

GMLPF – AGM Update

Mike Firth OBE

Head of Intervention

Further Education Group



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Changes within the ESFA – New Territorial Teams – October 2018

- Responsible for the oversight of the FE provider base to promote high quality sustainable provision in each territory.
- Responsible for assessing risk, managing the performance of key budgets, and delivering targeted prevention activity for providers predicted to become vulnerable, in order to avoid intervention.



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PRESS!!**

Changes within the ESFA – New Territorial Teams – October 2018

- **Responsible for managing early intervention and formal intervention, and supporting structural change.**
- **The teams will support providers with the introduction of new programmes (e.g. T levels) and on market entry, and work with local stakeholders on delivery of place-based initiatives (e.g. devolution). Responsible for managing provider performance and compliance on ESF.**



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Funding Landscape and preventing financial failure



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Funding Landscape and Potential Causes for Failure

Apprenticeships	HE	AEB
T Levels	Full Cost	16-18 – currently too optimistic about cohort decline impact
Devolution		

Optimism Bias /
Poor Risk M'gt

Poor Quality / Poor
Self Assessment

High Pay Costs /
Poor Staff
Utilisation

Inefficient
curriculum / small
classes

Ineffective
Curriculum
Planning

Declining
Recruitment /
Failure to Cut Costs

Failed / Over-
Ambitious Merger
Strategy

Breakdown in
Financial Control

Capital Finance
Historic Debt
Delayed Asset Sales

Lack of Cash / Loan
Covenant Breaches



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T Levels: what they are?

- **T Levels are new 2-year, technical programmes designed with employers to give young people the skills that industry needs. From 2020, they will give students aged 16 to 18 a technical alternative to A levels and will help them to get a skilled job. T Levels will provide a mixture of:**
- **technical knowledge and practical skills specific to their chosen industry or occupation**
- **an industry placement of at least 45 days in their chosen industry or occupation**
- **relevant maths, English and digital skills**
- **common workplace skills**



T Levels: what they are?

Students who achieve a T Level will get a certificate recognised nationally by employers which will set out what they have achieved as part of the programme.

T Levels will offer students a mixture of classroom or workshop-based learning and 'on-the-job' experience in the following industries:

- digital
- construction
- education and childcare
- engineering and manufacturing
- health and science

- legal, finance and accounting
- hair and beauty
- agriculture, environment and animal care
- business and administration
- catering and hospitality
- creative and design



Through doing a T Level, students will be able to:

- **learn broad core knowledge and practical skills relevant to all occupations in their chosen industry from the beginning of their course**
- **develop specialist technical skills relevant to at least one occupation**



How T Levels will work with other post 16 choices?

- T Levels will become one of 3 main options when a student reaches the age of 16, alongside:
- apprenticeships for students who wish to learn a specific occupation 'on the job'
- A levels for students who wish to continue academic education



How T Levels will work with other post 16 choices?

When they complete a T Level, students will be able to choose between moving into:

- a skilled occupation
- higher or degree level apprenticeships
- higher level technical study, including higher education



How T Levels will work with other post 16 choices?

Department for Education (DfE) recognises that the current range of technical qualifications is confusing and that some have been more successful than others. T Levels will simplify choices for post-16 technical education for students, parents and providers.

The department will review which qualifications it should fund alongside T Levels and A levels. It also intends to engage with interested parties throughout the design of the review.



How T Levels will work with other post 16 choices?

