
- learners' understanding of the protected characteristics and how they can promote equality and diversity, and how they celebrate the things we have in common
- the quality of careers information, education, advice and guidance, and how well these benefit learners in choosing and deciding on their next steps.

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## Bite-size maths & English



## Essential Digital Skills

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you...



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What support is  
available to  
NCFE  
customers?

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# Support Available

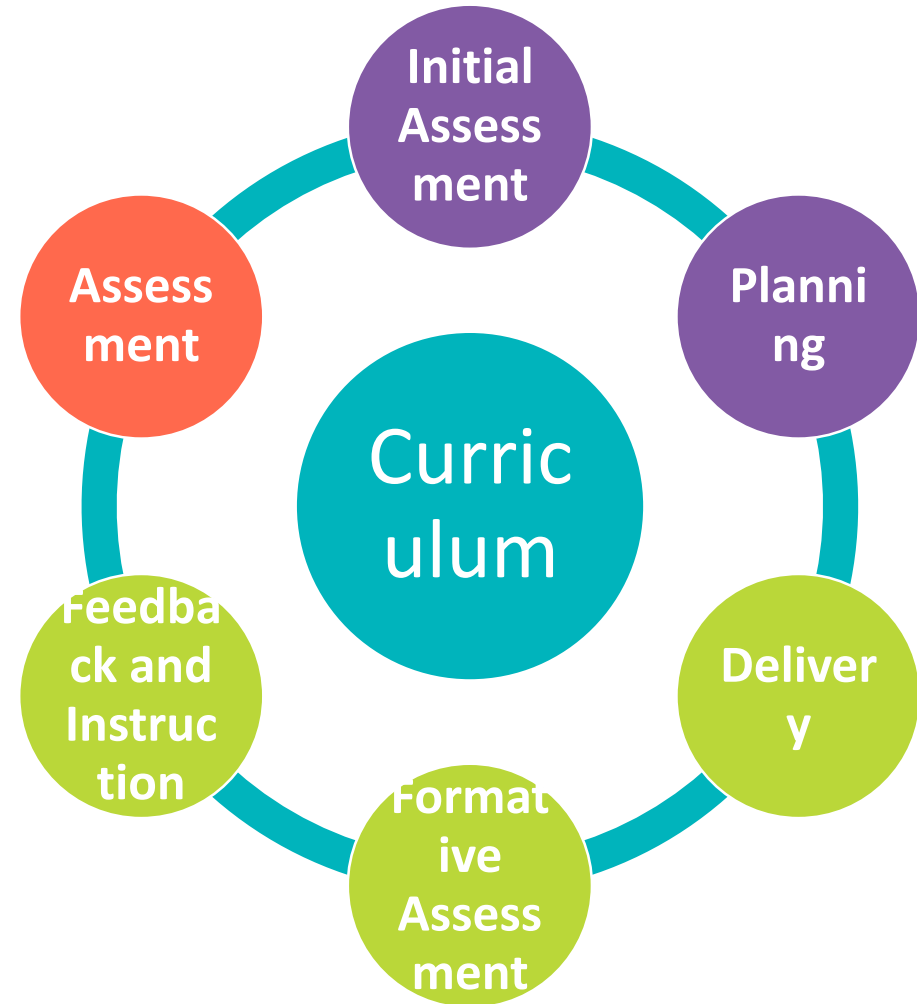
## Intent

Make good use of Assessment Platforms such as:

- Skills Forward

Use of information from platforms to plan for learners either individually or for groups depending on provider type.

- Stretch and challenge learners
- Provide opportunity to develop skills
- Sequence teaching so that it builds on previous learning
- Links to vocational subject where applicable



