



[insert full name of contact]  
[insert position of contact]  
[insert name of recipient organisation]  
Address line 1  
Address line 2  
Address line 3

[Insert date]

**Post-16 English and maths Continuous Professional Development to the Further Education Workforce (16-19 GCSE/FSQ resits)**

DfE Jaggaer Reference: Project\_6711

Dear [name of contact person]

Thank you for your application dated < date of application > for funding for the above project / scheme.

I am pleased to inform you that you have been successful in your application for funding to support delivery of the **Post-16 English and maths Continuous Professional Development to the Further Education Workforce (16-19 GCSE/FSQ resits)** project, which was launched in June 2022. On behalf of the Secretary of State for Education, I would like to offer <insert name of the organisation> a grant on the terms of the enclosed funding agreement. The Power under which the grant is to be paid: Section 14 of the Education Act 2002 and will accordingly be paid only in respect of approved expenditure incurred by [insert the name of the organisation] for the purpose of the funded activities.

This Grant is to support the delivery of continuous professional development activity that is primarily targeted at teachers who teach resit English and/or maths, including General Certificate in Secondary Education (GCSE) and Functional Skills Qualifications (FSQs), to 16–19-year-olds in Further Education (FE) settings in line with the CoF policy as well as in line with the objectives set out in the White Paper and DfE policy objectives more broadly. This may also include learning support staff and managers who influence teaching practices and culture. The aims of the grant are summarised below, and more fully described at Annex F attached.

## Summary description of the Project

### Aims

The overall aim of the Condition of Funding (CoF) policy and of this Grant funding is to improve outcomes for 16–19-year-olds in Further Education working towards achieving Level 2 in English and maths. The three key areas are:

- I. **Progress** – The outcome wanted is that all learners make positive progress. For some this may be achieving a GCSE Grade 4 or above, or Level 2 Functional Skills, while for others it may be moving from a Grade 1 to a Grade 2. The intent is for all young people to progress towards a Level 2 qualification in English and maths. It is recognised though that each young person is on their own learning journey and a focus on progress rather than attainment is therefore also valid.
- II. **Confidence** – Continuing to work towards Level 2 in English and maths having not yet achieved these at school can be daunting. Learners are to feel more confident in their understanding of the subjects, abilities in applying that understanding, and about taking exams.
- III. **Grasp and application** – As well as improving outcomes, the aim is to ensure that learners have an improved grasp of the subjects and are able to apply them outside of the classroom.

This correspondence constitutes a Grant Offer Letter. This letter will form an integral part of the Grant Agreement. The offer is subject to the provisions, limitations and conditions set out below and in the DfE general grant terms and conditions.

I am pleased to inform you that the Department is willing to offer your organisation funding of up to £ (Insert grant allocation in number) for the period from <Insert start date of project> to <Insert end date of project as detailed in the table below>.

Model Grant Offer Letter for DfE General Grants:  
Template for customisation by Policy Team

<b>Year</b>	XX 2022 – 31 March 2023	01 April 2023 – 31 March 2024	01 April 2024 – 31 March 2025
<b>Amount of Grant Funding</b>	TBC	TBC	TBC

<The funding amounts for year 2 and beyond are *indicative*. Year two and beyond amounts are dependent on successful delivery of agreed outcomes. >

This offer is subject to the terms and conditions set out below, and to the attached Department for Education general Grant Terms and Conditions<sup>1</sup>. You should read all annexes and general T&Cs carefully before accepting the offer of funding. Failure to observe these terms and conditions may result in the funding being withdrawn.

### **Complying with new Government policies**

The grant funding is provided on the strict understanding that none of this funding is to be used for advertising, marketing, communications and consultancy, or for any costs associated with the maintenance, technical development or updating of existing websites or for the development/creation of new websites, that are not related to the delivery of the grant.

In addition to providing a signed copy of this agreement, you are then requested to follow the instructions on Bank Account Details (Annex B) and provide your organisation's bank account details. This will allow us to set your organisation up on the Department's payment system to receive the grant. Payment claims can only be sent to the DfE once the Grant Agreement has been signed and any pre-disbursement conditions have been met. Payments will be disbursed into the bank account number provided through the DfE suppliers' bank details process provided by the [Insert name of grant recipient].

Please note that any delays in returning the documents could result in a delay to the grant payment.

