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FE WHITE PAPER | IN-DEPTH

A link to a recording of each webcast will be emailed shortly after the live event

Chapter 4: Responsive providers, supported by more effective accountability and funding

10:30 Overview
Nick Linford, editor of FE Week

11:05 View from webcast partner
Graham Hastings-Evans, chief executive at NOCN

11:10 In conversation with

- > Fiona Chalk, National Head of Governance Development, Education and Training Foundation
- > Kurt Hall, Governance Advisor, Association of Colleges
- > Mark Taylor, Partner, Eversheds Sutherland

12:00 End

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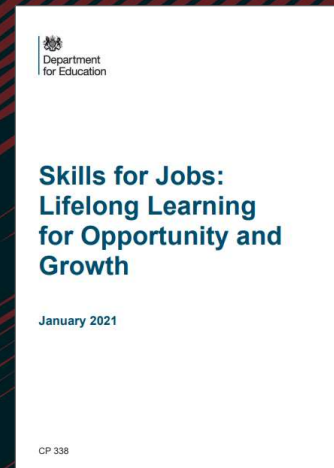
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The FE White Paper in numbers

- 6 chapters including summary
- 32 sections within the chapters
- 34 policy 'decisions'
- 80 pages
- 156 paragraphs
- 25,143 words
- 140,806 characters (no spaces)
- 166,107 characters (with spaces)

Very wide ranging!

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Education secretary big theme...

"This White Paper aims to **strengthen links between employers and further education providers**. We will place employers at the heart of defining local skills needs and explore a new role for Chambers of Commerce and other business representative organisations working with local colleges and employers."

And it's a white paper as government plans to introduce legislation (an FE Bill) to make sure colleges comply...



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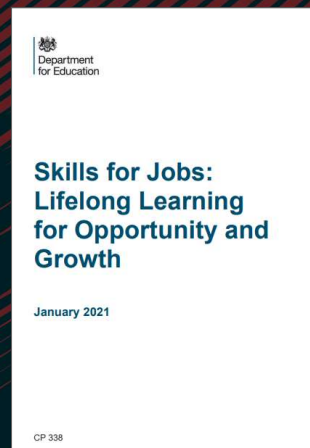
The FE White chapters

1. Putting employers at the heart of post-16 skills
2. Providing advanced technical and higher technical skills
3. A flexible Lifetime Skills Guarantee
4. **More responsive and accountable providers**
5. Supporting 'outstanding' teaching

We'll be covering the last chapter next Tuesday

Today is an opportunity to consider chapter 4

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“In this White Paper we set out a clear priority for further education providers: to give people the advanced technical and higher technical skills they need to get good jobs, which will boost the nation’s productivity and support progression. **Colleges** will have a clear strategic role in delivering this objective, as they are at **the core of their local communities and economies**. We will ask them to ensure their mission statements centre on this core purpose, whilst they continue to help support learners with wider or additional educational needs. We will create a funding and accountability environment that supports this objective.”

This chapter makes it clear that the college sector (not private training providers) is very much being prioritised

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A new model of autonomous and accountable providers meeting local and national skills needs

“move away from complex funding rules, ringfences, and reporting which place unnecessary burdens on providers. We want to trust good providers”

“Local Skills Improvement Plans will bring colleges and other providers together to agree how gaps can best be filled”

“we will reform the accountability system to focus less on process and more on the effectiveness of provider performance and the **outcomes** they achieve”

“By taking an outcome-focused approach, providers will be incentivised to review their provision to ensure it leads to meaningful employment for their learners”

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FE WHITE PAPER | IN-DEPTH**Simplified and better targeted funding**

“Funding flows in adult education in particular have become more complex and need simplifying”

“We will establish a new funding landscape that clearly describes the role of central government, Mayoral Combined Authorities and further education providers, ensuring funding is allocated effectively. We will also consider the role of provider sub-contracting”

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FE WHITE PAPER | IN-DEPTH**Consulting on funding and accountability**

“We will work with Mayoral Combined Authorities to review how funding for local areas is allocated, exploring moving to a needs-based approach rather than allocations based on historical performance.” - sounds like more tendering

“We will explore how we could bring in a multi-year funding regime to help provide this confidence, subject to the government Spending Review cycle” - sounds opposite of para above!?