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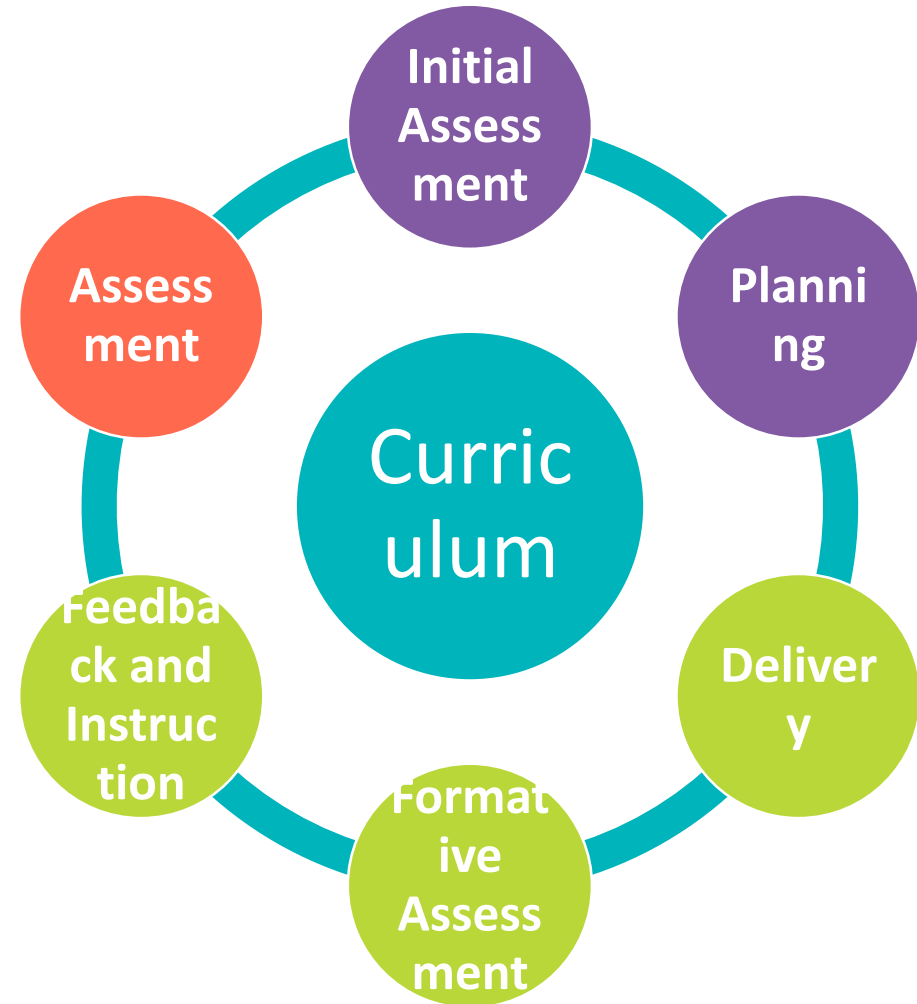
## Support Available

### Implement

Staff **have coherently planned** lessons for learners taking into account learners strengths and weaknesses.

There are resources available from:

- Individual Awarding Organisations
- Skills Forward
- Study Hut
- Padlet



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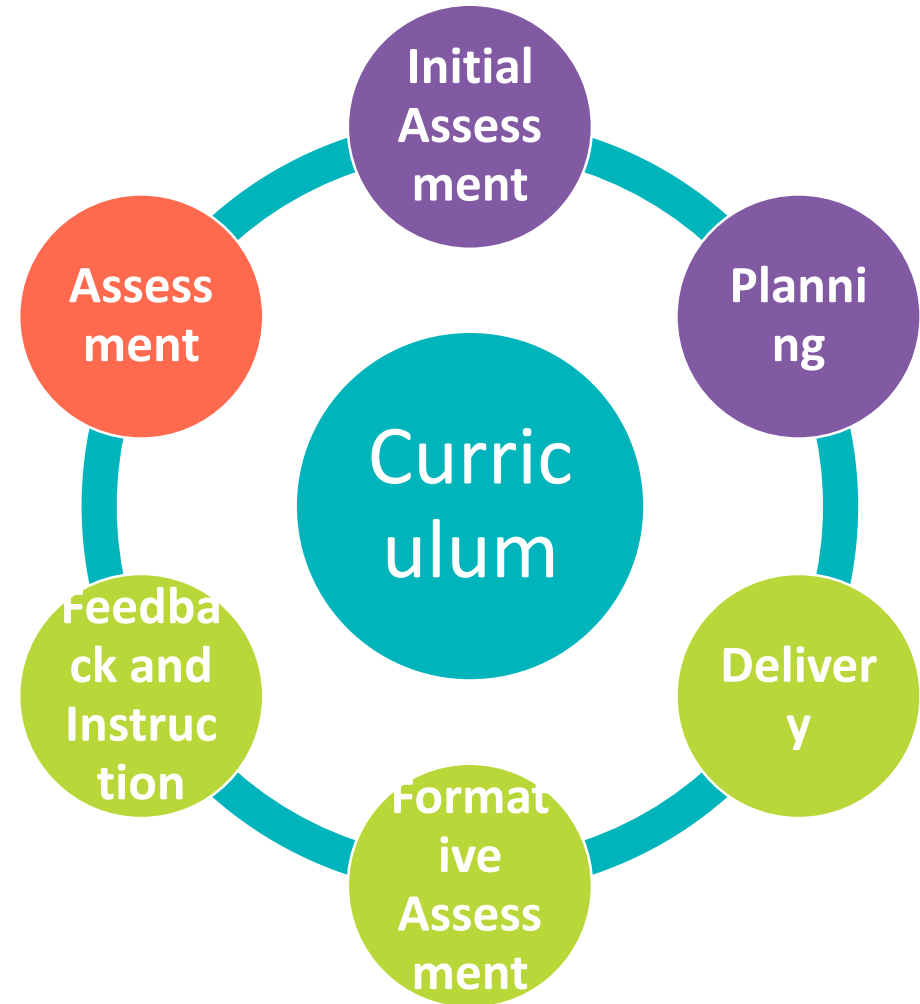
## Support Available

### Impact

Learners have successfully acquired knowledge they did not previously have measured against their starting points.

Learners make progress in further education or employment and gain skills for everyday life.

Providers should **continually analyse their curriculum** to ensure progress.





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