The Grant Manager for this Project at the Department of Education is [TBC]. We look forward to working with you to bring about the rapid signature of the Grant Agreement.

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<sup>1</sup> <https://www.gov.uk/government/publications/grant-funding-agreement-terms-and-conditions>

## **ACCEPTANCE OF OFFER**

If you wish to accept this offer of a grant, please sign in the space provided on or before <TBC>. You must accept this grant offer and the conditions made in it in writing no later than 10 days] from the date of this letter.

If you cannot return the acceptance by the specified date, please contact me before that date to explain the reasons. Otherwise, we will assume that the offer has been refused, and it will be withdrawn without further correspondence.

Yours sincerely,

[Insert name of Grant Manager]

For and on behalf of [Department Name]

[Insert name of Policy Team]

[Insert name of Directorate]

[Insert address]

Web: [Insert department's web address and .gov.uk address page]

This Grant Funding Agreement is made between:

(1) The Secretary of State for Education and

(2) [Name of the body] of [address] [with Charity Commission registration number or Companies House Registration number].

This Agreement comprises the Grant Offer Letter, project specific conditions, where relevant, any annexes to this letter and general Grant Terms and Conditions<sup>2</sup>.

This letter must be read in conjunction with general conditions of grant and these relevant annexes:

Annex A - Acceptance of Grant Offer and effective date

Annex B - Bank account details

Annex C - Claiming Grant in Arrears

~~Annex D - Claiming Grant in Advance~~ — Does not apply

Annex E - Details of Grant Allocations

Annex F - List of Objectives for which the grant is being paid

Annex G (i) - Annual Certification of Expenditure (external auditor or accountant's report arrangements)

~~Annex G (ii) Statement of Grant Usage (Statement prepared by Local Authority)~~ — Does not apply

Annex H - Grant Payment schedule

Annex I - Sample Exit Plan

Annex J - Sample Progress Report Template

Annex K - Generic Standard GDPR Clauses:

- Schedule 1 - Processing, Personal Data and Data Subjects

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<sup>2</sup> <https://www.gov.uk/government/publications/grant-funding-agreement-terms-and-conditions>

**Annex A - Acceptance of Grant Offer and effective date -**  
Post-16 English and maths Continuous Professional Development to the  
Further Education Workforce (16-19 GCSE/FSQ resits) Jaggaer Ref  
Project\_6711

This Grant Funding Agreement is effective from the date of signing.

<b>Signed by person authorised to sign on behalf of the Secretary of State</b>	
Date	
Signature	
Name (please print)	
Position in DfE	

As representative of [insert name of the body], I have read both the Grant Offer Letter and associated annexes, and the Department for Education Grant Funding Agreement Terms and Conditions as contained on its website or attached. I agree to comply with the notified conditions of the grant on which the offer is made.

<b>Signed by a person authorised to sign on behalf of [insert name of the body]</b>	
Date	
Signature	
Name (please print)	
Position in organisation	

Principal contacts	Department	[name of the body]
Contact name/Postal address		
Position		
Telephone no.		
Email address		

**Annex B – Bank account details** - Post-16 English and maths  
Continuous Professional Development to the Further Education Workforce  
(16-19 GCSE/FSQ resits) Jaggaer Ref Project\_6711

**Information required by the Department to make payment of grant for the activities stated in the offer letter.**

Starting 1 January 2018 the process for adding or amending existing Supplier or Provider's bank details or other information to the DfE ERP system has changed. The new procedure and associated new forms: <https://www.gov.uk/government/publications/dfe-suppliers-bank-details-forms>

## Annex C - Grant claim form for [\*insert name of the body\*]

### Claiming Grant in Arrears - Post-16 English and maths Continuous Professional Development to the Further Education Workforce (16-19 GCSE/FSQ resits) Jaggaer Ref Project\_6711

This claim form should be completed by an authorised senior officer of [insert name of the body] and returned to [TBC], Department for Education, [insert address], as soon as possible in the month following that for which the grant is being claimed and should be supported by invoices or receipts.

Amount of claim in respect of:

[Insert the details which are expected to show that expenditure has taken place]	£
Sum Claimed for this period	£
TOTAL GRANT CLAIMED	£

I certify that:

the above claim is made in accordance with the Grant Offer Letter and Terms and Conditions of the Grant Funding Agreement for the Post-16 English and maths Continuous Professional Development to the Further Education Workforce (16-19 GCSE/FSQ resits) Jaggaer Ref Project\_6711

- the claim is in respect of eligible expenditure already incurred;
- the information I have provided in this form is complete and correct, and
- no claim has been made for funding in respect of these items from any other body.

