

FE Guild Implementation Plan Summary Version

Note: This is a summary version of the full, 70 page Implementation Plan submitted by the development project to BIS on the 26th March. It covers the key and important points, which we felt were of interest to the wider sector, whilst excluding some of the more detailed and technical aspects, which were necessary to support the submission but are more relevant for the Implementation Team going forward.

Definitions: Throughout this document the term Learning and Skills Sector (L&S) is used to describe all colleges, independent, local authority and third sector providers working in what is commonly known as the Further Education sector and deriving some funding from the Skills Funding Agency. The term 'provider' is used generically to describe the full range of organisations listed above.

April 2013

A report by the Guild Project Team under BIS Grant Letter dated 9.11.2012

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1. EXECUTIVE SUMMARY

Following the Independent Review Panel on Professionalism in Further Education, led by Lord Lingfield, the Minister for Skills announced his intention to proceed with the concept of establishing an FE Guild and a contract was placed to undertake a development phase. This implementation plan marks the end of the development phase. It reports on the outcomes of the very successful, sector wide, consultation process and proposes how the Guild should be established and operate.

There is clearly widespread recognition that having a well qualified, recognised, effective and up-to-date professional workforce, supported by good leadership, management and governance, are fundamental to the overall success and reputation of the sector. A single organisation, with an overarching remit around professionalism, should provide a real one stop focus for these important aspects. With expert leadership, innovative approaches and strong sector support and direction, the Guild aims to provide this focus and result in a range of quality improvements across the sector.

Key outcomes and proposals for the Guild are that:

- It should focus on aspects associated with professionalism, including defining workforce qualifications and standards, continuous professional development, research into teaching and learning, sharing best practice and leadership, management and governance.
- It also needs to play a key role in addressing such issues as improving the dual professionalism and currency of the workforce, by, for example, promoting links with businesses and communities.
- It should be based on having a relatively small executive team (circa 32 people) and rely, where appropriate and cost effective, on partnership, commissioning and other forms of cross sector work to fulfil its mission, whilst still retaining sufficient expertise to act as a genuine intelligent customer.
- It should be set up as a Company Limited by Guarantee and seek to register as a charity. To ensure real sector ownership, the company members should be the AoC, AELP (also covering third sector in conjunction with TSNLA) and, representing the Local Authority providers, the Association of Adult Education and Training Organisations, (who operate under the name of HOLEX), in consultation with LEAFEA.
- There should be very strong sector involvement in deciding the priorities and work of the Guild, via robust sector-wide, including practitioner, engagement and consultation processes.
- As a guiding principle, the Guild should aim to encompass everyone working in the sector providers, although resource constraints and other factors might result in there needing to be an initial focus on teaching and learning staff and those directly supporting learner outcomes.
- The decision as to whether there should also be some form of individual recognition route should be deferred until the Guild is fully operational and is better able to articulate the advantages and potential disadvantages of such a scheme.

- The Guild should adopt a phased approach to funding, initially based on a direct grant to ensure a successful setup and initial operation of the Guild, but progressively moving to a levy-based approach. Further self-funding opportunities could be considered for later years.

The plan also proposes transitional arrangements, including the early appointment of an Interim CEO, identification of Board members and recruitment of an independent Board Chair.

There are some 'High' risks around the timeframe and potential loss of services to the sector as well as the potential risk of losing important sector information assets (for example teaching and learning material held on the Excellence Gateway). These potential issues will need very careful management and cooperation from sector organisations and BIS/SFA to mitigate the risks and ensure success.

There are still some unknowns including; the actual position regarding World Skills and how to ensure that rigour and excellence from competitions is mainstreamed into wider teaching ; whether the concept of a covenant will achieve sector support; long term funding methodologies; the optimum processes to ensure sector engagement; the best way to deliver some of the historical services to the sector; and how new initiatives such as those emerging from the CAVTL, will impact on Guild operations.

The formation of a strong sector owned and led Guild focussing on professionalism and continuous development of the entire workforce, including practitioners, leaders, managers and those involved in governance, are vital aspects of the future for the sector and the imperative to continually improve learner outcomes and experience.

2. BACKGROUND

The original proposal to form a Guild was made by the Minister for Skills in 2011. The Independent Review Panel¹ on Professionalism in Further Education, led by Lord Lingfield, endorsed the concept and described how it would enhance the status of the Learning and Skills sector by providing a single body to set professional standards and codes of behaviour, as well as developing teaching qualifications. This was further endorsed by the Skills Minister in 2012. Following a competitive process, a contract² to develop the Guild concept was awarded in mid November 2012 to a partnership led by the Association of Colleges (AoC) and Association of Employment and Learning Providers (AELP), with support for the bid from a wide range of organisations and representative groups from across the sector.

A small project team was formed to undertake the work and a business plan for the development phase was produced and provided to BIS on 30/11/2012. The two key milestones for the project were:

- Issue of a consultation document - end of January 2013.
- Production of implementation plan – end of March 2013.

¹ Independent Review Panel on Professionalism in Further Education: October 2012

² BIS Grant Letter dated 9.11.2012

Specific areas of work were also commissioned to look at a number of specialist areas; Qualifications and Standards and options for how these areas could be delivered in the future; Initial Teacher Training; The Excellence Gateway and future options.

A fundamental principle of the proposed new organisation is that it should be sector employer led and have in place structures and processes to ensure it works to meet sector derived priorities and needs.

3. APPROACH TAKEN TO CONSULTATION

Robust, open and thorough consultation with the sector has been an underlying key approach throughout this project. A Steering Group, representing a wide range of sector organisations³, has been an important and effective mechanism for both the consultation process and the overall direction to the project team.

I. Initial consultation

An online survey was initiated very early in the project, which had 404 responses. It gave a good indication of initial sector support, (50% of respondents supported the concept and only 8% did not, with the rest being neutral pending more understanding; 69 % felt that, if set up well, the Guild could add value to the sector.) There were also some good indicators about specific roles with, for example, 87% support for including qualifications and standards. The findings from this initial survey provided a good basis on which to continue to develop the concept and the consultation document.

II. Engaging the sector

Modern media were used very effectively to ensure that information about the project and the emerging proposals was available and signposted. A dedicated website⁴ was developed and used to provide key information, including access to 7 project documents used to facilitate debate and decisions by the Executive and Steering Groups. A 'blog'⁵ was used for more informal updates and discussions, for example, to present emerging findings from the consultation events. Two 'Twitter' accounts helped to raise awareness. The statistics indicate that these media were well used with over 6000 views of web pages and 3700 views of blog pages.

The sector membership groups and other Steering Group members also used their networks to inform their membership of progress and provided very good support to the project in seeking feedback from the sector.

³ The Steering Group Membership: Chaired by David Hughes, Chief Executive of NIACE, 157 Group, AELP, AiME, AoC, ASCL, ATL, Federation of Awarding Bodies, Gazelle Group, Governors' Council, Hoxley, IfL, Landex, LSIS, MEG, NATSPEC, NIACE, NUS, Principal's Professional Council, SFCF, Tertiary Colleges Group, TSNLA, TUC, UCU, UNISON, NBP

⁴ www.feguild.info

⁵ www.fe-guild.blogspot.co.uk

III. Main Consultation

The main consultation document was released on time on 1st February with a 3 week response period. On reviewing the consultation processes and outcomes, the Steering Group agreed that a good level of sector engagement had been achieved and that, with overall strong sector support and a richness of valuable feedback, the project should proceed to generate this implementation plan. A detailed report on the consultation exercise was produced and published on the website www.feguild.info (under documents section).

4. AIMS OF GUILD

Not surprisingly, whilst very few respondents to the consultation had any difficulty with the general thrust of the proposed aims, there were a number of comments on the detail. These informed Steering Group discussions, who were content that they still formed a good set of aims, which can be refined further as the Guild, with a new Board, starts to develop its vision and mission, around the following themes:

- Improving learner experience and outcomes – although this is primarily the responsibility of providers, work by the Guild to support and enhance the professionalism of the workforce should have a positive impact on the learner.
- Enhancing the reputation of the sector – potentially a very wide remit, so the Guild’s main contribution would be through the reputational impact of a recognised professional and up to date workforce, leading to improved outcomes for learners, including, where applicable, employability.
- Developing provider good practice - working with different parts of the sector to agree what a good provider looks like, in relation to workforce qualifications, standards and development.
- Making the sector an attractive place to join and work - by enhancing the reputation of the workforce and the sector, helping to retain existing staff and attract new people to the sector; again accepting that there are many other factors involved here including pay and conditions etc, outside of the proposed role of the Guild.
- Promoting and championing equality and diversity across the sector.

A very important enabler for the achievement of these high level aims is for the sector to have a professional, motivated, respected and highly effective workforce, encompassing practitioners, managers and leaders, and underpinned by effective governance and accountability arrangements.

5. PURPOSE

The Guild should thus be primarily about defining, developing, supporting and enhancing the professionalism of sector practitioners, leaders, managers and governance.