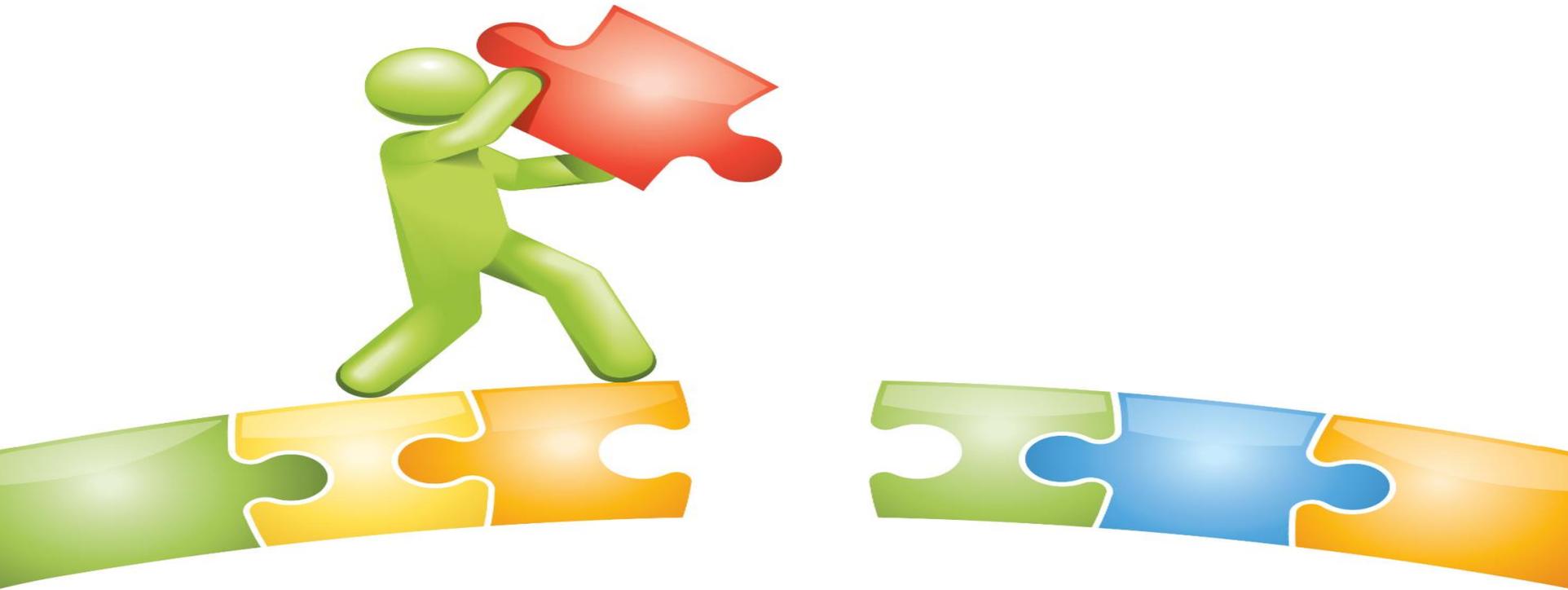
Both T Levels and apprenticeships will be based on the same standards for their relevant occupations, approved by Institute for Apprenticeships (IfA).

The course content for T Levels will reflect that they:

- **enable students to learn occupational skills inside and outside the workplace**
- **are broader in content than apprenticeships**
- **may have a different duration to apprenticeships**



Gaps in provision and Market Entry



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Our position on gaps in 16 – 19 provision

- Under EU procurement law, we do not always have to tender for the delivery of education and training opportunities for this age group. However, when we do fund a new provider or new provision there is an expectation processes and procedures are fair and transparent.
- In gaps cases and market failure, our first option is to identify an existing provider rather than source a new one
- In support of local authorities' statutory duty to secure provision in an area, we will consider their requests to fill a gap in provision.
- We will apply standard criteria to ensure the gap is well evidenced prior to securing additional places.



Our position on gaps in 16 – 19 provision

- **Where there is a gap in provision as a result of market exit, in many cases there is an urgent need to find alternative provision for existing learners, and for this reason our preference is to try to move those learners to an existing provider with a proven track record (preferably with a grade 2 Ofsted and satisfactory financial health). If an LA makes a gaps case and there really is no satisfactory existing offer we will go to procurement but this is very rare (Cambridge and Norfolk in the last 4 years).**
- **The creation of additional learner number reduces the amount of funding available per learner so we need to be absolutely assured that those places are required. Our test for this will be rigorous:**
 - The LA must evidence that they have worked with existing providers in the travel to learn area (place shaping role) – lagged numbers and failed
 - That there is no unused lagged learner numbers in local providers – 16/17 - 301 unused funded school places in LCR, 895 unused funded college places in LCR, 148 unused funded private providers places in LCR



Our position on gaps in 16 – 19 provision

- 16/17 filled Apprenticeship places have also reduced over this period in LCR
- In the early days of the EFA, a relatively large numbers of providers entered the market via what was known as the zero funded gateway or through the LA gaps process, and what we found in the majority of cases was that new entrants struggled to recruit in sufficient volumes to maintain a viable offer.
- Most exited the market rapidly and the time and expense incurred relating to procurement and due diligence work involved had not borne fruit.
- What we have found is the number of gaps cases from LAs has reduced, as LA and providers have work collaboratively to secure the right provision in their area using the unused funded places within the lagged funding



Any Questions?



A red pushpin is pinned to the top edge of a yellow sticky note. The note is slightly wrinkled and has a soft shadow underneath. The words "Thank you" are written in a bold, blue, sans-serif font, centered on the note. The background is white with faint, repeating watermarks of a camera icon and the text "123RF".

Thank
you

For more information

Contact

- By phone: 07876 475040
- By email: mike.firth@education.gov.uk



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