Signed by a senior officer authorised to sign on behalf of [insert name of the body]	
Date	
Signature	
Name (please print)	
Position in organisation	



Model Grant Offer Letter for DfE General Grants:  
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Annex D - Does not apply

## Annex E - Details of Grant Resource Budget Allocation-

Post-16 English and maths Continuous Professional Development to the  
Further Education Workforce (16-19 GCSE/FSQ resits) Jaggaer Ref  
Project\_6711

Annex E will be populated with information submitted by the successful organisations in the pricing schedule.

User note: Use this opportunity to set out the amount of revenue funding to be allocated to the body for the purposes detailed in Annex F and the financial year or years detailed in Annex H \* delete on final version

Table 1 - Overview of Estimated Budget

Item	£ for Financial Year 22/23	£ for Financial Year 23/24	£ for Financial Year 24/25
Over view of Income and revenue			
A. Income			
A1: Grant from the DfE			
A2: Financial contributions [Grantee own resources]			
A3: Other Financial Contributions from third parties – Match Funding, Contributions in Kind			
A4: [+Other income to be specified]			
<b>TOTAL Income A</b>			
Overview of Expenditure			
B. Eligible Salary costs			
B1: Staff and Volunteer Costs Salaries, Wages and any associated direct costs			
B2: Travel and subsistence			
B3: Office equipment and materials			
B4: Other direct costs eg training			
B5: [+Other costs – to be specified]			
<b>Subtotal B</b>			
C. Administration [non-staff] costs			
C1: Payments to Service Providers: Sub-contracting and other external services (For each supplier please identify these costs)			
C2: Indirect costs - Overheads			
C3: Advertising, marketing, communications (where approved by DfE)			
C4: Consultancy (where approved by DfE)			

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C5: Audit fees [Annual Certification of Expenditure]			
C6: Irrecoverable VAT costs			
C7: [+Other service costs – to be specified]			
Subtotal C			
TOTAL Grant Costs [B+C]	£		

## Annex F – List of objectives for which the grant is being paid

Post-16 English and maths Continuous Professional Development to the Further Education Workforce (16-19 GCSE/FSQ resits)  
Jaggaer Ref Project\_6711

### 1 Background

1. In the Skills for Jobs White Paper, the Government set out an ambitious agenda for further education, supporting learners to get the technical and numerical skills that the economy needs. To deliver these crucial reforms, the quality of workforce and governance professionals across the FE sector is paramount. Government has committed to work with the sector to ensure that providers can recruit, retain, and develop the teaching and governance staff they need to deliver the best possible education to young people and adults.
2. Securing good standards of English and maths is important for improving employability and participation in society. We know that greater skills in these subjects are associated with better economic performance and as stated in the Skills for Jobs White Paper most occupations require competence in English and maths. As well as the wider employment opportunities, it is known that English and maths skills are crucial in accessing higher levels of training in the economy.
3. It is known that achieving a Level 2 qualification (GCSE or FSQ) in English and maths can lead to lifetime productivity gains of £100,000 on average<sup>3</sup>, and therefore, improving attainment in English and maths at 16-19 can help drive economic growth. The Department's focus on young people gaining critical English and maths skills at Level 2 has increased, with Level 2 English and maths being an exit requirement of apprenticeship and the CoF policy now applying to T Levels. Increasing apprenticeships and continuing T Levels roll-out are both DfE priorities signalled in the Skills for Jobs White Paper.
4. Since 2014/15 academic year, the CoF policy has required most young people entering further education or training to continue studying English and/or maths, if they have not yet achieved a Level 2 qualification, such as GCSE or FSQ, on leaving secondary education.