To achieve this purpose the Guild will have a number of strands of interrelated work:

- On behalf of the sector, be the custodian of agreed standards for the workforce; this includes effectively acting as a Sector Skills Council for relevant qualifications around teaching, learning, assessment and some of the direct support roles.
- Sponsoring, initiating, commissioning and publishing research into effective and good practice in teaching, learning, assessment and other support roles as appropriate.
- Supporting and enabling high quality, appropriate and focussed Continuous Professional Development (CPD) opportunities for staff, informed by research and networks of practitioners. This would include the retention and on-going development of an accessible, relevant and up to date repository of good practice.
- Providing a focus for the development of leaders, managers and those involved in governance.
- Promoting and championing equality and diversity across the sector.
- Considering how Government priorities and/or policy changes might impact on areas that the Guild is responsible for and, where agreed by the sector, taking necessary action to inform and support employers in the sector and their staff.

It is not just about the Guild being responsible for these areas, but also, partly as a result of it being a sector owned body, having the authority and respect of the sector to be able to provide indicators of excellence.

6. BENEFITS OF THE GUILD

There is clearly widespread recognition that having, and being seen to have, a well qualified, recognised, effective and up-to-date professional workforce, supported by good leadership, management and governance are key to the overall success and reputation of the sector. A single organisation with an overarching remit around professionalism, embracing qualifications, standards, teaching and learning research, continuous professional development and enabling networks of providers should provide a real one stop focus for these important aspects. But crucially this will only be beneficial if it leads to a genuine improvement in learner outcomes and experiences, as well as improving the overall reputation of the sector and those that work in it. These impacts may be hard to demonstrate, but unless they are at the forefront of everything the Guild does it will struggle to establish its credibility and value in the long run.

7. POTENTIAL DRAWBACKS

There are a number of risks associated with the Guild as detailed in the risk register at Annex G. There are also some high level potential drawbacks, which the Guild, with the sector, will need to recognise and work to offset, otherwise the risk to the credibility and reputation of the Guild will be jeopardised. These include:

- Too ambitious a scope of areas of activity for the resources available, resulting in lack of focus and piecemeal approach to individual areas of work.
- Conflicting demands from different parts of the sector and interest groups prove difficult to reconcile resulting in dissatisfaction in some areas.

- Inevitably some areas of work will take time to come to fruition and demonstrate real impact, but some will be impatient for results.
- High expectations amongst practitioners that the formation of the Guild will very quickly result in improvements in areas such as support for them to undertaking CPD. Much of the actual responsibility for this aspect will still lie with individual providers, but the Guild could be seen as being ineffective if real change is not evident.

Thus to offset these potential drawbacks the Guild will need to work hard to:

- Ensure their strategic and operational plans are realistic, focussed on priorities and that, for any activity undertaken, processes are in place at the outset to measure impact.
- Manage expectations of providers and practitioners of scope of work and expected impact.
- Work with providers and other sector bodies to ensure that risks to the credibility and reputation of the Guild are well understood and organisations work together to manage those risks.

8. GOVERNANCE AND STRUCTURE

The recommended governance and accountability structure, which received good sector support, is aimed at ensuring genuine sector ownership, as well as direction and engagement. It was also agreed that the governance arrangements should aim to reflect the diversity of the sector, in terms of provider type, whilst also acknowledging the relative size of different groupings within the sector.

1. Guild legal structure

It is intended that the Guild should be a Company Limited by Guarantee and that the formal members, in accordance with company law, should be AoC, AELP (who will also cover third sector in conjunction with TSNLA⁶) and the Association of Adult Education and Training Organisations (AAETO), who operate under the name of HOLEX. In addition to normal statutory duties, these 'members' would each have the right to nominate Board directors from within their membership as follows:

- AoC – 3 member votes⁷ and 3 Board nominations – this would allow AoC, in consultation with other College representative bodies, to aim to have a mix of interests on the Board covering, for example, a large provider, a small provider and a specialist area provider.
- AELP – 3 member votes and 3 Board nominations, one of which must be from the Third sector, with TSNLA being the formal nominating authority for the one Board member from the Third sector. Again this would allow AELP to seek representation from large and small providers as well as the third sector.
- AAETO (HOLEX) – 1 member vote and 1 Board nomination, who would be sought by AAETO via both the HOLEX and LEAFA networks, and identified jointly by HOLEX and LEAFA.

⁶ Third Sector National Learning Alliance

⁷ These are the number of votes allocated to each member which can be exercised at formal company Annual General Meetings or other General Meetings if a vote is required.

Key principles on the proposed Board composition include:

- The number on the Board is kept relatively taut to ensure efficiency of business processes, combined with adequate representation; a Board of circa 12 is intended.
- The CEO should be a formal Director.
- As above, 7 of the Board directors would be nominated by the representational bodies in their capacity as company 'members', including one of the AELP 3 being nominated by TSNLA representing the Third sector. It would be up to the individual representational bodies to decide, with their respective members and other representational groups, how their nominations are selected.
- The Board will also need to be able to appoint some Directors itself, for example legal, financial etc, to ensure that it has the independent skills, competencies and diversity needed to fulfil its role. To broaden the outlook, it has also been proposed that the Board should attempt to recruit a commercial training non-executive director.
- It will be important to ensure that the Board also reflects good practice in terms of equality and diversity in its makeup and this may require some negotiation between the Board and members on their nominated Directors to achieve the desired balance.
- The Board would be responsible for appointment of the Chair. It is also intended that the Board should seek to recruit an independent Chair, in part to reduce the risk of conflicts of interest or the potential dominance by one part of the sector.
- The Board would be expected to consult the company 'members' on their proposed selection of a Chair, although the ultimate decision must lie with the Board.
- To ensure a rotation of Directors it is envisaged that Board directors would serve for fixed terms and a proportion (e.g. a third) of the nominated Directors would stand-down at each Annual General Meeting⁸.
- The Directors may be required to retire at any time by the members.

II. The Standing Committee structure

It is intended that the Guild will adopt a Standing Committee type structure, which many professional institutes and other organisations use very effectively. This approach should ensure appropriate sector representatives are engaged in guiding the business, whilst also minimising overheads. The Standing Committees would be made up of people from the sector with the right mix of skills and expertise dependent on the subject matter. They may require different levels of executive support from the Guild dependant on the strand of responsibility. Again it is proposed that the members of these committees would serve for fixed terms.

Even though appropriate decisions would be delegated to the committees, the Board would still retain overall responsibility for key decisions. To meet this responsibility, the Chairs of the standing committees should be drawn from the Board directors. There would need to be a mixture of committees required to ensure effective company operations, including finance, employment and remuneration, as well as programme-related committees covering activities such as Qualifications and Standards; Research; Continuous Professional Development; Leadership, Management and Governance (note: may not all be needed and some may be short term to address specific issues).

⁸ But no automatic rotation for the 1st couple of years to provide continuity during the early stages of operation.

Rather than always setting up alternative structures, the Guild could, where appropriate, use existing sector groups/networks to involve and seek input from stakeholders, including the Unions and, for example, the National Improvement Partnership Board.

III. Wider Provider involvement

The proposed legal structure should ensure strong sector oversight and direction of the Guild. However, the consultation document proposed that processes were needed to facilitate and ensure much wider engagement with providers and other sector organisations and bodies. Some kind of additional advisory group was seen to be critical to the overall reputation of the Guild by the majority of consultation respondents, although understandably there were differing views on how best to implement this proposal. The Steering Group agreed that there would need to be a range of processes that would ensure that the Guild's operations are informed and guided by strong inputs from across the sector. These processes would need to be particularly intensive in the early formative stages of the Guild. For example, during the early stages, it is intended to emulate the very successful processes used during the development phase and hold further consultation events around the country to facilitate a much wider sector involvement. It is also planned to retain the current development phase Steering Group to help guide the Guild setup. Thereafter the precise character and form that continued consultation with the sector will take will be a matter for the Guild when operational and should not be prescribed fully at this stage. The effective involvement of the sector through ongoing consultation will however be essential to the success of the Guild.

Some guiding principles regarding wider sector involvement are that the Board will need to:

- Listen to, and be informed by, the wider sector when determining strategy and decisions, including:
 - Providing opportunities for the wider sector to influence the Guild's strategic and operational plans.
 - Seeking advice in deciding on priorities for future work.
 - Seeking feedback from the sector on performance and impact.
- Work with other sector bodies and organisations to ensure good sector involvement and coordination.
- Establish effective processes and mechanisms to enable meaningful opportunities for practitioners to be involved, especially in areas such as standards, research, networks and CPD development.

Establishing the detail of the initial processes and refining them with time will be important tasks for the new Guild's Board.

It will be essential to ensure that it is clear that the Board retains ultimate responsibility for the Guild's operations and performance - so that it can function effectively and efficiently, whilst also avoiding the risk of any consultative group or member becoming shadow directors in law by having a direct influence on Board decisions.

Whatever processes and structure are put in place, there should also be a route for the wider sector to have a direct link to the 'members' to provide a sector view of the performance of the Board as another way of holding the Board to account. The ultimate sanction would be that the

'members' as nominators of the majority of the directors could replace all the Board if, with the sector, it was decided that the Guild was not meeting sector needs.