“We will develop proposals working with the sector, testing elements such as how ringfences can be removed with a small number of colleges, prior to setting out proposals in a full consultation in spring 2021”

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More effective support and intervention

New annual meeting between ESFA, FE Commissioner team and all colleges. More strategic relationship. “Longer period of active support post-intervention”

“For the small proportion of colleges where intervention is necessary due to performance or financial issues, we will put in place a shorter timeframe for intervention”

“We will seek to strengthen powers for the Secretary of State for Education to intervene locally to close or set up college corporations, bring about changes to membership or composition of governing bodies or review leadership, or take other actions where there are long term weaknesses”

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Strengthened governance for colleges

126. We will deliver a series of reforms that will enable college corporation boards to deliver more effective recruitment into college leadership teams, and stronger overall governance of college finances and strategic investment to meet local skills needs.

We will:

- Set out clear expectations for college corporation boards on recruitment, retention and development of principals and board members, to ensure they have the skills they need.
- Refresh existing guidance on appointments, communicating a clear Government position on what constitutes good leadership, and make it clear that an independent person should be included on college leader interview panels to ensure objectivity and due diligence.
- Work with the sector to develop a framework of skills and competencies to improve development for college corporation board members and governance professionals once in post.
- Set new requirements for annual board self-assessment and regular external governance reviews.
- Work with the Charity Commission to review how the existing system operates for paying board chairs, to consider the possibilities for enabling board chairs to be paid in specific circumstances within the confines of charity law.

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The role of Independent Training Providers in the new system

“We will use competitive measures to source training providers where the existing provider base is unable to respond to the gaps identified through the Local Skills Improvement Plans to meet the needs of learners and employers”

“crowded landscape does not always deliver high-quality provision.”

“below average progression” rates compared to colleges

“raise the bar on quality and stop poor-quality or financially inadequate Independent Training Providers from delivering provision.”

“Clamp down on harmful subcontracting practices”

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Capital funding to transform the college estate and enable high-quality provision

132. Colleges need the right facilities to deliver high-value education and training and meet the skills needs of their local area. The Government has already begun its investment in upgrading the condition of the further education college estate with a capital investment of £200 million in 2020-21.¹⁰³ This forms part of the Lifetime Skills Guarantee and will support immediate remedial projects to upgrade the condition of the estate. Further investment of £1.3 billion will be made over the coming five years through the Further Education Capital Transformation Programme.

133. £268 million of capital funding has been allocated to support T Level providers delivering the first three waves of the programme in financial years 2019/20, 2020/21 and 2021/22.¹⁰⁴ This funding will help to ensure that T Level students are able to learn in the most up-to-date facilities and using the most up-to-date equipment. This will help them move successfully into employment or on to further technical education.

134. We are about to see a sharp increase in the number of 16-19-year-olds in our population and, through our reforms, we want to see many more of them choosing technical education courses than before.¹⁰⁵ From April 2021 we will target funding for capital projects to provide extra space to those further education colleges and sixth form colleges that can demonstrate an urgent need for increased capacity in the academic year 2022-2023, with £83 million available in the financial year 2021/22.

135. Ahead of the next Spending Review, we will engage with the sector to respond to this projected increase in demand for future years, so young people and adults can access the high-quality provision they and the economy need, wherever they are in the country.

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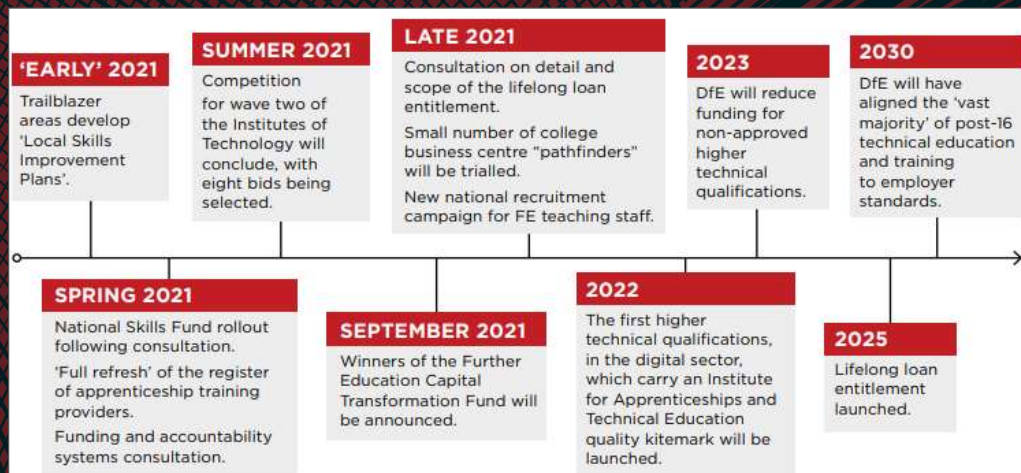
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Future reforms - the timetable



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Analysis by FE Week

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