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<sup>3</sup> DfE 2019:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/387160/RR398A\\_-\\_Economic\\_Value\\_of\\_Key\\_Qualifications.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/387160/RR398A_-_Economic_Value_of_Key_Qualifications.pdf)

5. The number of learners achieving a Level 2 in English and maths by the age of 19 has improved since the CoF policy was introduced. In 2019, 72% of 19-year-olds had achieved Level 2 in English and maths, a 12-percentage point rise compared with the level of achievement at age 16 which stood at 60%. To put it another way, that year almost 63,000 learners had achieved English and maths through their post-16 providers, compared with around 37,500 in 2014. This is a fantastic achievement, but there is still more to do.
6. In recent years, approximately 40% of 16-year-olds entered for GCSEs in English and maths do not achieve a grade 4 or higher<sup>4</sup>. The CoF policy is in place to ensure that young people are given the opportunity to study towards, and gain, these critical qualifications. It is critical to future attainment that teachers are able to support all students, particularly those from disadvantaged backgrounds, to increase engagement in subjects in which they had previously not attained high grades.
7. The teaching staff supporting 16-19 GCSE/FSQ resit learners are crucial and investing in their capabilities can lead to improved outcomes for students and reduced recruitment and retention costs for colleges. These teachers need professional expertise and subject knowledge to continuously improve the quality of teaching and drive student attainment.
8. In the Skills for Jobs White Paper, DfE committed to ‘drive the provision of high-quality professional development to improve the quality of teaching and support progression for teaching staff’:  
  
*“59% of teaching staff report that they are not satisfied with opportunities to develop in their career; the Augar Report recognised this and recommended improving the professional development of the further education workforce.” This Government will now take a more active role to support the sector in meeting this ambition. [Skills for Jobs White Paper]*
9. The significant disruptions to teaching and learning since the beginning of the Covid-19 pandemic in March 2020 is likely to increase the level of support needed by students who enter Further Education without Level 2 English and maths.

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<sup>4</sup> Level 2 and 3 attainment by young people aged 19 in 2019. [National tables](#), sheet 13

10. Targeted CPD for teachers of English and maths in FE has been provided through government grant funding, since 2014. Continuing provision throughout 2022-25 to invest in teachers' skills will provide additional means of supporting young people to gain vital English and maths qualifications (including GCSEs and FSQs), not only boosting and levelling up education standards but also meeting Social Value objectives enabling young people in every part of the country to have greater opportunities for employment and study.

## Objectives

11. The objectives of this requirement are to ensure teachers of Post-16 English and maths in FE settings have access to high-quality and relevant CPD in order to improve outcomes for students aligned to the DfE policy aims and objectives.
  12. The aim is to ensure that teachers in 16-19 providers delivering English and maths GCSEs/FSQs resits across England have access to consistently high quality, free CPD that provides them with the right skills, knowledge and experience to better support the learners to achieve improved outcomes, levels of understanding and confidence in the subjects. The objectives will be met by improving the levels of CPD participation by ensuring maximum reach across the sector and maximising the impact by funding organisations who are able to deliver CPD opportunities based on:
    - I. Evidence of what works in the classroom to help 16-19 GCSE/FSQ resit learners make positive progress;
    - II. Experience of positive progress in supporting 16-19 GCSE/FSQ resit learners<sup>\*\*</sup>;
    - III. Expertise in GCSE and Functional Skills English and/or maths<sup>\*\*</sup>;
    - IV. Relevant pedagogy.
- <sup>\*\*</sup> Note for Applicants - these are objectives of an Applicant's Delivery Plan, not a condition of the Applicant's current capability and experience.
13. Applicants may choose to deliver CPD in a variety of ways, including through a range of courses, events, networks and other interventions designed to improve teachers' competence and confidence. Areas of focus may include: *(these are examples for illustrative purposes only and are not an exhaustive or preferred list of topics):*

- I. Subject-specific training in topics
  - i. mastery approaches to maths;
  - ii. mathematical problem-solving;
  - iii. improving algebra knowledge;
  - iv. vocabulary instruction;
  - v. writing development;
  - vi. developing reading comprehension.
- II. More general approaches, but only in the context of English and/or maths
  - i. giving feedback;
  - ii. Metacognition;
  - iii. oral language interventions;
  - iv. peer tutoring.
- III. Organisational approaches in the context of English and/or maths
  - i. leadership and management of English and maths;
  - ii. planning and sequencing of the curriculum;
  - iii. approaches to online delivery;
  - iv. assessment strategies and use of data (including data relating to disadvantage).

## **2 Aims and Objectives**

The objectives of this requirement are to ensure teachers of Post-16 English and maths in FE settings have access to high-quality and relevant CPD in order to improve outcomes for students aligned to the DfE policy aims and objectives.