IV. Practitioner engagement

As stated above, it will also be essential to have genuine and effective processes and mechanisms in place to engage the sector's workforce. This was raised at most of the consultation events, with a general thrust that "teachers and trainers know what works best for their learners and must be engaged in developing improvements". This could be achieved by dedicated fora, nationally or regionally, or other mechanisms such as surveys, webinars etc, as well as by working in partnership with other bodies representing practitioners. Equally, there is a real demand in the sector for networks of expert practitioners and, if set up well, such networks would have the potential to be a useful way of ensuring the voice of practitioners is listened to. Use of such networks, where they exist or are built, is the proposed, first choice method for engaging with practitioners. If a genuine consultative structure is not established the risk of Guild losing its credibility with the workforce would be very high.

V. Learner and employer involvement

It is important that learners are also given the opportunity to express their views on Guild business. It may be possible to have a learner representative on the Board (e.g. from NUS as per the HE Academy). This issue will be addressed as the Board is formed. However, this is not the only way to get a range of views on the important issues for learners. It is therefore proposed that learners also play an important part in the wider sector engagement processes.

A number of people during the consultation exercise emphasised the importance of also making links and engaging with employers. With the wide diversity of employer types, it would be challenging to find one, or even a small number of people, who could really be considered as representing the full gambit of public and private sector employers. But, as per the need to further enhance the dual professionalism of the sector, the Guild will need to indentify and perhaps pilot different options and opportunities to meet this remit.

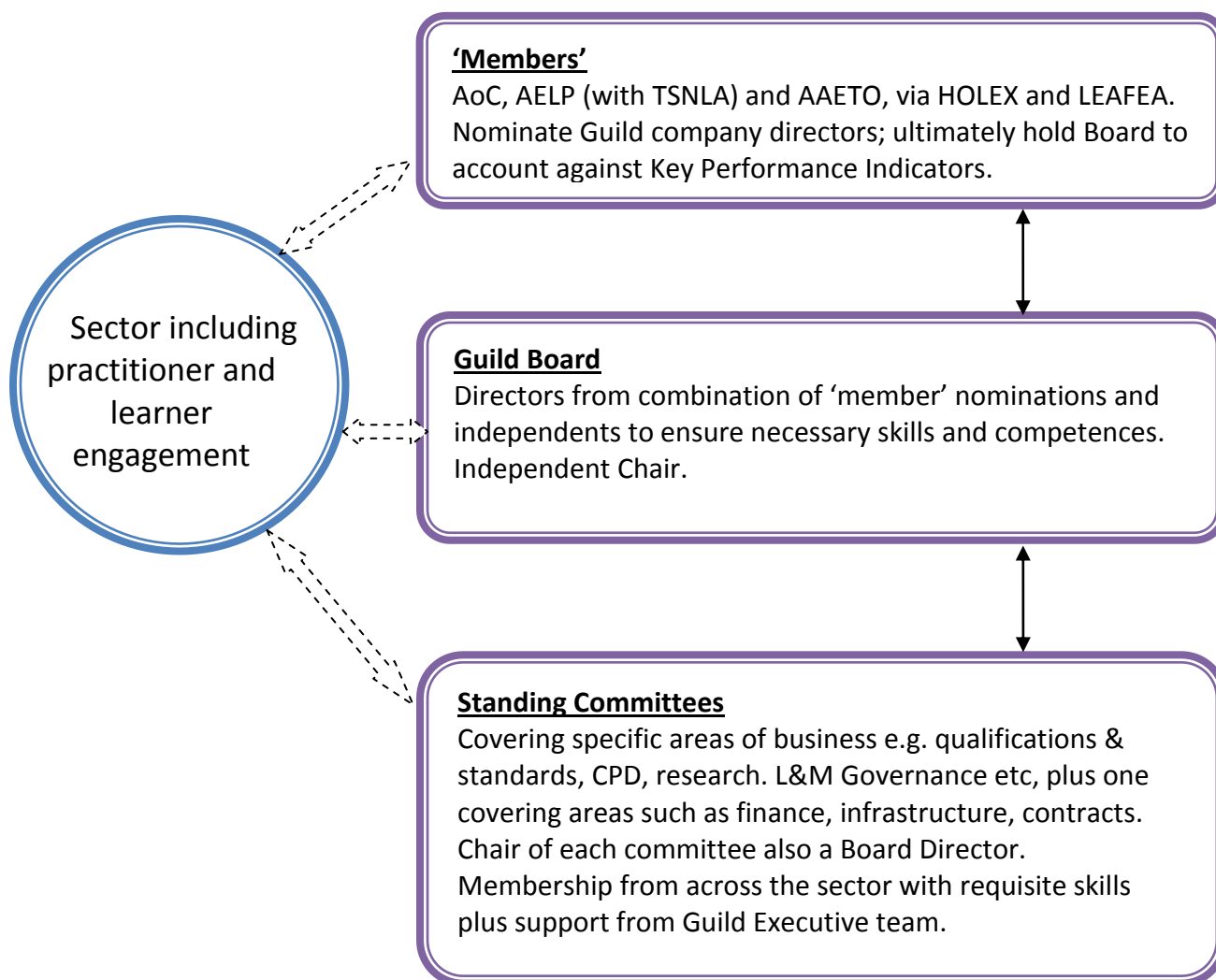
VI. Charity Registration

As the Guild is to be engaged in the advancement of education then, based on the Charities Commission guidance, it should be eligible to apply to be a registered charity. This would provide important benefits, including relief from corporation and other taxes, as well as adding credibility with government and employers. However this does mean that the Guild's objects must be for the public benefit and not directly⁹ for the members or individual practitioners. In meeting the public benefit test, it will be important to ensure that conflicts of interest are avoided between the interests of the members in making director¹⁰ appointments and the objects of the Guild, or arising from sector involvement in guiding the work of the Guild.

⁹ Charity law allows "incidental benefit".

¹⁰ Noting that in this arrangement company Directors will also be trustees of the charity.

Overview of Governance structure:



9. SCOPE OF GUILD IN TERMS OF WORKFORCE

Whilst some in the sector felt the Guild should focus just on Teaching, Learning and Assessment staff and those directly involved in learner support, the majority argued strongly that everyone potentially had an impact of learner experience. Accordingly, the Steering Group agreed that, as a guiding principle, the Guild should cover the whole workforce. Equally it was agreed that:

- The Guild will have finite resources and, in prioritising its efforts, it will initially probably have to concentrate on those areas which are most likely to impact on the learner experience.

- The Guild would not wish to duplicate or contradict the established standards of the many other specialist professional bodies, which are relevant to the support areas. Instead it may wish to signpost appropriate standards and qualifications, and, at some stage, consider undertaking work to contextualise these.

Nevertheless, there is a body of knowledge and skills, such as equality and diversity, new technologies and customer service, which would be relevant to all staff and should inform CPD considerations.

10. REMIT OF GUILD

This section outlines the main areas of activity that the Guild expects to be engaged in and begins to explore the ways of working which might be employed. It also provides an indication of the areas of work that will not be included.

I. Principles

The design and definition of the delivery model and each area of activity should adhere to the following principles:

- Driven by the intended impact on the learner and learning outcomes.
- Likely to enhance the reputation of the sector and contribute to making it a more attractive place to work.
- Serves all parts of the sector and all types of provider.
- Widely available across the country.
- Retains and builds on existing good practice and resources.
- Embodying equality and diversity considerations.
- Secures best value for money.
- Has evaluation and impact measures designed in from inception.

II. Activity model

As defined above, the Guild will focus on three main blocks of activity:

- Professional Standards and Qualifications.
- Teaching, Learning and Assessment¹¹.
- Leadership, Management and Governance.

These will be underpinned by functions relating to:

- Research and Innovation.
- Dissemination and Knowledge Sharing.

¹¹ The initial focus will be predominantly on those directly involved in supporting or enabling learning, but some provision will also be made for other parts of the workforce.

The scope of each area is set out in greater detail in the sections and Annexes which follow. It is proposed that each of these areas will have a senior member of staff responsible for the professional leadership of the work.

This is not to ignore other important aspects, such as equality and diversity, the role of technology, or the learner voice. However, rather than retain specific programmes or functions in these and other cross cutting areas, it is proposed that it would be more effective and efficient if the Guild worked to embed appropriate elements within its main blocks of activity.

III. Operating model

The results from the consultation process strongly supported the proposal that the Guild should have a relatively small executive team, conducting much of its work, where appropriate, through other existing bodies or through commissioning. This should not just be about placing contracts, but the Guild should actively embrace concepts such as collective leadership, sharing knowledge and relationship building across the sector.

