

FE Week

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PLUNGE INTO AN
APPRENTICESHIP

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FORCE FOR GOOD

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MINISTERIAL BYPASS SPARKS 'WOEFUL' AREA REVIEW ROW

- Secret area review guidance used for over two months
- Union boss says Halfon 'needs to urgently intervene'
- Colleges' group withdraws 'draft' after we seek answers

JUDE BURKE @JUDEBURKE77

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TEAM UK LIMBERS
UP FOR EUROSKILLS

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NEWS

Fairness fears over college apprenticeship groups

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Industry insiders fear that new apprenticeship college training groups could unfairly distort the market and divert government cash away from frontline education services.

Groups of colleges banding together to set up bodies to help broker joint deals with local employers to encourage them to take on apprentices, prompted Mark Dawe (pictured), the boss of the Association of Employment and Learning Providers, to call for more “fairness in the system”.

One such body, the London Apprenticeship Training Group, a collaboration between Barnet and Southgate College, the College of Haringey, Enfield and North East London, Hertford Regional College, and Waltham Forest College, was officially launched on Friday (September 30).

It’s a semi-independent shared brokerage service designed to persuade north London firms to take on apprentices from member colleges – but each college will also continue to deliver its own separate Skills Funding Agency contracts.

FE Week understands a number of other colleges have submitted area review transition grant applications in an effort to launch similar apprenticeship brokerage companies.

But Mr Dawe has raised concern about public cash being spent on these college groups.

He said: “Our only concern is that there is transparency and fairness in the system,” adding “where there is additional government money, it should not used to distort an already competitive landscape between providers.

“Such funding should be made available to all government funded providers, not just a small subset.”

The LATG promises to “identify the right training provider, the right course and the right candidate”, effectively acting as a broker between the employer and the Digital Apprenticeship Service, which will be fully operational by April 2017.

Andy Forbes, principal of the College of Haringey, Enfield and North East London, argued that partnerships like LATG were beneficial.

“Colleges working together will be able to offer an even bigger range of options while at the same time making things much simpler for employers and young people looking for apprenticeships,” he said.

The topic of brokerage last came under

scrutiny six months ago, when an FE Week investigation found huge sums of public cash meant for frontline learning was being hived off to brokers.

Brokers typically charge subcontractors up to five per cent commission for matching them to a prime provider.

At the time, a government spokesperson said: “The SFA is reviewing to strengthen their funding agreements to limit the use of brokers.”

In September, FE Week followed up on this comment, but the SFA denied that a formal review of brokers was being carried out.

He said: “We are proposing to stop brokerage organisations being able to apply to the Register [of Apprenticeship Training Providers] and focusing on measures to ensure public funds cannot be used for the costs of intermediaries.”

FE Week approached the SFA to provide a list of institutions to have received funding so far, but it refused to name names.

“We are currently progressing applications for funds from the restructuring facility and the transition grant,” said a spokesperson.

“We intend to publish a full list of allocations after the programme completes.”



COUNCIL FORCES STUDENTS WITH SPECIAL NEEDS TO PAY OVER £600 IN TRAVEL COSTS

ALIX ROBERTSON
@ALIXROBERTSON4

One council’s controversial decision to make families of students with disabilities or special needs to pay for college transport costs has come under fire from an autism charity and the National Union of Students.

Sunderland City Council started charging families £600 per academic year to transport each post-16 student with educational needs or disabilities (SEND) at the beginning of September to college – prompting heavy criticism from the National Autistic Society.

“This news will be really worrying for many local young autistic people and their families who rely on support from the council to get to college,” said Tim Nicholls, policy manager at the charity.

“It’s essential that councils understand the hidden needs of autistic people and the challenges they can face when travelling – and take these into account when planning their budgets”.

Previously, the council had paid the full costs for all SEND students’ transport to post-16 courses, but now it will only pay out any costs incurred by families beyond that initial £600.

However, FE Week found in February that a number of councils in the north-east were planning to start

asking for a financial contribution.

Sunderland was the first council to go through with the charge, but Newcastle City Council also confirmed this week that its own plans to introduce similar charges have been approved by councillors, but not yet implemented.

A spokesperson for Sunderland City Council told FE Week: “Following consultation, the city council’s cabinet agreed that a means tested funding contribution of £651.

“However, the council is continuing to support students with SEND and families with increased choice and flexibility in how they travel from school or college.

“This includes putting extra resources towards encouraging independent travel (by public transport), where appropriate.”

According to Mr Nicholls, many of these students’ needs “are not immediately obvious”.

“For instance,” he said, “autistic people can find it hard to plan and carry out a journey, be extremely sensitive to sound or become highly anxious when faced with unexpected changes.

“This can make travelling on a busy or loud bus filled with people they don’t know really

challenging, if not impossible. In such cases, travelling by a mini-bus or taxi may be the only way they can get to school.”

David Hughes, chief executive of the Association of Colleges, was also highly critical of the charge.

“Transport costs for many students can be a true barrier to their successful participation and achievement in post-16 learning,” he said.

“It is particularly disappointing to see a local council introduce means testing for the transport costs.”

James Elliott, the NUS disabled students’ officer, said he was “very disappointed” about the new charge.

“The government should stop local council funding cuts, so they can provide vital services such as this,” he added.

In February, the AoC called on the government to review how councils fund travel to colleges for post-16 learners with special needs, but this did not happen.

Asked by FE Week if there would now be a change of heart, a Department for Education spokesperson said that providing transport to for young people with SEND was “a matter for councils”.

“However, we expect them to put appropriate arrangements in place and make decisions that are best suited to local circumstances,” they said.



Tim Nicholls



David Hughes

Ministerial bypass sparks ‘woeful’ area review

JUDE BURKE
@JUDEBURKE77

FROM FRONT

The UCU has blasted the “woeful” lack of transparency in the area review process, after it emerged that key guidance waiting for ministerial sign-off has been circulating in draft form for months.

The Department for Education has still not officially published a crucial set of implementation guidance that was originally due in July, because final clearance from the new apprenticeships and skills minister Robert Halfon (pictured) has not been forthcoming.

However a draft version has been shared among colleges for up to three months, FE Week has learned.

The document has been so widely shared, FE Week even found it available for download from the Association of South East Colleges’ website – although it was removed this week after we asked them about it.

This revelation prompted Sally Hunt, the general secretary of the University and College Union, to call for immediate action from Mr Halfon.

“For any process to have the confidence of those involved, transparency and engagement is crucial,” she said, adding that there had been a “woeful lack of meaningful consultation with unions on outcomes and implementation” throughout the area review process.

“The minister needs to urgently intervene to ensure much better consultation at a local and national level,” she said.

The draft guidance lists the different phases involved in implementing area review recommendations, as well as key issues that colleges will have to consider.

Pamela Lumsden, AOSCE’s chief executive, told FE Week that the document had been “intended to be shared with members”.

Her organisation represents local college interests and is, according to its website, affiliated to the Association of Colleges.

But when asked to explain AOSCE’s actions, an AoC spokesperson said it was “a separate organisation from AoC, so you’d need to get in touch with them directly about what’s on their website”.