The aim is to ensure that teachers in 16-19 providers delivering English and maths resits across England have access to consistently high quality, free CPD that provides them with the right skills, knowledge and experience to better support the learners to achieve improved outcomes, levels of understanding and confidence in the subjects. The objectives will be met by improving the levels of CPD participation by ensuring maximum reach across

the sector and maximising the impact by funding organisations who are able to deliver CPD opportunities based on:

Evidence of what works in the classroom to help 16-19 GCSE/FSQ resit learners make positive progress;

- V. Experience of positive progress in supporting 16-19 GCSE/FSQ resit learners<sup>\*\*</sup>;
- VI. Expertise in GCSE and Functional Skills English and/or maths<sup>\*\*</sup>;
- VII. Relevant pedagogy.

Grant Beneficiary's may choose to deliver CPD in a variety of ways, including through a range of courses, events, networks and other interventions designed to improve teachers' competence and confidence. Areas of focus may include: *(these are examples for illustrative purposes only and are not an exhaustive or preferred list of topics)*:

- IV. Subject-specific training in topics
  - i. mastery approaches to maths;
  - ii. mathematical problem-solving;
  - iii. improving algebra knowledge;
  - iv. vocabulary instruction;
  - v. writing development;
  - vi. developing reading comprehension.
- V. More general approaches in the context of English and/or maths
  - i. giving feedback;
  - ii. Metacognition;
  - iii. oral language interventions;
  - iv. peer tutoring.
- VI. Organisational approaches in the context of English and/or maths
  - i. leadership and management of English and maths;



- ii. planning and sequencing of the curriculum;
- iii. approaches to online delivery;
- iv. assessment strategies and use of data (including data relating to disadvantage).

### 3 Outcomes

**Outcome 1** - Continuing the positive trajectory of the CoF Policy. This will be achieved by providing a free CPD offer for resit teachers in England, which is based on evidence and/or experience of what works in the classroom to help 16-19 GCSE/FSQ resit learners make positive progress and is focused on ensuring relevant teachers have the skills and knowledge to help even more young people progress towards their L2 English and Maths by the age of 19.

**Outcome 2** - Increasing the reach of targeted CPD accessed by resit teachers. This will be achieved by securing buy-in from FE providers and their managers to maximise the number of resit teachers engaging in CPD activities, with a particular focus on new entrants participating in CPD.

**Outcome 3** - Ensuring the CPD activities meet participant teacher needs. This will be achieved by continually assessing and adapting the delivery approach, taking account of engagement success rates, participant teacher feedback and evidence of good practise.

3.1 [Insert name of the body] shall use all reasonable endeavours to achieve the following objectives: Details will be completed to reflect the Grant Beneficiary's proposal

Table 2 - Outcomes

1	
2	
3	

### 4 Key performance indicators

Performance monitoring is an ongoing process and should include several checkpoints over the course of the funding period/ grant lifecycle, although a full review of programme and finance will also be included annually. Applications should include proposed targets and the methodology for measurement of the targets.

1. Key performance indicators will include:
  - I. Reach
    - i. Number of individual teachers participating in the CPD funded by this grant to show the reach of the CPD.
    - ii. Percentage of these individual teachers who are new to the provider to show that the funding has expanded the provision to more teachers rather than simply providing more CPD to the same cohort.
    - iii. Proportion of colleges reached in each region to show the spread of participants across colleges, e.g., is the reach 250 teachers from 2 colleges, or 250 teachers from 15 colleges in the same region and the justification for the reach?
    - iv. Number of 16-19 GCSE/FSQ resit learners benefitting from the CPD's influence on teaching and practice.
  - II. Evidence of Impact and quality of how;
    - i. The CPD has contributed to 16-19 GCSE/FSQ resit learners feeling more confident in the subjects.
    - ii. The CPD has contributed to teachers developing their individual teaching practice and positively influencing practice within their FE provider.
2. Evidence is expected to be reflective and based on the impact over time rather than based solely on immediate participant feedback.
3. Feedback should be collected from managers as well as participants about the impact on practice and learner outcomes.

Prior to award, key performance indicators (KPIs) and/ or milestones will be finalised and agreed by the Department and the Successful Applicant. This will be detailed within the grant agreement as part of the description of delivery and will be monitored throughout the lifecycle, along with the progress towards achieving aims and outcomes as set out in Document 2 grant aims and objectives.