There are risks inherent in this type of approach, and these will need to be actively managed. One significant risk relates to the development of silo working, with various partner organisations or contractors involved in different, but associated, areas without adequate knowledge of each other's activities and without creating the necessary synergies. The approach adopted to the design of work programmes and to working through partners and intermediaries must take full account of this. Another risk is any perception that the Guild itself lacks sufficient expertise, which might in turn translate into a lack of authority in its key areas. This must be avoided at all costs. It will be essential that the Guild recruits high calibre professional leaders in its key areas. There must be enough in-house staff to provide a core of expertise, and they must be very visible to the sector and more widely. They must be authoritative, performing as experts with excellent levels of sector based knowledge and experience, rather than just high level administrators. The ability to earn respect through the exercise of strong professional leadership will be crucial. In many ways this will be the key to building a good reputation for the Guild, and to the Guild's role in enhancing the reputation of the sector more generally.

Primarily because of overhead implications, it is not proposed that the Guild should have a regional structure, although it will need to consider carefully how it ensures that its activities reach all parts of the country and all provider types. In some cases it will be possible to work through existing sector based or specialist networks. The approach taken to working through sector bodies and partners more generally should also have specific requirements relating to reach.

Given that a major mode of delivery will be with and through others, it follows that expertise in procurement and commissioning will be required. This falls into two parts. The first is the capability to accurately define and specify the work that is to be commissioned, together with the ability to assess submissions, work with suppliers, and ensure that what is delivered meets expectations: being an intelligent customer. The second part is the proper administration of the procurement process. Smart procurement combined with focused work with a range trusted partners should enable the Guild to adopt a proportionate approach to the performance management of its contractors, each of whom will be expert in their field. The aim should be to keep the process simple and as hands-off as possible, setting output and impact targets and

embedding robust quality assurance mechanisms. Where performance is consistently good, the aim should be to move to multi year contracts where possible, although always subject to the continuing availability of funding. The Guild could also develop a preferred supplier register to support these processes.

A rigorous framework for evaluation and the assessment of impact must be developed and this will be applied at the level of individual initiatives; for each of the main blocks of activity; and for the organisation as a whole. The latter in particular should act as a means of helping to drive coherence across the full range of activities so that the totality of the impact is greater than the sum of the parts.

The Guild will need to develop a coherent approach to pricing, both for any activities that it runs itself and for those which it commissions. At this stage we envisage that most training and development opportunities will be provided at a subsidised cost rather than no cost. The Guild's investment might therefore cover both the development of courses or materials and a subsidy towards the cost of participation. Ensuring affordability for smaller and third sector providers will be a key consideration, and the potential for differentiated pricing mechanisms should be explored.

The Guild will be a sector employer led organisation, enabling sector employers to take collective responsibility for the main professional considerations affecting their workforce. As such, it will work closely with and through sector membership bodies as an efficient means of reaching and influencing large numbers of providers, and of ensuring that services are relevant to their needs. The Guild should not duplicate the services provided by sector membership bodies or other sector based organisations, although it may develop complementary activities if the full scope of the sector is not provided for in key areas.

The Guild should also have a firm commitment to working through current practitioners, using their knowledge, expertise and insights to shape and develop its work. The more detailed analysis of functions below suggests that 6 – 8 such professional panels (or if appropriate standing committees) might be required. It is expected that a number of these to have a continuing existence, undertaking practical development work, as well as overseeing and supervising programmes of work. Others might be set up as time limited basis for specific developments. An early priority will be to establish the range of professional practitioner panels that will be required, their draft terms of reference, the mechanisms to be adopted in bringing them together and the requirement for executive support and servicing. These arrangements must take account of the proposals relating to the broader sector engagement processes discussed in the earlier Governance section.

To be successful, and to exert the influence that it requires on behalf of the sector, the Guild will need to work with a wide range of stakeholders. This is in addition to its clear requirement to work with providers in the sector and their representative groups. For this purpose stakeholders will include government departments and agencies, staff representative groups, awarding organisations, universities, and others. Much of this work will be undertaken by the chief executive and senior staff, however an element of professional communications support will also be necessary.

One of the unique features of the Guild will be its role in working across the whole sector and encompassing the various categories of provider and other interest groups. In this position, it might well become the natural focus for bringing together groups of sector organisations for various purposes. One example of this might be the convening and servicing of the National Improvement Partnership Board (NIPB). Equally, it will be essential to establish clear lines of responsibility and authority to ensure that the Guild does not end up appearing to be tasked by different groups or networks. A small resource should be set aside to enable this type of work to take place.

It envisaged that the Guild will negotiate an amount of funding from BIS to cover a core range of activities that will be undertaken on an ongoing annual basis. The Guild might also negotiate additional, and possibly time limited, funds to carry out or enable specific activities on behalf of government departments, agencies or others. Some possible examples are included in the more detailed sections which follow.

Sector engagement activity will play a vital part in shaping the Guild's operational plan, just as the consultation exercise has shaped the overall agenda. But the Guild will not be able to do everything that it, or the sector more generally, would like it to. So, given the principles that have been articulated and the overall scope, which areas of support activity are most urgently required and which will have the greatest reach and impact will be critical factors in deciding actual activities to be undertaken. The second part of the challenge lies in determining how much to do in any given area. Both are aspects of prioritisation. A third element relates to what is already available elsewhere. The Guild should not intervene in areas that are already well served, unless there are clear and logical reasons, supported by the sector, for doing so. It is very likely that both the menu of support and the balance between different areas will change from year to year depending on the strategic priorities agreed and the resources available. A flexible, responsive element will also be required, although, as a general principle, additional resources will be sought where significant policy change leads to a requirement for additional areas of work.

11. MAIN AREAS OF WORK

The sections which follow provide further detail about the main areas of work that the Guild expects to be involved with in line with the outline activity model referred to above. For each section there are detailed proposals in the relevant Annex.

I. Professional Standards and Qualifications

Respondents to the consultation process expressed very high levels of support for the Guild to work in the general areas of workforce qualifications and standards.

Some respondents, mainly those actually involved in accredited teacher training, proposed that the Guild should exercise firm control over both which institutions could supply such provision, and the courses offered. The implications of any changes to the current arrangements will need further investigation prior to decisions being made.

A very small minority took the view that the qualifications work should extend into the oversight of vocational qualifications more generally as recommended by the Lingfield review. This area of work has not been included. **See Annex A1 for greater detail on scope of activity in this area.**

II. Teaching, Learning and Assessment

The consultation process confirmed that teaching, learning and assessment are at the very heart of what the Guild should be concerned with. The practitioner voice was particularly strong in this respect. This was an area where there was no dissent from the core proposition, and there were plenty of useful comments about areas that might be built on. Proposals to give more emphasis to occupational and subject updating were welcomed, although the need to continuously update pedagogical skills was also emphasised. Local access to support and resources was valued by some practitioners, and the Guild will need to think carefully about how this might be continued. **See Annex A2.**

III. Leadership, Management and Governance

A very significant majority of consultation responses agreed that these areas should form a key part of the Guild's work. Research and external evaluation, including that conducted by Ofsted, makes it clear that the quality of leadership and governance has a profound impact on the effectiveness of teaching learning and assessment and the experience of learners. The perceived quality of leadership and governance is also inextricably linked to the reputation of the sector. For these, among other reasons, we have concluded that these areas should be included and given a high priority. **See Annex A3.**

IV. Research and Innovation

Many respondents specifically welcomed the proposed emphasis on research and innovation. There was a general consensus that this is an area that should be important to the Guild, and recognition that more work is needed. Some made specific points about the need for research in specific areas, including new models of employer engagement, and work with learners with learning difficulties and disabilities. Others stressed that research should not be limited narrowly to teaching and learning, and it will be important that the Guild spreads work across its three main activity blocks. This is also clearly an area where collaboration is important: between the Guild, practitioner researchers, existing research networks, and academic researchers, as well as with specialists in particular fields. **See Annex A4.**

V. Dissemination, Resources and Good Practice

One of the most commonly recurring themes within the consultation process was the need to retain and build on the knowledge base that the sector already holds, particularly through the Excellence Gateway. There was also an acceptance that this mechanism needs significant improvement. There are clear links between this and the research area. The need for better dissemination of existing research evidence was identified as a priority by a number of respondents. The possible way ahead for the Excellence Gateway is covered further in paragraph 13, based on a review undertaken by JISC.

There was significantly less agreement about the potential role of regional networks in this and other areas. While some respondents pointed to the benefits, more were concerned about the potential costs and duplication of existing arrangements organised by others. With this in view, the

Guild will seek to work with and through other networks rather than creating its own. **See Annex A5.**

VI. Areas that the Guild will not be directly involved in

There is a lot of useful existing activity outside the scope of the areas outlined in the sections above. Whilst there were advocates for many of these different areas, the clear message from the consultation was that the Guild should try to focus its efforts on a relatively small number of key priorities rather than trying to do everything.

Accordingly, it is not envisaged that the Guild being involved in the following areas:

- Intervention or remedial work with providers who fall into the ‘inadequate’ category as a result of inspection, for financial reasons, or through failure to meet minimum levels of performance.
- Organisation specific support programmes including organisational change consultancy, organisational health checks (including for those who are deemed to require improvement), but see paragraph VII for a possible alternative approach.
- Taking responsibility for the overall vocational and other qualifications system that applies to learners.
- Duplicating the roles other bodies play, e.g. Ofsted, Ofqual.
- Maintaining a record of disbarred staff.
- Preparation for inspection events.
- Provision of safeguarding training (negotiable?).
- Healthy FE initiatives.
- Lead responsibility for the development of local community and social cohesion strategies.
- International work (except as specified above in relation to research and innovation and aspects of World Skills).