The guidance has been delayed for nearly three months; Bobbie McClelland, the deputy director of the DfE’s reforming FE provision unit, told FE Week’s area review summit on July 7 that a final version would be released before parliament’s summer recess, which began on July 21.

FE Week has lodged repeated requests with the DfE asking to see the guidance, but we’ve been told each time that it would be



available “in due course”.

In the meantime, the DfE appears to be side-stepping ministerial sign-off.

Officials will make two presentations this week, one on the implementation guidance and another on a separate document also awaiting publication, the due diligence framework.

Both documents are on the agenda for Monday’s Education and Training Foundation area review implementation conference – where Ms McClelland is due to discuss the implementation guidance.

The event is billed as “a key opportunity to understand and discuss the due diligence and implementation guidance documents”.

Ms McClelland will also give the keynote address on Thursday at a Westminster Briefing event, entitled ‘Implementation of area-based reviews: understanding the outcomes for post-16 education and training’.

FE Week asked the DfE why its officials were giving presentations on guidance that had not yet received ministerial sign-off.

A spokesperson said that these events were “not dependent on the guidance being published”.

The guidance and framework are just two of a number of area review documents to have been held up as a result of the widespread FE-related government changes sparked by the EU referendum in June.

Others due in July – but which have yet to appear – include separate guidance for local authorities and local enterprise partnerships, and final reports into the reviews to have completed so far.

Details of the colleges involved in the

fourth wave of reviews are also yet to be publicly announced, even though a number of the reviews have already held their first steering group meetings.

Sir David Collins’ successor as FE Commissioner has also still not been officially confirmed, two weeks after FE Week revealed the post would go to former Exeter College principal Richard Atkins.

LONDON REVIEW DEADLINES EXTENDED

FE Week has uncovered yet more evidence of area review delays, with all four London reviews running up to four months behind schedule.

Two of the reviews should have completed by July and the remaining two should have finished by September, according to the timetable originally planned.

But minutes from a number of the colleges involved reveal that the four reviews are now not expected to complete until November.

A spokesperson for the London mayor acknowledged that the timing for the first two reviews had changed to coordinate with the second two reviews, but denied that the overall schedule was delayed.

NEWS

Team UK gets into the EuroSkills mindset with both meditation and stress-tests

BILLY CAMDEN
@BILLYCAMDEN

Dozens of the nation’s most talented FE students found their zen as they prepared for the psychological strains of competing on the international stage, at a special training session attended by FE Week ahead of EuroSkills 2016.

The 85-strong Team UK squad visited Loughborough University last weekend to take part in sessions, one of which involved Yoga Nidra, a deep meditation which works on the subconscious using correct breathing practice.

They were also put in situations in which they felt uncomfortable – to boost their ability to handle the kind of pressure that 20 of the team will experience at EuroSkills Gothenburg in November.

This included timed team-building tasks in which competitors tried their hand at different skills not associated with their particular discipline.

Hairdressers were turned into mechanics and asked to assemble self-made wheelbarrows to transport water around an obstacle course, while bricklayers became visual merchandisers, and were made to draw and create what they thought made a successful competitor using various different art materials.

They also received guidance during the three-day event on how to deal with anxiety and fear – which, according to WorldSkills UK director Ben Blackledge, are all “as important in terms of competing as the technical skills”.

He said: “Our competitors need to know how to overcome their fears and anxieties, and to do that you need to slowly push them out of their comfort zone.”

Psychological sessions included a seminar on the concept of concentration, and competitors were taught how to block out distractions while delivering practical tasks.

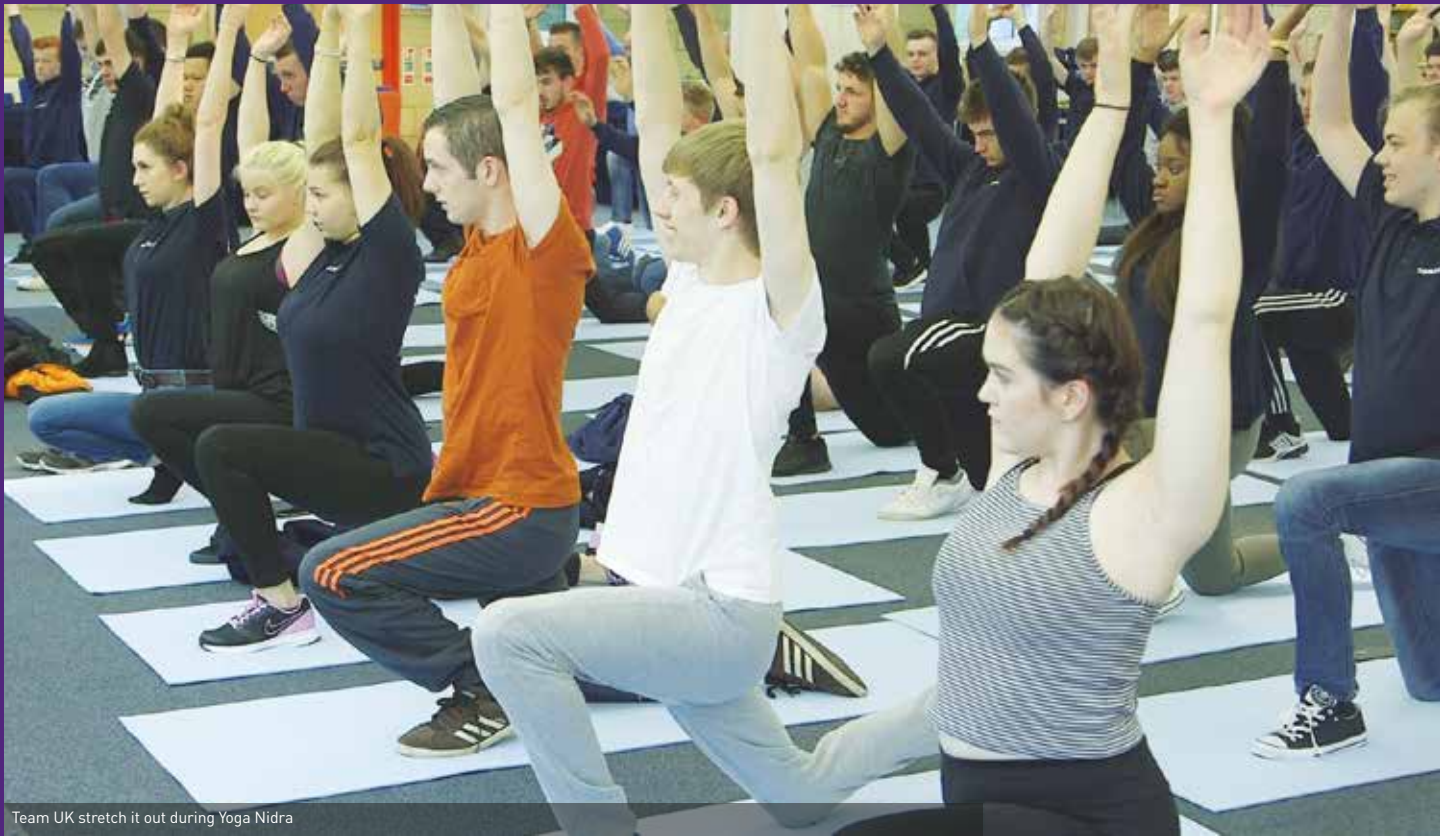
If they were having a low point in their competition, the team were told to stop what they are doing, stand up straight with their feet slightly apart, and put their hands on their hips – striking a pose which “immediately builds confidence”.