Financial monitoring and performance are measured against the agreed breakdown offer and will be reported by the Applicant to the Grant Manager to ensure funding is utilised on primary programme objectives and aims.

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Template for customisation by Policy Team

Table 3 - Key Performance Indicators / Measures **Details will be completed to reflect the Grant Beneficiary's delivery proposal**

Objective 1						
Activity	Project measures*	How will progress be measured*	When will progress be measured*	What tools/ resources are required to measure progress*	Who is responsible for measuring progress*	Activity completion date(s)*

## Annex G (i) – Annual Certification of Expenditure

\* [The letter is to be reproduced on headed paper of the accountant]

Annual Certification of Expenditure for Financial Year [20XX-XX]

(i) [Insert name/address of the body]

(ii) [Insert name/address of the external auditor/accountant/organisation]

Dear Sirs,

### **Post-16 English and maths Continuous Professional Development to the Further Education Workforce (16-19 GCSE/FSQ resits) (Jaggaer Ref Project\_6711)**

This certificate is provided to [name of grant recipient] to enable it to comply with the Department for Education (DfE)'s terms and conditions of the Grant Funding Agreement (GFA) and the Grant Offer Letter requirements. We have obtained reasonable assurance that the expenditure, for which grant of [insert value of grant awarded £XX] for the year ending [insert date] was paid. From this grant the [insert name of grant recipient] incurred [insert amount of funding actually spent by the grant recipient £XX] and this was applied for the purposes intended by the DfE and the financial transactions conform to the GFA and list of objectives specified. Our work included examination, on a sample basis, of evidence relevant to the regularity and propriety of [insert name of the body]'s income and expenditure.

In our opinion, having carried out our work in all material respects, the expenditure for the year ended [20XX – XX] and the grant conditions have been met and the grant funding has been spent for the intended purposes.

This report is made solely to [Insert name of the body] to be produced to the DfE. Our work has been undertaken so that we might state to [Insert name of the body] those matters we are required to state in a report and for no other purpose.

Yours faithfully,

Model Grant Offer Letter for DfE General Grants:  
Template for customisation by Policy Team

Signed by an independent external officer authorised to sign	
Date	
Signature	
Name of external auditor/accountant or equivalent (please print)	
Position in organisation	

Signed by a senior officer authorised to sign on behalf of [insert name of the body]	
Date	
Signature	
Name (please print)	
Position in organisation	

## Annex G (ii) – Statement of Grant Usage – *Does not Apply*

## Annex H – Proposed Grant payment schedule - Post-16 English and maths Continuous Professional Development to the Further Education Workforce (16-19 GCSE/FSQ resits) Jaggaer Ref Project\_6711

– This annex will be populated in the final version agreed with the successful applicants.

The Department will pay this Grant to [insert name of the body] in accordance with the following payment schedule, subject to [insert name of the body] meeting the requirements of this Grant Funding Agreement.

Grant Project Name		Post-16 English and maths Continuous Professional Development to the Further Education Workforce (16-19 GCSE/FSQ resits) Jaggaer Ref Project_6711	
Grant Reference Number			
Period	Proposed Payment date	Activity Details / Outputs	Proposed Payment Amount
Quarter 1: 01/04/xx - 31/07/xx Month 1: 01/04/xx - 30/04/xx			
Quarter 2: 01/07/xx – 30/09/xx Month 2: 01/05/xx - 31/05/xx			
Quarter 3: 01/10/xx – 31/12/xx Month 2: 01/06/xx - 30/06/xx			
Quarter 4: 01/01/xx – 31/3/xx Month 2: 01/07/xx - 31/07/xx			
Total proposed payments			£

## Annex I – Sample exit plan - Post-16 English and maths Continuous Professional Development to the Further Education Workforce (16-19 GCSE/FSQ resits) Jaggaer Ref Project\_6711

The exit plan is for illustration purposes only. You may wish to draft your own plan to suit your own particular requirements and can use the headings below as a basis for structuring your own plan. Please delete this Annex if an exit plan is not required\*\*delete this sentence from final version\*

### Introduction

1. Although the Department does not seek to exercise detailed control of the activities of [insert name of the body], it must ensure that public money is protected and value for money achieved. To meet this requirement, this Annex describes the duties and responsibilities of [insert name of the body] and the Department, leading up to and covering the expiry or termination of this grant for whatever reason and the transfer of the grant funded activities.
2. This Annex defines the exit plan and how it shall be revised to ensure that it remains workable at any time. The Department and [insert name of the body] acknowledge the importance of keeping the exit plan up to date during the term of the Grant and of reflecting the impact of all relevant changes to the grant funded activities or outputs required. You shall not make any additional charge for any work undertaken in making changes to the exit plan. Where there are principles to be adopted in implementing this plan, the parties to this Grant Funding Agreement shall endeavour to agree the relevant details within such principles.
3. The Department shall be entitled to disclose the contents of the exit plan to any future bidder for the Grant (or its equivalent).