Nor should it be involved in the following, which should remain a matter for resolution between employers and their employees:

- Requiring L&S staff to have a license to practise.
- Mandating the qualifications or levels of continuous professional development.
- Negotiating pay and conditions of employment for L&S staff.
- Investigating complaints or allegations of misconduct against L&S staff.

VII. Additional and specific areas

Quality assurance of consultancy

The Guild does not anticipate providing or funding specific support packages for individual providers. However, as a possible alternative approach, it is proposed that the Guild could conduct a feasibility study into the establishment of an on-line, quality assured register of consultants, who are available to provide support in various areas of work. This might have some similarities with the ‘Trust a Trader’ or ‘Rated People’ systems increasingly being adopted in the commercial world. A key feature of such a system would be individual references from recent projects or assignments.

During the consultation a number of delegates suggested that finding the right person to help in the specific area that they required was just as much of a problem as meeting the costs involved. By providing such a service the Guild might add value and help to ensure that the support provided is effective and demonstrates good value for money. It is anticipated that such a service might be provided at no or very low cost to the Guild, being predominantly financed through individual registration fees.

New approaches to occupational and subject updating

Responses to the consultation endorsed the need for additional work in this area. Discussions with employers also indicate concern about the currency of teachers' and assessors' occupational knowledge, particularly in fast developing areas. This is a significant reputational issue. Lecturers themselves often acknowledge this, but may lack the time or contacts to address the requirement, as well as issues with sector employers not providing realistic opportunities for vocational staff to update their skills. Much of this is expected to align with the recommendations of the Commission on Adult Vocational Teaching and Learning (CAVTL) discussed further below. Taking note of the outcomes of the CAVTL, the Guild will need to develop a strategy to address these issues, and should set aside resources to support its implementation. It is also important to be realistic about the scale of the challenge given the size of the workforce, but this is not a problem that can continue to be ignored.

Skills Competitions

It has been proposed that the Guild should assume responsibility for some aspects of WorldSkills, including the feeder competitions and in particular arrangements to ensure that rigour and excellence from competitions is mainstreamed into wider teaching.

The functions proposed for the Guild relate to:

- High level coordination of competition and related activities.
- Development of expert practitioners.
- Strategies to promote competitions and mainstream best practice.

It is envisaged that the Skills Show Ltd will continue to coordinate main event organising functions. If it is agreed that this area should pass to the Guild, transitional arrangements will be required until the date of transfer which should not be before April 2014.

It should be noted that this area is also subject to further Ministerial consideration as to the way forward.

Chartered status

Once the arrangements for Chartered Status have been fully developed and tested, the Guild anticipates taking on responsibility for the administrative arrangements for this initiative. It will be important that the panel making awards remains independent of the Guild. Additional funding related to the volume and complexity of the applications to be processed will be required. The Guild envisages taking on this responsibility between April and August 2014.

Financial support for accredited teacher training

At the time of writing it is not clear whether the system of fee awards which subsidise the cost of accredited teacher training will be continued. No provision for the administration of awards of this type has been made within current plans.

12. LSIS LIAISON

A formal liaison group has been operating between the project and LSIS during the development project. This will become even more critical during the Guild implementation phase and open discussion and provision of background information by LSIS, will be critical in ensuring important assets and services to the sector are not lost.

13. EXCELLENCE GATEWAY

Throughout the consultation period there were mixed views expressed about the Excellence Gateway. These included; contains a lot of very valuable support material which the sector can't afford to lose; too much archived and potentially out of date material; very difficult to use and find your way around. It should be emphasised that a separate, but limited, virtual learning environment will be required.

Accordingly, the project commissioned JISC Advance to undertake a short study of the Excellence Gateway and propose a way forward for the future. The report covers both the material available, historical data on access and the overall structural issues around the Excellence Gateway. It would appear that there are many parts of the available material which are very rarely used and therefore of questionable value. Equally, there may be content that is unused simply because it is difficult to find. In addition the system is difficult to navigate around, update and find the required material.

Overall JISC Advance recommended that:

- The Excellence Gateway should not be maintained in its current form beyond an interim period.
- A review of the relevance and value of assets on the Gateway should be undertaken.
- The service should be reconfigured and the hosting options for different elements of the service changed.

JISC Advance also indicated that implementation of their recommendations should result in significant savings in terms of hosting and staff overhead costs. This further work has been costed and included in the proposed implementation phase.

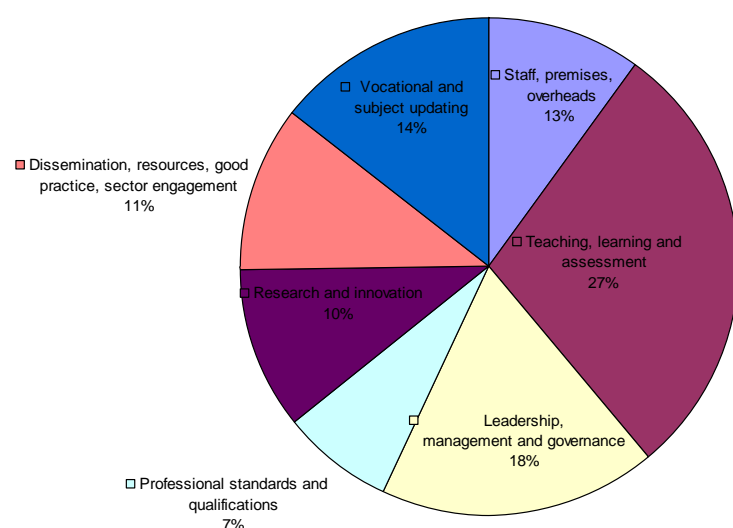
It is clear that the Guild will require a means of sharing knowledge, information and resources effectively so that the wealth of useful material that already exists, and that which will be developed in the future, can be disseminated effectively. The Guild will develop a new, fit-for-purpose knowledge sharing platform to this end.

14. COMMISSION ON ADULT VOCATIONAL TEACHING AND LEARNING

The Commission on Adult Vocational Teaching and Learning (CAVTL) was running in parallel to the Guild development project, but the two activities have held joint meetings to try and ensure a coherent approach to issues of mutual interest. The relevant CAVTL recommendations surrounding the professionalism of the workforce, for example the importance of dual professionalism and how this might be further enhanced, should form an important aspect of the Guild approach to fulfilling its mission. An important recommendation from the CAVTL is the formation of a National Vocational Education and Training (VET) centre. Again this aligns well with one of the proposed remits of the Guild around the need to have relevant research to underpin development of effective teaching, learning and assessment. The proposed VET centre could be independent of the Guild, but equally it may be more logical and coherent to establish it as a part of the Guild. As stated earlier, it is proposed that the Guild delivers much of its output by commissioning and partnership working and the VET centre could be a further strand of this approach.

15. OUTLINE BUDGET MODEL

The chart below provides an indication of how, on a percentage basis, the Guild might deploy its annual budget. It should be emphasised that this is a very early estimate and, of course, in many of these areas actual level of activity will always be a compromise between, often insatiable, demand and realistic available resources. Although more detailed costings have been undertaken in areas such as staffing, premises and overheads, and some activity based estimates can be made on historical data, it is still only an indicative split at present. A more detailed, costed activity model will need to be developed during the implementation phase, which will also involve sector engagement on deciding priorities for Guild activities.



BIS in the Ministerial approval letter have stated that they would grant fund the Guild at £18m for period August 2013 to March 2014 inclusive; and then an indicative £18.8m for the following financial year. This is very significantly less than historic spend on these types of outcomes and will

need very careful prioritisation of activity, as well as managing sector expectations on what might be achievable in the future.

One of the main principles underpinning construction of the budget has been to limit the size of the executive team. In the model shown above staff, premises and other core overheads amount to about 13% of the indicative budget. It should be noted that this represents a very lean central team and the costs attributed to this area could not be reduced further unless the scoped volume of planned activity reduced very significantly.

16. LOCATION

At this stage in the formation of the Guild, a specific location or building has not been identified, so the general areas of London (Holborn – Camden) and the Midlands were explored. Some initial research indicates that in London (Holborn – Camden) property costs are in the region of £70 per square foot and in the Midlands are between £27 in Coventry and £44 in Birmingham. These costs include rent, rates and service charges.

Factors that affect the location decision include:-

- Proximity to key stakeholders for meetings.
- Opportunities to achieve shared services.
- Quality of transport links.
- Quality of communications and IT infrastructure.
- Availability of suitable staff.
- Availability of suitable premises.
- Costs associated with each location.
- Time lost due to travel.