Competitors were also told to shut their eyes and “visualise success” when things weren’t going to plan.

“In your mind work back from the finished project to the start; this will help you visualise key steps and show what you need to do next to accomplish the task you are struggling with,” the team was told.

Hairdressing competitor Lucy Knight, 21, who trained at City of Bristol College, said the workshops taught her to “block everyone out when competing” and how to “not get distracted and keep focused”.

Plastering and drywall competitor Harrison Moy, a 20-year-old apprentice with H&R Property Development in East



Team UK stretch it out during Yoga Nidra

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Sussex, said the event opened his eyes to how much pressure he will have to deal with in Gothenburg.

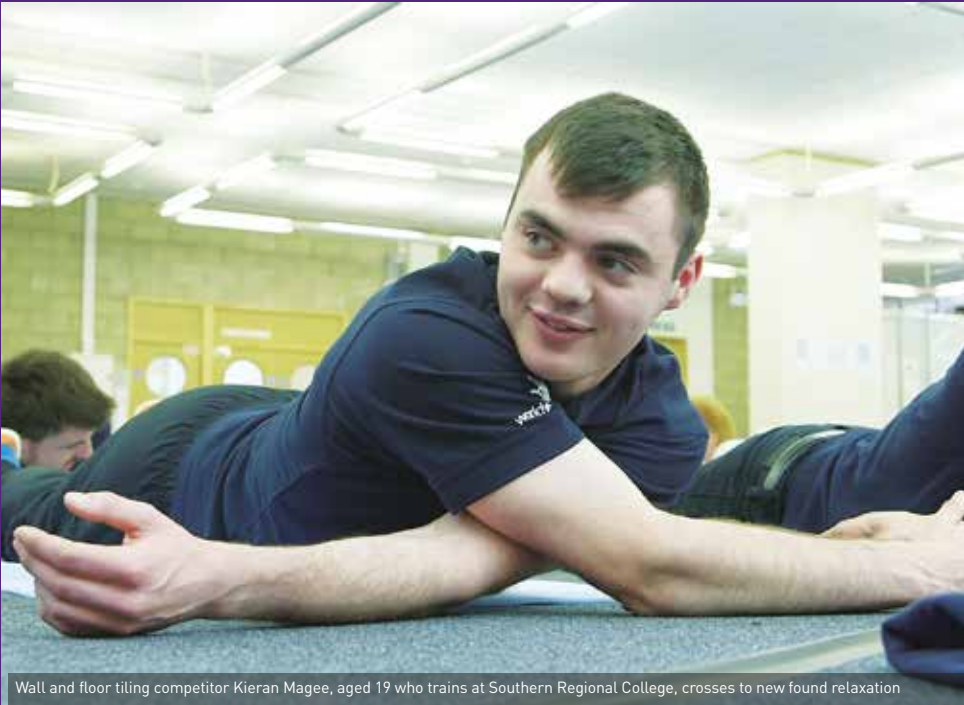
“I didn’t really expect to need mental training but after seeing what we’re going into and learning how to deal with it, you do need it,” he said.

Peter Bakare, a former Team GB volleyball Olympian who competed at London 2012, was also on hand during the day in his role as one of WorldSkills UK’s performance coaches.

He said his experience of competing in the Olympics was “similar” to what Team UK will find at EuroSkills and Abu Dhabi, “so it is good for me to bring that experience across”.

“They need the mindset of a medal-winning champion if they are to succeed.”

EuroSkills 2016 will take place in Gothenburg, Sweden from December 1 to 3.



Wall and floor tiling competitor Kieran Magee, aged 19 who trains at Southern Regional College, crosses to new found relaxation



Team UK trying out more yoga techniques

WorldSkills UK performance coach Sue Waller leads the yoga session

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- Watch apprentices in skills competitions show what they've learned.
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NEWS

Fresh concerns over failing UTC model as one in 10 now shut

BILLY CAMDEN
@BILLYCAMDEN

More than 10 per cent of university technical colleges are now expected to close, just six years since they were first introduced.

The latest to close its doors will be Royal Greenwich UTC in London, on which Greenwich Council is forking out £13m in order to convert it into a secondary school.

Royal Greenwich UTC will become Greenwich Trust School from next September, just two years after it opened as a 14-to-19 institute.

FE Week analysis in February showed that the college, which has a capacity of 600, had just 257 students during the last academic year – representing a 35 per cent drop from the 397 who attended in 2014-15.

Its closure makes it the fifth UTC out of 48 to shut up shop since they were launched in 2010.

Greenwich Council now needs to pay hefty conversion costs so that it can meet its statutory obligation to provide enough school places.

A council spokesperson said: “The Greenwich UTC sadly did not attract the expected numbers; as seen with colleges nationally, some students were hesitant at switching to a technical course at the age of 14.”

The college, which according to its website cost £10m to set up, will instead cater for 11- to 18-year-olds.

The government has already agreed to the expansion, with most of the £13.7m bill to be paid by the council, but £200,000 will come from its Section 106 payments – money that a developer pays to a council to reduce the impact of a development.

The council said the conversion cost will involve adapting the existing building, as well as a new extension to cater for the extra pupils (see box-out).

Greenwich UTC did not respond to repeated requests for comment.

Low pupil numbers are common at UTCs, which has often left them financially unviable.

Our February investigation discovered that student numbers had fallen at 40 per cent of UTCs that opened between 2010 and 2013.

Four other UTCs: UTC Lancashire, Central Bedfordshire UTC, Hackney UTC and Black Country UTC have all closed citing low student numbers.

The Department for Education meanwhile confirmed last month that a proposed UTC developed in partnership with Burton and South Derbyshire College would not now open, despite the £8m the government had already spent setting it up.

Just last week, Heathrow Aviation Engineering UTC was issued a financial notice to improve due to an “apparent loss of financial control”.

The UTC, which opened in north London in September 2014, has a 600-pupil capacity, but just 231 on roll as of January. It was



Royal Greenwich UTC

found not have failed to balance its budget and has suffered cashflow problems since 2015, the Education Funding Agency said.

The college must now get approval from the EFA for all its transactions, and launch an external governance review.

Barry Hersom, the college’s principal, said: “The board and senior team take this matter very seriously and we are working with the EFA to bring the UTC’s finances into order as quickly as possible. We have already taken measures to reduce expenditure and are confident that the situation is improving.”

Former education secretary Nicky Morgan has since voiced concerns about the UTC model, suggesting that they should look to admit pupils from the age of 11.