### Objectives

4. The objective of the exit plan is to ensure:
  - an orderly and smooth transition of the grant funded activities from [insert name of the body] to a successor body or the Department at the expiry or termination of this Grant;
  - the continuation of grant funded activities;
  - that there is no undue favour to [insert name of the body] in any future competition for the Grant (in whole or in part); and
  - that the responsibilities of both parties to the Grant Funding Agreement are clearly defined in the event of expiry or termination.

### General



5. Where the Department intends to continue the operation of the grant funded activities in broadly the same way after expiry or termination, either by performing them itself or by means of a successor, you shall endeavour to ensure the smooth and orderly transition of the grant funded activities and shall co-operate with the Department or the successor, as the case may be, in order to achieve such transition.
6. When such endeavours and co-operation are outside the scope of the Grant, you shall provide quotations for reasonable charges associated with providing such assistance and the Department shall pay such reasonable charges.
7. You shall comply with any reasonable request of the Department for information relating to the performance of the grant funded activities, including the use of other parties. You will be allowed a reasonable period of time in which to respond to the Department.

#### Exit Planning

8. You shall, in conjunction with the Department, maintain, and as necessary update, the Exit Plan throughout the period of the Grant so that it can be implemented immediately, if required. From time-to-time either the Department or you can instigate a review of the Exit Plan.
9. You shall co-operate with all reasonable requests made by either the Department or a successor body relating to exit transition arrangements for the grant funded activities.

#### Assistance

10. You shall be responsible for delivering the grant funded activities and achieving the objectives at Annex F until the date of expiry or termination or transfer of the Grant (as appropriate).
11. You shall use all reasonable endeavours to ensure that a transition of responsibility for the delivery of the grant funded activities to the successor body or the Department, as the case may be, minimises any detrimental effect on the delivery of the activities and the Department shall use all reasonable endeavours to co-operate in such transfer.

#### Assets Register

12. You shall maintain throughout the exit period of this Grant an asset register in accordance with the Terms and Conditions of the Grant Funding Agreement.
13. You shall not change the status of any asset without the prior written consent of the Department where such a change would either be viewed as a major change or would require repayment in accordance with the Terms and Conditions of the Grant Funding Agreement.

### Transfer of the Department's Data

In addition to complying with the provisions of the main agreement, you shall, upon reasonable written request by the Department or in

14. any event, within one month of notice of termination, deliver the Department's data, including the following:
  - a) an inventory of the Department's data and any other data available for transfer;
  - b) a data structure definition (where relevant) covering all available Departmental data; and
  - c) a proposed method for testing the integrity and completeness of the Department's data transferred.

### Documentation and Access

15. You shall provide the Department on request with information and documentation reasonably necessary to assist with the transfer of the grant funded activities to the Department or to a successor body, including any documentation required to support any bidding process for the provision of the activities. This includes full details of:
  - a) the work programme, objectives/targets, and other services delivered by you under this funding agreement;
  - b) any software, including third party software and any hardware used in connection with the delivery of the activities;
  - c) software and supply agreements used to deliver any services associated with delivery of the activities, including the agreements relating to any third party software identified by name of supplier, term of Grant, and charges payable under the Grant; and
  - d) any employees used by you to help deliver the grant funded activities who are essential to this delivery; this information shall be provided under conditions of confidentiality reasonably acceptable to you.
16. The Department may make the documentation available to suppliers who wish to bid for the provision of the activities. You shall respond expediently and in full to any reasonable questions by the Department or the suppliers and shall co-operate with any reasonable due diligence activities carried out by suppliers.

### Transfer Support Activities

17. You shall co-operate with all reasonable requests made by either the Department or a successor relating to the grant funded activities transition arrangements. The Department and you shall discuss the implementation plan for the transition of the activities to either the

Department or a Successor body.