The two key factors in the above list are the proximity to key stakeholders and costs associated with each location. For example, past experience shows that London will be the main centre for meetings, events and other activity and, based on the Steering Group comments, meetings held in London are nearly always better attended. Additionally, as a National organisation, the Steering Group felt the Guild should be London based. On the negative side there is a risk with appearing too London centric.

The question of the differing costs was explored in more detail. The Guild is planned to be a small organisation and, as such, any saving or cost between locations is more marginal. Using reasonable assumptions, it was calculated that the maximum saving on locating in the Midlands, compared to London, was under £60K, once additional travel time and other costs had been included. This is marginal, given the overall size of the Guild budget, so it can be concluded that this factor is not as important as proximity to key stakeholders. Thus, although the arguments for either location are not overwhelming, on balance, the Steering Group recommended that the Guild be located in London.

17. OPERATING COSTS

I. Approach

The plan has been based on a proposed organisational structure designed to meet the outcomes of the consultation process and reflect “bottom up” thinking to determine roles and required numbers based on the proposed activity models and modus operandi discussed earlier. This work suggested a structure of circa 32 people. Although the full plan provided greater detail on possible numbers and levels of staff, these were still indicative pending agreement from BIS as to expected funding levels and activity areas they supported the Guild being involved in. Calculations will need revising in the light of clarification of these points.

II. Overview of costs

The total core infrastructure and overhead costs of the Guild to deliver a full year of activity have been calculated at £2.8m, based on 32 Full Time Equivalent (FTE) permanent members of staff, with an office in London. It is anticipated that the Guild will also wish to investigate the opportunities for shared services with other organisations, which might alter the FTE numbers and result in some reallocation of costs between people and other areas. It is accepted that costs in some areas might be higher in the initial stages than at steady state as transition arrangements are worked through.

18. SPECIALIST COLLEGES AND SIXTH FORM COLLEGES

The specialist colleges and sixth form colleges (SFC) have traditionally been part of the Learning and Skills Sector, although they now both come under the Department for Education. This has raised the issue of whether they are within the scope for the Guild activities and areas of responsibility. Whilst this has not been fully resolved, following discussions with the representative bodies and the Department, the current position is:

- It is likely that the SFCs will increasingly see themselves as coming firmly under DfE and not be covered by the Guild, although some SFCs, with a significant vocational offer, may still wish to be involved and how this is achieved will need further work.
- The Specialist Colleges feel strong allegiances to the Learning and Skills Sector and the implementation team should continue to debate with BIS and DfE how they can be covered by the Guild and appropriate funding provided.

19. COVENANT

Lord Lingfield in his review introduced the concept of a covenant between providers and their workforces. Overall this idea received mixed support from the sector. Partly this was due to a lack of clarity about what it might cover and how it would be implemented. In particular there were

concerns such as: whether it might conflict with employer-employee relationships and negotiations; the practicality of developing and agreeing a covenant which was relevant for all parts of the sector and types of provider; and, if too prescriptive, that a covenant might inhibit the flexibility needed to adopt quickly to different and emerging circumstances and requirements.

Accordingly, it is suggested that if the Guild tried to develop a covenant immediately it would potentially be very time consuming and, without strong sector support, could have a high risk of failure. It is recommended that a review of the proposal to develop a covenant should be priority in year 2 of the Guild operations, when the Guild will be better positioned to lead on trying to define the concept further and gauge sector support.

20. INTERIM GOVERNANCE ARRANGEMENTS

Given the very short timeframes and the need for the Guild to start operations in August, the following interim governance arrangements are in hand or proposed:

- The recruitment of an Interim CEO should commence immediately.
- The recruitment process for an independent Chair should commence as soon as possible after Ministerial approval is given.
- AoC, AELP (with TSNLA) and AAETO, via HOLEX and LEAFEA, should also start the process of selection of their nominations for Board directors, with a view to them being in post by June 2013. These initial posts should be time limited initially to 2 -4 years to give the Board flexibility to develop and change, whilst also providing good continuity.
- The development phase Executive Group, modified to reflect the new 'members' proposals, will remain in being until the Guild starts operations and will be responsible for selection of the Interim CEO and, with the embryonic Guild Board, the selection of the independent Chair. It will progressively pass responsibility to the Guild Board and help ensure a smooth transition.
- Until the Guild is a formal company with assets and income, any staff will be employed by the AoC, covered by a contract agreed by BIS for the stage before the Guild commences operation.
- The current development phase Steering Group will remain in being and act as the wider consultation forum until the Board is appointed, able to set up appropriate alternative processes and is content that they are effective.

21. FUNDING

The subject of funding generated a range of views from, should be based on full grant funding through to the current resources used to fund LSIS returned to the individual providers and for the Guild to rely on subscriptions. The main concerns about the Government funding route were around the real degree of sector ownership and freedom of action that could be achieved, as well as the potential vulnerability to future reductions in funding.

A subscription based model would provide flexibility to the sector to direct the business of the Guild, but in practice may still be a high risk approach as:

- The overheads and risk involved in negotiating and collecting subscriptions for circa 1000 providers would be very significant.
- Inevitably it will take time for the Guild to demonstrate its value and build its reputation with the sector to justify their financial support.
- Not all providers may be willing or able to fund the Guild, especially in the current tough financial times, which may result in quality issues arising in some providers.
- Lack of income could result in a loss of sector focus on key workforce development issues.

A common view is that the Government would expect to have robust structures in place to ensure quality, qualifications and standards in the workforce and it is therefore reasonable and appropriate for the Guild to secure core central funding, as is the case for schools and for Higher Education.

I. Levy approach

The majority of respondents and the Steering Group accepted that the pragmatic solution is to fund the Guild via a top slice, or levy, of the overall Skills Budget, but with the strong caveat that this should come out of the current allocation to LSIS and should not result in further reductions in provider budgets. But it is expected that the percentage figure will be significantly lower than the current circa 1% allocated to LSIS.

To demonstrate sector ownership it is proposed that the percentage figure for the levy would initially be justified and proposed by the Guild, but ultimately agreed and sanctioned by the sector, via the governance structure that is finally adopted. In addition to this sector-led core element, Government or other third parties might want to commission and fund additional activity from the Guild to reflect their own current priorities.

It will be important to have mechanisms in place to ensure that this levy funding is seen as genuine 'sector money' so that the sector can truly decide on priorities and tasking for the Guild. This will involve trying to develop and agree some form of legal agreement or memorandum of understanding between the sector and BIS, to give the Guild some financial surety, but with good sector direction and involvement in deciding how much of the sector budget should be invested in the Guild and for what purposes.

In addition the Guild should be able to attract other funding, including from UKCES for the SSC functions.

II. Phased approach

Given the short timeframes for setting up the Guild it is proposed that a phased approach to funding the Guild should be adopted as follows:

- First and second years (2013/14 and 2014/15) – a direct grant from BIS to ensure effective setup and initial operations of the Guild, with a shadow levy operating in the second year.
- Third year (2015/16) – move to a full levy-based approach.
- Fourth year (2016/17) onwards – the Guild should be aiming to also identify opportunities to generate income and become financially more self-reliant.

22. GUILD MOBILISATION PLAN – APRIL-AUGUST 2013

A high level project plan for the period April to start of operations in August was produced. Key actions will include:

- Appointment of Board via nominations and direct recruitment, including the Independent Chair.
- Generating the structure of the organisation and job descriptions of key people, followed by recruitment of initial Guild team, if necessary using interims until full members can be recruited.
- Generation of memorandum and articles of association for the company; registering the company and applying for charity status.
- Further detailed definition of how the governance and sector engagement arrangements will work.
- Establish modus operandi for the various strands of work.
- Refine and agree which proposed elements of work the Guild will be responsible for at start-up and a plan leading to full operational status.
- Continue discussions with BIS on how to provide assurance that Guild funding via the proposed levy is clearly identified as the responsibility of the sector to decide on priorities for the Guild.
- Develop proposed budget for future years and continue negotiations with BIS.
- Continue negotiations with UKCES on Guild taking over SSC functions for the identified areas.
- Draft strategic and business plans for the first year, with outline for future years, seeking sector endorsement of proposed priorities. (See draft outline plan for year 1 at Annex B).
- Identify and procure infrastructure requirements (premises, IT, finance, contracting, HR and other support functions); identify options for shared services where possible and cost effective, and negotiate contracts.
- Agree and set up any interregnum formal holding arrangements that might be needed to ensure key services are not lost before the Guild is fully operational.
- Work with sector groups and organisations to reach a common understanding of where partnership working in the future for delivery of Guild outputs might be effective and what new mechanisms and processes are required to provide value for money, whilst also maintaining quality control and assurance.
- Develop initial brand and website to support the initial phases of the Guild operations – but it will be absolutely vital to ensure flexibility and not be too prescriptive at the outset.
- Continue with sector communications and engagement strategy to continue to build support for the Guild and its functions.
- Continue liaison with LSIS to ensure key aspects of sector business are not lost – especially around the excellence gateway, qualifications (SSC function) and specific areas of delivery,

e.g. STEM support, Clerks course etc, which span the period of LSIS closing and the Guild being fully operational.