At a fringe event on educational inequality at the Conservative Party Conference this week, she said: “I would, in order to avoid this change at 14, like to see them admitting pupils from the age of 11, because I think that would mean they would have a stronger, more sustainable pipeline of students.”

FE Week pressed the government on its struggles with the UTC model, but the DfE refused to be drawn on whether an independent review would be needed to re-evaluate them.

Instead, a spokesperson said: “The best UTCs do a great job in helping pupils get the knowledge and skills they need for successful future careers. We are continuing to look at the performance of the UTC model and learn lessons from those that are open to ensure they offer great education for young people who want to follow a technical or vocational path.”

Charles Parker, chief executive of the Baker Dearing Trust, an organisation established to develop and promote the concept of UTCs, said: “Four UTCs have closed, and Greenwich is becoming a normal 11-18 secondary school, reflecting the changing local demographic since it opened.

“There are 48 UTCs open across the country successfully matching young people aged 14 to 19 who want a high-quality technical education with employers who face a serious skills shortage.”

Greenwich council conversion costs receipt

- Adaptation of the existing building and construction of a new extension
- Remodelling of the first floor of one of the two existing blocks
- Refurbishment of the three floors in another other block
- Two music, arts, drama and audio-video studios
- Café on the ground floor
- Sports hall, fitness and activity studios as well as a changing room
- Sixth form study room
- Special educational needs facilities and a new large classroom

Total: £13,700,000.00

SEARCH BEGINS FOR CHAIR OF THE INSTITUTE FOR APPRENTICESHIPS

PAUL OFFORD
@PAULOFFORD

The hunt is on for the first permanent chair of the Institute for Apprenticeships, while potential candidates have been served notice that they should be prepared to adapt to changing ministerial whims.

An online notice posted by the Cabinet Office confirms that the role will involve two days a week work, and pay £56,000 a year, with interviews set to be carried out in November.

It stressed that the chair will be expected to provide strategic leadership and direction on the role and the scope of the IfA, which will have an estimated annual budget of £8m until 2020, before it becomes fully operational next April.

Applicants were also warned that the new leader of the body, which will police apprenticeships, will have to think quickly on their feet.

"The operation of the Institute will need to be flexible enough to accommodate potential future asks from ministers, while retaining focus on existing functions," the advert said.

"This is a relationship with which the board is likely to be unfamiliar and successful handling of it will be key to the organisation's success."

Appointments are expected to last up to five years, with the possibility of

reappointment.

It is understood that the selection panel will be made up of Sir Peter Spencer, a public appointments assessor, Juliet Chua, the director-general of the DfE's Education Standards Directorate, and a still-to-be-confirmed third 'independent' member.

Any final decision will, however, lie with the education secretary Justine Greening.

According to the advert, the IfA will act as "the ultimate decision-maker on approving apprenticeship standards and assessment plans", and will have the power to determine maximum funding levels. It also warned that it's likely the Institute "will be charged with other tasks over time".

"In particular, Lord Sainsbury published in April 2016 an independent report on technical education and we expect an expanded IfA to be well placed to take forward its recommendations and wider reform to technical education," it said.

The peer's recommendations formed the basis of a new skills plan, which will see 20,000 post-16 vocational courses replaced by 15 so-called 'pathfinder' routes – covering college-based and employment-based training.

The new chair will work with the current shadow chief executive Peter Lauener "on designing the processes and structure of the institute" a task which will include "the location of the organisation, level

and allocation of resource, use of digital technology and mode of operation".

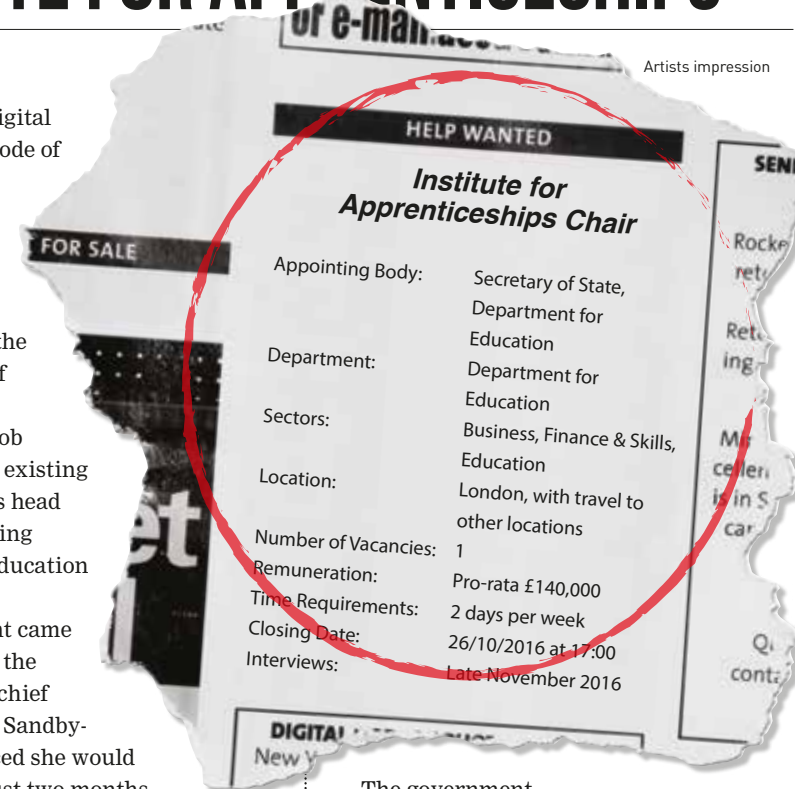
The DfE announced last week that Mr Lauener had been installed as the IfA's shadow chief executive.

He's doing the job role alongside his existing responsibilities as head of the Skills Funding Agency and the Education Funding Agency.

His appointment came four months after the previous shadow chief executive, Rachel Sandby-Thomas, announced she would be leaving after just two months in the job.

The former Barclays chief executive Anthony Jenkins was also announced as the shadow chair in June, while Nicola Bolton, the former managing director for trade at UK Trade and Investment, was named shadow chief operating officer.

At the time, a government spokesperson said that the remaining board members would be appointed by the end of 2016.



Artists impression

The government advertised for eight board members, with a salary of up to £15,000 available for each position.

The closing date for applications was set for July 20, with interviews scheduled for September.

FE Week understands that the DfE received over 300 applications for the posts, but no announcement has been made appointments.



Towards an Inclusive Skills Strategy

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Martin Dunford OBE, Chief Executive, Skills Training UK & Chairman, Association of Employment and Learning Providers
Mark Dawe, Association of Employment and Learning Providers
Ashley McCaul, Skills for Growth
Kirsty Evans, Skills Funding Agency
Dr Jo Ingold, Leeds University Business School
Sir Frank McLoughlin CBE, The Education and Training Foundation
Liz Gorb, Manchester Metropolitan University

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INVESTIGATION

Is the unstoppable rise of management apprenticeships

ALIX ROBERTSON
@ALIXROBERTSON4

Management is now the third most popular apprenticeship subject, and analysis by FE Week suggests it will rocket to the top spot once the apprenticeship levy kicks in next year.