## Annex J – Sample Progress and Final reporting form

Post-16 English and maths Continuous Professional Development  
to the Further Education Workforce (16-19 GCSE/FSQ resits)  
Jaggaer Ref Project\_6711

The Grant Beneficiary will be asked to provide management information to meet the needs of the Department. These will be subject to finalisation ahead of signing the grant agreement, but the Department's minimum information needs are:

- I. The Grant Beneficiary to provide quarterly written reports on the progress toward and/or achievement of key outcomes and milestones as set out in the Applicant's Delivery Plan, the reports to also include (but not limited to) an assessment of budget, risk and issues management, continuous improvement and lessons learnt;
- II. Quarterly meetings with the Department's policy leads and Grant Manager to review delivery of the funded activities, the detail provided in the quarterly written reports and provide a forward look of the next quarters activities;
- III. Monthly meeting with the Department's Grant Manager to discuss Delivery Plan progress and key risks/issues.
- IV. Annual certificate of expenditure conducted by an external auditor/accountant/organisation;
- V. Annual meeting to review evidence and agree the delivery plan for the following year. Decisions around whether to continue funding year's 2 and 3 of the project will be made at each annual review and will depend upon evidence that the Applicant's performance is positively influencing the achievement of the policy outcomes, the continued need for the delivery, as well as the continued availability of the funding.

## Annex K – Generic Standard GDPR Clauses

### Schedule 1 - Processing, Personal Data and Data Subjects

#### To be completed with the Grant Beneficiary

This Schedule shall be completed by the Controller, who may take account of the view of the Processors, however the final decision as to the content of this Schedule shall be with the Controller at its absolute discretion.

1. The contact details of the Controller's Data Protection Officer are: **[Insert Contact details]**
2. The contact details of the Processor's Data Protection Officer are: **[Insert Contact details]**
3. The Processor shall comply with any further written instructions with respect to processing by the Controller.
4. Any such further instructions shall be incorporated into this Schedule.

Description	Details
Identity of the Controller and Processor	<p>The Parties acknowledge that for the purposes of the Data Protection Legislation, the Customer is the Controller and the Grant Recipient is the Processor in accordance with Clause 50.1.</p> <p><i>[Guidance: You may need to vary this section where (in the rare case) the Customer and Grant Recipient have a different relationship. For example where the Parties are Joint Controller of some Personal Data:</i></p> <p><i>"Notwithstanding Clause 50.1 the Parties acknowledge that they are also Joint Controllers for the purposes of the Data Protection Legislation in respect of: [Insert the scope of Personal Data which the purposes and means of the processing is determined by the both Parties]</i></p> <p><i>In respect of Personal Data under Joint Control, Clause 50.1-50.14 will not apply and the Parties agree to put in place a Joint Controller Agreement as outlined in Schedule 2 instead."</i></p>
Subject matter of the processing	<p><i>[This should be a high level, short description of what the processing is about i.e. its subject matter of the grant agreement.</i></p> <p><i>Example: The processing is needed in order to ensure that the Processor can effectively deliver the</i></p>

Model Grant Offer Letter for DfE General Grants:  
Template for customisation by Policy Team

	<i>grant to provide a service to members of the public.]</i>
Duration of the processing	<i>[Clearly set out the duration of the processing including dates]</i>
Nature and purposes of the processing	<p><i>[Please be as specific as possible, but make sure that you cover all intended purposes.</i></p> <p><i>The nature of the processing means any operation such as collection, recording, organisation, structuring, storage, adaptation or alteration, retrieval, consultation, use, disclosure by transmission, dissemination or otherwise making available, alignment or combination, restriction, erasure or destruction of data (whether or not by automated means) etc.</i></p> <p><i>The purpose might include: employment processing, statutory obligation, recruitment assessment etc]</i></p>
Type of Personal Data	<i>[Examples here include: name, address, date of birth, NI number, telephone number, pay, images, biometric data etc]</i>
Categories of Data Subject	<i>[Examples include: Staff (including volunteers, agents, and temporary workers), Departments/ clients, suppliers, patients, students / pupils, members of the public, users of a particular website etc]</i>
Plan for return and destruction of the data once the processing is complete UNLESS requirement under union or member state law to preserve that type of data	<i>[Describe how long the data will be retained for, how it be returned or destroyed]</i>