- Undertake specific reviews of specialist areas as required, including taking forward the JISC Advance proposals for the Excellence Gateway.
- Finalise position and understanding of the Guild with reference to Sixth Form Colleges and Specialist Colleges.

I. Implementation phase funding

The overall costs for the implementation plan of the Guild between April and July 2013 are estimated at £800k plus VAT where applicable. This figure was supported by further analysis in the full plan.

II. Priorities for year 1

An early task for the Interim CEO and Board will be to agree priorities for Year one of the Guild operations. This will be a combination of positioning of the Guild in the sector, ensuring that essential areas of work are not lost as well as addressing specific priority areas of immediate activity. An outline of proposed year 1 activities is at Annex F.

23. RISK

A detailed risk register was produced. Clearly there are some High risks associated with this project, primarily due to:

- The very compressed timeframes for setting up the organisation.
- The risks to services provided to the sector during the overlap period between LSIS ceasing operations and the Guild being fully operational.
- The real risk of losing some of the valuable information/advice/course material etc, currently held on the excellence gateway and other platforms.
- The ability of the Guild to meet sector expectations, with reduced budgets and a relatively small Executive team structure.
- The current unknowns around future funding to support the Guild operations.

24. STAKEHOLDER COMMUNICATIONS OUTLINE

As discussed earlier, it is proposed that the development phase Steering Group and other stakeholders will retain an important sector engagement and guidance role during the Guild implementation phase. Thus a key aspect of the developing Guild's communications strategy and approach should be to ensure that it provides sufficient and timely information to the Steering Group and other stakeholders, including all sector providers, so that they feel able and wish to provide overall advice on the direction of the implementation phase and influence and support a robust, open and genuine, ongoing sector wide consultation process. It is hoped that, as well as

their own engagement, Steering Group members will wish to use their members/networks etc to help ensure a well informed and successful implementation phase.

25. CONCLUSIONS

A comprehensive consultation exercise has been undertaken to help define the way forward for a Guild covering the professionalism of the Learning and Skills sector workforce.

Overall there was good support for the proposals outlines in the consultation document and refined in this implementation plan.

The concept of a sector owned and directed organisation achieved wide support and is reflected in the proposed legal structure of the Guild, Governance arrangements, modus operandi and processes to continue to engage the sector, including practitioners, both in the short-term implementation phase and when fully operational.

There will need to be ongoing central funding support for the Guild, initially via a grant, but moving in due course towards a sector decided, levy from the overall skills budget.

There are some 'High' risks associated with this project, primarily due the very short timeframes and the implications of the closure of LSIS in August this year. These risks are both around the achievability of initial and full operational status in the timeframes, as well as significant risks to the continuity of services and retention of valuable source material during the change period.

There are still some unknowns including; the actual position regarding World Skills and how to ensure that rigour and excellence from competitions is mainstreamed into wider teaching; whether the concept of a covenant will achieve sector support; long term funding methodologies; the optimum processes to ensure sector engagement; the best way to deliver some of the historical services to the sector; how new initiatives, such as those emerging from the CAVTL, will impact on Guild operations.

The formation of the Guild will help to lead to improvements in sector workforce professionalism and consequently the quality of teaching and learning across the sector.

26. RECOMMENDATIONS

It is recommended that:

- Ministerial approval is given to proceed with the implementation of the Guild.
- An initial contract for £800K plus VAT is awarded to the AoC to cover the implementation phase, up until 1 August 2013, which will be novated to the Guild once it is a legal entity and able to manage income and expenditure.

Annex A1

Professional Standards and Qualifications	
Main strands	<ul style="list-style-type: none"> ● Definition and promotion of professionalism in the sector ● Maintenance of National Occupational Standards (NOS) for sector workforce ● Apprenticeship frameworks for sector workforce ● Monitoring the supply of, and demand for, initial teacher training and accredited CPD ● Engaging with the supply and training of teachers of English and mathematics ● Maintain overview of scale, composition and qualifications of sector workforce ● Distribution of fee awards for initial teacher training (if continued)
Scoping notes	Negotiation with UKCES/BIS will be necessary to finalise the scope of the SSC type functions to be adopted.
Proposed activities	<ul style="list-style-type: none"> ● Maintain and update NOS in agreed areas ● Maintain and update professional standards for teachers, trainers and tutors ● Collection and dissemination of workforce data and maintenance of a broader base of research evidence in relation to the workforce ● Define good practice in relation to workforce qualifications and training, including CPD, at institutional level ● Collaborative work with providers of accredited teacher training ● Projects to develop provider capacity to implement new qualifications framework ● Development of new units and qualifications with awarding organisations as required (e.g. community outreach) ● Development and maintenance of apprenticeship frameworks ● Issue of relevant apprenticeship certificates
Priorities for decision or action	<ul style="list-style-type: none"> ● Continuation (or not) of advice line for those considering teacher training or requiring advice about qualifications (including new workforce qualifications framework) and funding. ● Clarification of a Guild position on workforce qualifications (advice to sector on minimum expected standards and position regarding continuation of statutory regulation?) ● Future of QTLS (for comparability with QTS and otherwise). ● Confirmation of scope of work on SSC related services (NOS, apprenticeship frameworks, standards etc.) and negotiation with UKCES/BIS around remit and funding

	<ul style="list-style-type: none"> • Whether to continue with SIR in current format or revert to a survey/sampling model. Check possible legal implications if SIR discontinued (statistical obligations to OECD/EU etc.) • Decision whether to take forward the covenant (for more detail see separate paragraph in the main paper) • Whether to strengthen current arrangements on approval of institutions and courses for accredited initial teacher training
Delivery model	<ul style="list-style-type: none"> • Core of high calibre professional staff to provide expertise. May require higher proportion of operational/delivery staff in this area due to specialist nature of some of the work. • Dissemination, survey activity relating to workforce numbers, qualifications etc. through sector membership bodies or others. • Work with and through Centres for Excellence in Teacher Training • Main interface with awarding organisations through Federation of Awarding Bodies (FAB)
Sector engagement	Standing committee of practitioners for workforce qualifications and standards
Related groups	FE Workforce Stakeholder Group (already exists although mainly representatives of organisations rather than practitioners)
Funding issues	<p>Explore with UKCES and BIS for funds and any issues to maintain SSC related functions (universal services offer). Possible DfE funded initiative for recruitment and development English and mathematics teachers.</p> <p>There may be some funds associated with the earlier activities of LLUK.</p>

Annex A2

Teaching, Learning and Assessment	
<p>Main strands</p>	<ul style="list-style-type: none"> • Development of higher level teaching skills • Enabling development and updating of workforce skills and knowledge in occupational/vocational and subject areas • Strategic development of teaching, learning and assessment capability in priority subjects including English and mathematics • Development of teaching, learning and assessment skills for specific learner groups (e.g. learners with learning difficulties and disabilities) • Implementation of agreed recommendations from the Commission for Adult Vocational Teaching and Learning (CAVTL)
<p>Scoping notes</p>	<p>Work relating to initial teacher training and accredited CPD covered under ‘Professional Standards and Qualifications’ section.</p> <p>The Guild will probably not be able to fund or deliver high volume training and development programmes from within its own budgets. It may however procure or enable this sort of provision if specifically commissioned to do so.</p> <p>The initial priority will be to work with those who are likely to have most impact on learner success. This will not be confined to those in traditional teaching, learning and assessment roles, but will encompass those providing learner support, tutors and others in the team around the learner.</p> <p>Provision must take account of the needs of part time, sessional, and volunteer staff.</p>
<p>Proposed activities</p>	<ul style="list-style-type: none"> • Development of expert practitioners • Development of teaching and learning coaches (including accredited pathway) • Programme of support for teaching and learning in STEM subjects • Programme of support for teaching English and mathematics (co-ordinating with STEM programme provision in mathematics) • New support programme and collaborative arrangements with employer and professional bodies to facilitate occupational and subject updating • Programme of support for developing and disseminating effective practice in work/employer based learning • Support for curriculum design and development • Use of competitions and international benchmarking to

	drive improved standards. Support for, and enabling of, the practitioner related aspects of World Skills (conditional on Guild not bearing any costs)
Priorities for decision or action	<ul style="list-style-type: none"> • How to integrate implementation of the CAVTL recommendations within the broader programme of work • Decide whether some existing, high quality programmes can be continued and rescaled whilst they are evaluated against future requirements. • Final decision whether to accept specified parts of World Skills remit and, if so, how to discharge the functions (transition plan), which is also subject to further ministerial consideration as to the way forward. • Continuation or otherwise of a network of teaching and learning hubs • Determine whether there is any appetite for subject based networks
Delivery model	<ul style="list-style-type: none"> • Most provision through partner organisations and trusted partners with good track records. Guild retains strategic oversight, monitoring of uptake and effectiveness, and intelligent customer functions. • Cascade model with expert practitioners and coaches trained to work within their institutions or more broadly • Work through existing sector based networks where possible. • High calibre professional leadership required to provide necessary expertise • Most areas to include an on-line offer
Sector engagement	<p>Standing committee of practitioners for teaching, learning, and assessment</p> <p>Specific management group for World Skills will be required if this area is adopted.</p> <p>Investigate possibility of specific road shows or other mechanisms to help shape support offer</p>
Related groups	<p>Sector membership bodies and others have a wide range of networks which could be built on to support both needs analysis and possible delivery.</p> <p>AoC Portfolio Groups oversees aspects of skills competitions</p>
Funding issues	<p>Scope for negotiation of specific funds on an annual basis to develop capacity to respond to policy change.</p> <p>Specific funding for activities relating to World Skills will be required.</p>