A huge 83 per cent of all 25+ higher apprenticeship frameworks are currently in management, according to the latest Department for Education data.

And the number of starts for 25+ higher management apprenticeships in the nine months between August 2015 and April 2016 has already exceeded the total for the previous 12 months, with 4,670 compared to 4,660.

This trend is not a new one. The percentage of all apprenticeships in management frameworks has increased rapidly since 2002/03, soaring from around one per cent to over 10 per cent for 2015/16.

The rise has accelerated since 24+ apprenticeships were permitted in 2007/08.

When the apprenticeship levy comes into play next April, close to 20,000 employers will have a levy pot – and for many, the easiest way to make use of this funding will be to place existing employees on management apprenticeships.

Apprenticeships and skills minister Robert Halfon has recently singled out the importance of higher and degree apprenticeships as a “ladder” to help employers bring in new talent and to improve social mobility.

But the popularity of management apprenticeships raises a new question: should large sums of government funding, much of it expected to be generated by the forthcoming levy, go on what is effectively upskilling firms’ existing managers.

Mark Dawe, the chief executive of AELP, raised concerns about the trend when FE Week showed him its analysis.

“AELP has been hearing from levy-paying employers for some months that their strategic planning in preparation for the levy includes many more apprenticeships at higher levels, in particular management training,” he said.

“AELP’s concern is the knock-on consequence of not enough levy money being

available for non-levy-payers, and those exceeding their levy pot.

“We have regularly expressed concern about this in our correspondence to ministers, as we believe any restriction on non-levy-payer apprenticeships will have an impact on social justice and productivity.”

In July last year, a new apprenticeship standard for a chartered manager degree was launched, following its development by employers such as Barclays Bank, Sainsbury’s and Virgin Media.

The Open University is just one of the higher education institutions making the most of this new standard.

Its chartered manager degree apprenticeship will cost £22,500 per apprentice, highlighting the opportunity that now for universities – either public or private – to corner this market.

With an upper fee-limit of £9,000 for higher apprenticeships and £27,000 for degree apprenticeships in all sectors, the management standard is set to be a best seller.

According to the CFA Institute, there are 400,000 new managers a year – which would amount to around £3.6bn.

And once the Skills Funding Agency system of allocating funding is removed, there will be no ring-fence for 16-to-18 apprenticeships, meaning that companies could potentially spend their entire levy allowance on training managers aged 25 or more.

Mr Halfon told delegates at this week’s Conservative Party Conference that once the apprenticeship levy is in operation, employers might try to “game the system”, by rebranding existing training in order to claw back as much of their levy contribution as possible.

He said: “I’m not going to deny to you, inevitably there may be some gaming of the system.

“But I don’t actually believe it will be widespread. If gaming is widespread ... then of course we would look at it later on and make sure we stop it as much as possible.”

FE Week took a look at some of the universities that have jumped at the chance to offer management degree apprenticeships (see right).

Open University



The Open University chartered manager degree apprenticeship is aimed at training an employer’s existing staff while they are in work.

The employer and the apprentice can decide where and when the study takes place, through distance-learning that balances one-to-one, and group tutorials.

A practice tutor is scheduled to visit apprentices in the workplace at least four times a year to discuss, record and assess their practical skill development.

The university says it also ensures that employers are all made aware of the 20 per cent minimum commitment for off-the-job training, while it is the practice tutor’s role to ensure it takes place.

The course takes between three and four years to complete and costs £22,500 in total.

In 2017 there will be three cohorts of students, starting in February, May and October.

Overall, the Open University anticipates 200 to 300 apprentices in the first year of delivery, with capacity to scale this figure up by several times in future years.

University of Portsmouth



The University of Portsmouth’s chartered manager degree apprenticeship has been designed as an alternative to full-time study, to help employers develop existing staff and recruit new employees.

The university receives funds of £9,000 for the course through the Skills Funding Agency.

On completion, apprentices gain a BA (Hons) in business leadership and management, and chartered manager status. The course is a three-year degree with an additional six months to complete the end-point assessment.

Each year is made up of three 10-week terms, including two to three days of teaching per week, followed by day-release one week per term.

Learning is delivered through face-to-face teaching and independent learning through a virtual learning environment.

A personal tutor visits the apprentices each term, and representatives from the workplace may also come to the university.

Eight students are expected on the programme in 2016, rising to 60 in 2017, 100 in 2018, and 120 in 2019.

University of Chester



The University of Chester chartered manager degree apprenticeship is a four-year programme that includes degree modules at levels four to six, followed by gateway and end-point assessment.

Three Institute of Leadership and Management diplomas are embedded in the degree, and completing the assessments leads to chartered manager status.

The fees are £9,000 per level, which the university says will be largely covered by the levy or SFA funding.

The delivery model is a two-day workshop every two months supported by online and distance learning.

Workplace visits are carried out every six weeks by the lead apprenticeship coordinator, and the apprentice also works with module tutors and academics.

In September, 12 apprentices started at level four, and the university is in discussion with colleges about running a level six top-up.

Around 50 starts are anticipated next year, rising to 100 per year over the next three years. The university anticipates numbers to significantly increase following the introduction of the levy.

University of Hertfordshire



The University of Hertfordshire chartered manager degree apprenticeship is four years for level-four entry, three years for level five or two years for level six.

The charge is £27,000 for the full degree apprenticeship programme, or £18,000 for a two-year fast-track executive programme.

The course is delivered through monthly coaching sessions at Hertfordshire Business School and independent online learning modules.

A trainer visits the apprentice in the workplace on a quarterly basis and a learning mentor is assigned to provide on-campus support, online coaching and offsite assessment support.

The 20 per cent minimum off-the-job training is achieved through monthly onsite classroom sessions, and it is expected that employers will provide additional personal study-time within working hours.

The university aims to start with a mixed-employer cohort of 20 students, but says it will also provide onsite support for smaller groups of 12, for apprentice intakes from a single employer.

LEVEL 6 CHARTERED MANAGER DEGREE APPRENTICESHIP

WHO IS IT FOR?
Manager; Senior Manager; Head of Department; Operations Manager; or anyone with significant management responsibilities.

QUALIFICATION LEVEL
Level 6 / Degree

PROFESSIONAL REGISTRATION LINKS
Chartered Manager CMgr (MCM)

COST
This apprenticeship standard has been allocated a maximum funding cap of £27,000, which is the anticipated full cost for delivering this standard and the end point assessment.

RESPONSIBILITIES
Taking responsibility for people, projects, operations and/or services to deliver long term organisational success, with the expectation that they will deliver impact, behave ethically and demonstrate their commitment to continual learning and development.

TYPICAL ENTRY REQUIREMENTS
A Levels

DURATION
4 Years

STANDARD AND ASSESSMENT PLAN
Chartered Manager Degree Apprenticeship Standard
Chartered Manager Degree Apprenticeship Assessment Plan

ships an existing employee and rebadging problem?

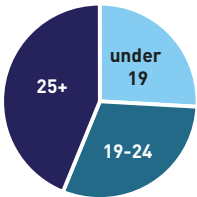
Management apprenticeships have already grown to be third most popular



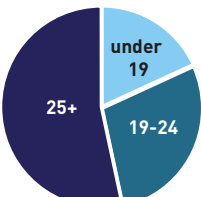
Highest starts by sector (top 10)	2015/16 starts	% of all starts
Health and Social Care	85,300	17%
Business Administration	49,700	10%
Management	45,680	9%
Hospitality and Catering	31,730	6%
Customer Service	26,010	5%
Children's Care Learning and Dev	24,040	5%
Construction Skills	20,020	4%
Industrial Applications	18,340	4%
Engineering	16,290	3%
Hairdressing	13,080	3%

Starts figures for all apprenticeships by age and level

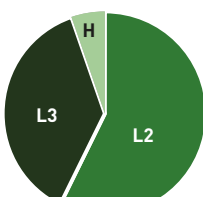
2015/16 starts all year		
Under 19	130,400	26%
19-24	152,500	30%
25+	220,800	44%
Total	503,700	



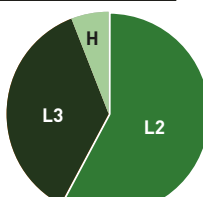
2015/16 final quarter (Apr - July)		
Under 19	20,500	18%
19-24	32,200	28%
25+	60,300	53%
Total	113,000	



2015/16 starts all year		
Level 2	288,600	57%
Level 3	188,400	37%
Higher	26,800	5%
Total	503,700	



2015/16 final quarter (Apr - July)		
Level 2	65,300	58%
Level 3	41,000	36%
Higher	6,700	6%
Total	113,000	



Source: Statistical First Release, October 2016 (figures for 2015/16 are provisional)

FAB

Federation of Awarding Bodies

Media partner

FE Week

CONFERENCE, AWARDS AND EXHIBITION

20th & 21st October 2016 • Marriott Hotel, Leicester

Finalists announced for 2016 Awards



We are delighted to announce the finalists for the FAB 2016 Awards. The Awards recognise the contributions made by awarding organisations and their employees to education and skills in the UK over the past year.

Stephen Wright, FAB Chief Executive, says: “The standard of entries received for this year’s Awards were exceptionally high. We have a fantastic range of finalists and we will be announcing the winners at the Awards dinner.”

FAB 2016 Conference, Awards and Exhibition is the only place to get together with colleagues to hear the latest from industry experts, find out what the future holds and have valuable time away from the office to take stock and discuss the issues and implications with peers over dinner or coffee.

For more information and to book, visit www.awarding.org.uk

Finalists for 2016

Awarding Organisation of the Year

- Sponsored by **cirrus**
- Active IQ
 - Agored Cymru
 - Chartered Management Institute
 - Quallsafe Awards

Team Contribution of the Year

- Sponsored by **psi**
- Gateway Qualifications TEAM (Training for Existing and Aspiring Managers)
 - Institute of Directors Professional Standards Team
 - NFOPP Awarding Body Qualifications Team
 - TQUK Business Support Team

Qualification of the Year

- Sponsored by **creatio**
- Active IQs Level 3 Diploma in Physical Activity, Fitness and Exercise Science
 - FutureQuals Level 4 Diploma for Associate Ambulance Practitioners
 - AIM Awards Level 3 Diploma and

- Extended Diploma in Games, Animation and VFX Skills
- NEBOSH National and International Diplomas in Occupational Health and Safety

Individual Contribution of the Year

- Sponsored by **PARNASSUS**
- Ellie Heath, Customer Excellence Manager, Gateway Qualifications
 - Chris Booker, CEO and SMT PA, Gateway Qualifications
 - Paul Morrison, Quality Manager, TQUK
 - Julie Hyde, Associate Director, NCFE

Innovation of the Year

- Sponsored by **BRITISH COUNCIL**
- The eAssessment Centre and Remote Invigilation, Association of Corporate Treasurers
 - Adaptive Comparative Judgement – Collaborate, Digital Assess
 - YMCA Awards Online Learning Games, YMCA Awards
 - ABC Awards MOT Testing Products, ABC Awards

#CPC16

CONSERVATIVE PARTY CON

Apprentices describe being ‘discouraged’ by school

FREDDIE WHITTAKER
@FCDWHITTAKER

Apprentices should be sent into classrooms to tell school pupils about vocational career and training options, according to two learners who chose apprenticeships despite having been discouraged by their schools.

Ellie Newton and Liberty Hobbs, both business administration apprentices with Pimlico Plumbers, told a fringe event at the Conservative Party Conference on Wednesday that they had not been told at school that apprenticeships were an option.

Their comments have sparked calls for better targeting of careers funding and for a change to allow the apprenticeship levy to be used to pay for measures to help more young people access apprenticeships.

The fringe event, co-hosted by FE Week, the Association of Colleges, the Learning and Work Institute and the Association of Employment and Learning Providers, focused on proposed funding reforms and on whether enough is being done to promote apprenticeships.

Ellie Norton, who is currently completing her level two qualification, said she had heard about the opportunity through a friend at the company, and said she would have benefited from hearing from other apprentices when she was at school.

“Not everybody wants to go to uni,” she said, “and at the end of the day, you can come out the end of uni and not even get a job.

As an apprentice I know I am guaranteed a full-time job afterwards and I can take my qualification anywhere.”

Liberty Hobbs, who is doing a level three qualification and plans to move into management, said she hadn’t been enjoying sixth form and happened upon the vacancy at the firm because other employers had told her she needed a qualification.

“I think we should actually go into schools and actually speak, word of mouth, like we’re doing now, just to get the younger kids aware of everything,” she said.

“I was never told about apprenticeships. It was always ‘uni is the way forward, uni is your life now’, but it just wasn’t for me. I was even told in my school that if I got an apprenticeship I would be wasting my time and I wouldn’t have a job, I wouldn’t have a career, that I would need uni behind me to actually make something of myself.”

Hobbs added that she was never even taught how to write a CV, and was encouraged instead to concentrate on her Ucas personal statement.

Mark Dawe, the chief executive of the AELP, said he was yet to hear a story from an apprentice which did not talk about schools discouraging them from taking a



Ellie Newton and Liberty Hobbs



The panel

vocational pathway.

“I think it’s an absolute disgrace that we’re hearing that yet again,” he said, and called for immediate action from the Careers and Enterprise Company (CEC), which was set up in 2014 to boost exposure to careers and training opportunities for school children.

“I don’t know what the Careers and Enterprise Company is doing but they need to do something quick about this,” he said. “If we don’t change this, we’re not going to change apprenticeships and get the prestige that [apprenticeships minister] Robert Halfon talked about.

“The advice is not getting into the schools, and maybe more money needs to be given to WorldSkills and not CEC, because actually they’re demonstrating what good apprenticeships and good work-based-learning is.”

But Dawe said careers advice also had to target parents, as they often discouraged their children from taking up an apprenticeship.