	<p>Possible specific additional funding for work on the implementation of the CAVTL recommendations.</p> <p>Possible National Apprenticeships Service (NAS) funding for specific areas of apprenticeship capacity building (e.g. higher apprenticeships).</p> <p>Possible DfE funding or support in specific areas (e.g. English and mathematics; learners with learning difficulties and disabilities).</p>
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Annex A3

Leadership Management and Governance	
Main strands	<ul style="list-style-type: none"> • Development of leadership capacity and capability • Training and development of current and aspiring managers • Support for, and development of, governance and accountability functions
Scoping notes	<p>Main focus for management development will be on those managing teaching, learning and assessment and other elements of the learner journey.</p> <p>Sector specific non-teaching roles with no other obvious recourse to professional support (e.g. MIS managers) should be included.</p>
Proposed activities	<ul style="list-style-type: none"> • Development programme for those aspiring to senior leadership roles (chief executive, head of service, principal or equivalent) • Provision for established leaders and directors/senior executives (e.g. master classes, seminars, networks, coaching). • Development of a professional/career framework for sector leadership and management • Training and development programmes for team leaders and middle managers • Developing leaders and managers' understanding of the role of technology in learning • Training, development and professional networks for clerks of college corporations and those with similar roles in other providers • Training, development, and information for governors, board members, and others with similar responsibilities • Bespoke resources or development for staff and student representatives or others • Include accredited options throughout as appropriate
Priorities for decision or action	<ul style="list-style-type: none"> • Delivery model to be used for leadership development, possibly building on the development work through the Leadership Exchange. • Identify other reputable sources to commission work from or licence. • Consider development of an 'Introduction to the sector' offer for managers from other disciplines (finance, HR, estates etc.) • Contribution to any imminent review of governance, and role in implementation of findings • Whether to seek to extend scope of and broaden appeal

	<p>of AoC Sector Management College or develop alternative first line/middle management offer for the rest of the sector</p> <ul style="list-style-type: none"> • Decide whether some existing, high quality programmes can be continued and rescaled whilst they are evaluated against future requirements. • Clarify relationship with existing leadership networks
Delivery model	<ul style="list-style-type: none"> • Most provision through other organisations with Guild retaining strategic oversight, monitoring of uptake and effectiveness, and intelligent customer functions. • Separate high calibre lead professional staff for (a) leadership and management and (b) governance and accountability. • Might need additional internal capacity in this area until April 2014 as new ways of working are developed, new provision established, and new suppliers identified. • Anticipate some free services (e.g. governance), and some co-funded (e.g. leadership and management programmes) • To include significant on-line offer.
Sector engagement	<p>Standing committee of practitioners for leadership and management</p> <p>Standing committee of practitioners for governance and accountability</p>
Related groups	<p>AoC Governors Council already exists and can provide expert advice</p> <p>Appropriate leadership and governance networks/groups in other parts of the sector, e.g. LEAFEA.</p> <p>Leadership Exchange has had an advisory group which could be built on, although this would need extending to be more representative of the broader sector</p>
Funding issues	<p>Centre for Excellence in Leadership legacy funding currently held by LSIS trustees and it is understood that the current plan is to transfer this to a separate charity.</p>

Annex A4

Research and Innovation	
Main strands	<ul style="list-style-type: none"> • Strategic overview of research relating to the sector • Research into best practice in teaching, learning and assessment • Research into best practice in leadership, management, and governance • Identification of key messages and learning from external research • Policy analysis (sector specific)
Scoping notes	<p>Mechanisms for dissemination included in section on Dissemination, Resources and Good Practice.</p> <p>Research potential in all areas that affect performance of the sector and learner outcomes. Not confined to teaching, learning, and assessment.</p>
Proposed activities	<ul style="list-style-type: none"> • Commissioning of independent research into specific areas where significant gaps are identified • Collaboration with academic and other independent researchers • Assess balance of knowledge and research base in relation to different types of provision • Monitoring of national and international research, extracting and disseminating key messages • Programme of practitioner led and action research; associated development of research skills • Maintain overview of labour market information relating to sector workforce (see also section on Professional Standards and Qualifications) • Assessment of public policy initiatives to inform the development of Guild strategy and positioning
Priorities for decision or action	<ul style="list-style-type: none"> • Establish current gaps in research following on from CAVTL to establish priorities • Determine the appropriate balance between sector led, independent, and academic research • Investigate scope for collaborative approaches • How to ensure the most effective ways of converting research into better informed and improved practice
Delivery model	<ul style="list-style-type: none"> • High calibre professional lead required. Needs to be able to act as intelligent customer. • Continuation of small scale research grants for practitioner led research. • Research training for practitioners • Develop improved links and synergies with other research centres

	<ul style="list-style-type: none"> • Work through sector representative bodies to reach specific provider types.
Sector engagement	Standing committee of practitioners for research and innovation
Related groups	A variety of research networks already exist. The Guild will need to decide which to engage with to secure greatest impact.
Funding issues	Mainly from within core funding. Other departments, agencies or organisations may commission specific additional work.

Annex A5

Dissemination, Resources and Good Practice	
Main strands	<p>Mechanisms for sharing and disseminating knowledge, good practice and resources</p> <p>Communications strategy and implementation plan,</p> <p>Enhancement of sector reputation through effective dissemination of key developments and messages.</p>
Scoping notes	<p>Need to establish very close synergy with main activity blocks from the outset so that best practice and resources are widely available as quickly as possible.</p> <p>Includes explicit communications activities designed both to distribute information and influence opinion.</p> <p>Need to consider interaction with Ofsted good practice exemplars.</p> <p>Includes reputation management (may need to reconsider approach/location?)</p>
Proposed activities	<ul style="list-style-type: none"> • Maintenance and on going development of a IT based platform for sharing good practice and resources; assessment of the effectiveness of the Excellence Gateway to provide this; (see discussion in main paper) • Deploy a virtual learning environment for the provision of on-line courses • Stringent quality control over content accepted for Excellence Gateway or successor • Stakeholder mapping leading to the development of bespoke communications plans where appropriate • Varied communications streams to include blogs, email groups, newsletter, and virtual groups. Possible use of LinkedIn, Facebook, You Tube, smartphone apps.
Priorities for decision or action	<ul style="list-style-type: none"> • Agreeing strategy for improving and developing the Excellence Gateway • Whether to retain responsibility for the IT related aspects supporting this area in-house or to outsource • Further investigation of the role of a virtual learning environment (VLE) in supporting Guild activity. • Examine ways of reducing hosting and recurrent costs for IT related services • Determine role of Guild, as distinct from other sector bodies, in improving the reputation of the sector and how

	that might be achieved.
Delivery model	<ul style="list-style-type: none"> • High calibre professional leadership required • Work through sector membership bodies to ensure reach into different parts of the sector
Sector engagement	<p>Standing committee of practitioners for dissemination, resources and good practice (probably part of other Standing Committees dealing with different strands of activity).</p> <p>Depending on scope finally agreed, is a reputation group required?</p>
Related groups	FE Reputation Management Group already exists, but any role the Guild might or might not play in this group will depend on the Guild strategy adopted around reputation.
Funding issues	<p>Funded from within core funds.</p> <p>Redevelopment of Excellence Gateway will require significant initial investment with lower levels of ongoing recurrent funding.</p>

Annex B (Outline Year 1 activities)

The Interim CEO and Board will need to generate a year 1 Business Plan. Based on the development project it is proposed that the plan would include:

- Continue to refine aims, mission, purpose and remit of the Guild and its position in the overall sector.
- Implement and refine sector engagement processes.
- Develop criteria for success and impact measures for immediate operations and future plans.
- Generate medium and long-term strategic and business plans.
- Continue debate around trying to agree what professionalism means for this sector and what impact this can have on overall reputation.
- Ensure essential sector 'owned' assets and resources (e.g. material on excellence gateway etc) are not lost.
- Maintain priority programmes, whilst reviewing the best ways of future delivery; including STEM support and work associated with Leadership, Management and Governance.
- Work with other organisations to enhance support for good Governance across the sector.
- Play a key role in taking forward elements of the CAVTL. Which fall within the remit of the Guild.
- Involvement in the focus on the provision and enhancement of English and Maths teachers across the sector.
- Implement recommendations emerging from specific Guild sponsored reviews e.g. the Excellence Gateway.
- Implementation of new workforce qualifications framework.
- Development of Teaching, Learning and Assessment skills required for implementation of programmes of study and traineeships.
- Ensure the Guild reaches the whole sector.