“It’s not just the schools,” he said. “I’ve heard, on a number of occasions, that dads were resistant. Us dads can be a bit stick-in-the-mud. That ‘there’s no way you’re doing an apprenticeship, you’re going to university’ type of approach.

I was told in my school that if I got an apprenticeship I would be wasting my time

“I do think actually parents are another key target we need, to help them understand what the opportunities, especially the new opportunities are.”

He said parents whose children had flourished in apprenticeships should be used to promote the route too.

Other ways of attracting young people to take up apprenticeships and to help them get into the sector if they were at a disadvantage were also discussed, including proposals in the government’s skills plan for a “transition year”, although David Hughes from the AoC said he had concerns.

Hughes said he was “really keen” on the idea, branding it “sensible” and “long-overdue”, but he warned it could fail without

additional funding. “I’m worried they’re trying to do it on the cheap,” he said.

He also called for changes so some of the money raised by the apprenticeship levy could be spent on access – encouraging poorer pupils and those in hard-to-reach areas to go into further education.

“In higher education, there’s about £1bn spent on access. In apprenticeships there’s nothing. And all we’re saying here is could you use some of the levy to spend on access?”

The government was also urged to listen to learners more, as Stephen Evans, chief executive of the Learning and Work Institute, warned that although the employer voice was “important”, the apprentice voice was also key, but often got “lost”.

CONFERENCE ROUND-UP

HALFON PLAYS DOWN FEARS THAT BUSINESS WILL 'GAME' THE APPRENTICESHIP LEVY

The apprenticeships minister Robert Halfon has sought to play down fears in the business community that some companies will "game" the new apprenticeship levy system to subsidise their own in-house training.

Halfon told a fringe event at the Conservative Party Conference in Birmingham on Wednesday that although it was "inevitable" that there may be some "gaming of the system", he did not believe it would be widespread.

From next May, employers with a payroll bill of more than £3m will have to pay the apprenticeship levy, but they will be able to potentially claw back more than they put in to fund training of their own apprentices.

But some fear that companies will take advantage of the system and "re-badge" their own training in order to make the most out of the levy.

Those fears were voiced at this event by Daniel Pedley, a top adviser to the Chartered Insurance Institute, who later told FE Week that the sector was "potentially setting ourselves up for a fall" by underestimating the potential for misuse of levy funds, after he pushed the minister for answers on how the government would tackle it.

Pedley told Halfon that he had spoken to "lots of employers" and had heard that firms were "not necessarily looking to bring in new talent and help with the social mobility side", but rather "re-badging existing training and chasing as much levy as they can to claw it back".

In response, Halfon said employers had an incentive to use the system properly because they were designing the new standards themselves and would want "the best people for their company".

"I'm not going to lie to you, inevitably there may be some gaming of the system but I don't actually believe it will be widespread," he said.

"I don't think this will be as widespread as one may think. If there is evidence of it after the levy is in operation it will come through and then we will look at it."

He said there were "all kinds of organisations", including the Institute of Apprenticeships and Ofqual, ready to regulate apprenticeship quality, adding that, where gaming was identified, the government would aim to "stop it as much as possible".

But Pedley warned there was "a lot being put on the Institute of Apprenticeships" and said the issue needed to be taken seriously.

Speaking to FE Week after the event, he said: "Given that [the Institute of Apprenticeships] is a new entity and that we've already had one chief executive come and go, my worry is that putting so much store in that, we're potentially setting ourselves up for a fall."

"Because the whole levy's new, there will be people trying to game the system as he said, and we've got to take it seriously, not assume that only a couple of people are going to do it. There are big amounts of money at stake and you've got to keep a good eye on behaviours."

During the event this morning, Halfon once again dismissed calls for a delay to the implementation of the funding changes, which some fear will lead to cuts of up to 50 per cent for the most deprived 16 to 18-year-olds.

He also acknowledged that FE Week would "have his head" if he did not get the levy right in May.



Apprenticeships minister on tour ahead of Conference

.@halfon4harlowMP with apprentices today at manufacturers @UnipresUK #GetInGoFar #apprenticeship



Minister @halfon4harlowMP in Durham today @NCDOOfficial - warmly welcomed at the health and social care ward.



.@halfon4harlowMP meeting Sharon from @ncdofficial an 'extraordinary organisation' for #apprenticeships



.@halfon4harlowMP was delighted to speak with apprentices & CEO @greeneeking, a company that is currently training 2,500 apprentices.



.@halfon4harlowMP enjoyed discussing the Gatsby Career Benchmarks with @northeastlep at @EducatingCCC today.



.@DerwentsideColl today where @halfon4harlowMP met and listened to students #apprenticeships #FE



.@halfon4harlowMP meeting motoring apprentices today at @WestSuffolk



.@halfon4harlowMP is in Cambridge enjoying a coffee morning with engineering apprentices and discussions with school leaders @CRC_College.



.@halfon4harlowMP meeting aerospace engineering degree apprentices Ismail, Luke & Shaun, who work at @BAESystemsAir & study at @b_and_fc.




Catering apprentices & staff at @CRC_College served up a real treat for @halfon4harlowMP today, as apprentices begin their 2 year programme.



Robert Halfon MP



EDITORIAL



Recipe for disaster. Either publish or extend timescales.

DfE officials should be applauded, under the circumstances, for trying to support colleges as best they can by letting them see the area review guidance in draft from.

I would like to encourage them to keep the sector as informed as they possibly can, as area reviews and apprenticeship reforms press on at breakneck speed.

But Sally Hunt is also right to complain that delays with ministers signing-off on crucial documents are creating a cloak and dagger culture, with civil servants forced to covertly reveal as much as they can in advance of information being officially published.

It isn't an ideal scenario. I understand that Robert Halfon and other ministers involved with skills want to give everything that comes before them thorough consideration, following the example of our famously careful prime minister.

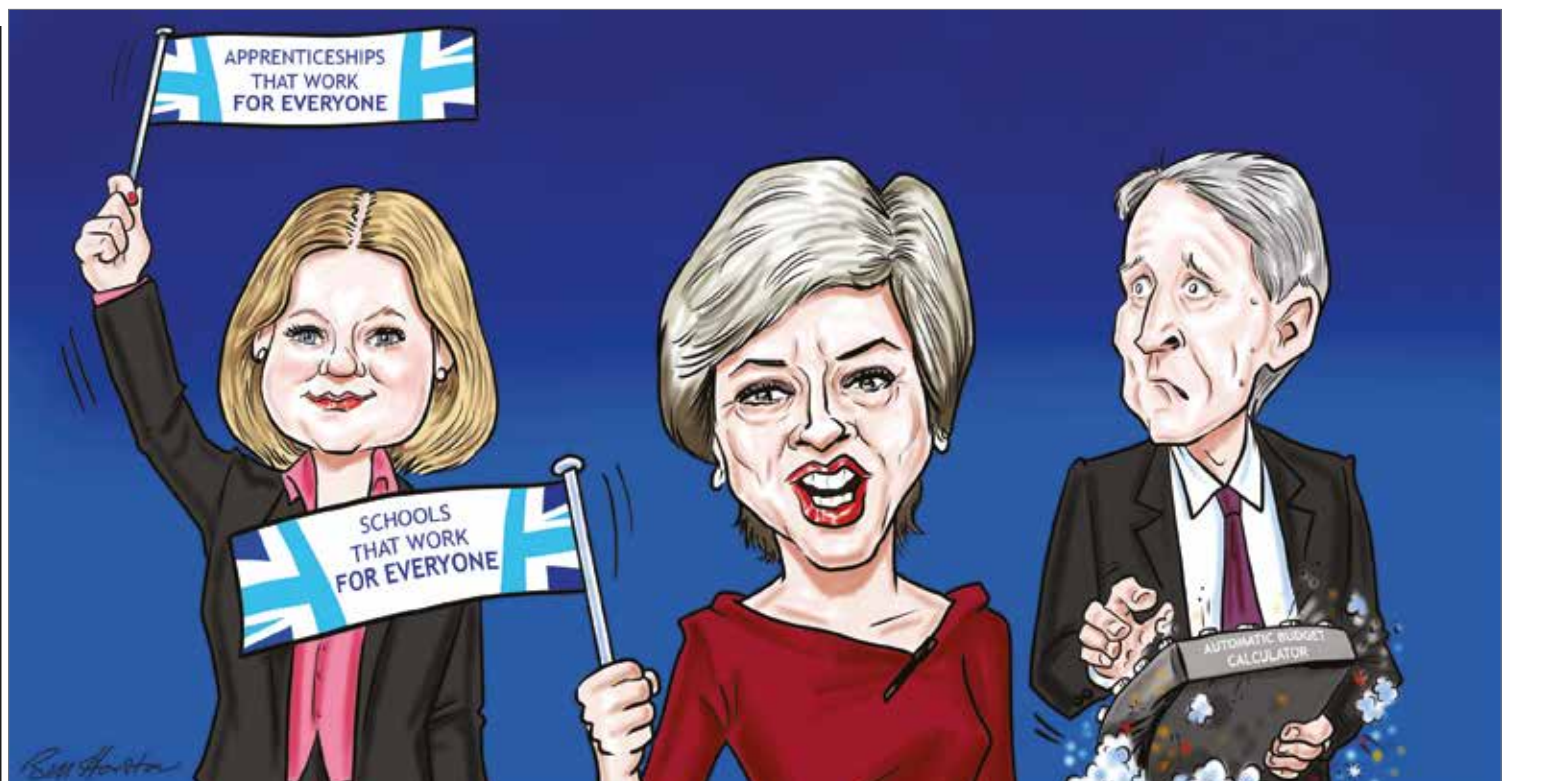
But area reviews are running way behind and their own deadlines for apprenticeship reforms are incredibly tight.

Ministers either need to hasten their signing-off process, or delay implementation.

Nick Linford, editor
news@feweek.co.uk

#CPC16

CONSERVATIVES TALKED THE TALK BUT



Conservatives talk big on skills agenda ahead of Budget

FREDDIE WHITTAKER
@FGDWHITTAKER

Ministers were in fine voice on skills at the Conservative Party conference this week, but the FE sector must now wait to find out if the lip service they paid will translate into extra financial support.

Skills were at the top of the agenda at the event in Birmingham, and featured in the speeches of numerous party heavyweights including education secretary Justine Greening, chancellor Philip Hammond, defence secretary Michael Fallon and even prime minister Theresa May, who proclaimed training a key element of the government's new industrial strategy.

This show of support for skills – and in particular apprenticeships – follows a commitment from the government to implement the recommendations of the Sainsbury Review in full as part of its skills plan, albeit without a whiff of additional funding.

However, following Ms Greening's insistence that the skills plan is "a big focus for me as secretary of state", and an admission from Mr Hammond that more work is needed to address the skills gap, has led to speculation that more cash could be made available in the chancellor's upcoming autumn statement.

Ms Greening, who was introduced by Fujitsu marketing apprentice Jess

Shaw before her speech on Tuesday, made a firm commitment to "transform" technical education, and claimed there had been a "renaissance in apprenticeships" over the last six and a half years.

The education secretary said she was now determined to put technical education "on a par" with academic-based study.

"For too long the technical education they want hasn't been good enough," she said.

"We've already set about changing that with our skills plan and this will be a big focus for me as secretary of state."

Ms Greening said her new, beefed-up department, which was recently enlarged to include post-19 skills policy and higher education, would help bring together the "building blocks" of success for young people.

"Knowledge and skills, the right advice at the right time. Great, challenging, life-shaping experiences. These are the building blocks to help young people be successful in their years ahead.

"And that's why we've put responsibility for early years, schools, further and higher education, adult skills and apprenticeships all under one roof, in one department."

Ms Greening added that the work of FE colleges and University Technical Colleges needs to be "pulled together" with extra investment in apprenticeships "from our biggest companies", adding: "We are transforming our academic route; now we must do the same for technical education and skills."

Mr Hammond, who next month will preside over his first autumn statement since he was appointed by the new prime minister in July, admitted that progress in skills had not kept up with the Conservatives' reforms to academic education.

"We've made huge progress over the last six years," he said. "How many people, 10 years ago, would have believed that in every year since 2014, maths would be the most popular A-level subject in English schools? But it was. What a tribute that is to Conservative education reforms.

"But despite the progress, there is still a huge gap between our skills base and that of our key competitors."

Apprenticeships were also on the agenda for Mr Fallon, who announced that the armed forces would aim to deliver 50,000 over the course of this parliament, while environment secretary Andrea Leadsom boasted that the government was "trebling" starts on food- and farming-related frameworks.

The skills plan will see 20,000 post-16 vocational courses replaced by 15 'pathfinder' routes – covering college-based and employment-based training.

This reflects the recommendations of an independent panel, led by Lord Sainsbury, which was set up by the government in November 2015 to look into reforms to technical and professional education.

Plans were also unveiled ahead of the conference on Saturday to fully fund IT courses for adults, putting 'digital literacy' on a similar footing to English and maths.




Jessica Shaw, 19, level four marketing apprentice at Fujitsu

CONFERENCE TWEETS | MINISTERS WITH APPRENTICES


Charlie Mullins OBE @PimlicoPlumbers

Talking #apprenticeships with @MattHancockMP at #CPC16 @ConferenceCP.




Charlie Mullins OBE @PimlicoPlumbers

Talking #apprenticeships with @sajidjavid at #CPC16 @ConferenceCP.




Justine Greening MP @JustineGreening

Great to see Charlie Mullins and meet @PimlicoPlumbers apprentices at their #CPC16 exhibition stand



Charlie Mullins OBE @PimlicoPlumbers

Apprenticeships & Skills Minister Robert Halfon with our very own PP #apprentices at #CPC16 @ConferenceCP.



WILL AUTUMN STATEMENT MATCH THE WORDS?



GEMMA GATHERCOLE

Head of policy – FE & Funding, OCR

Which Party conference was more focused on apprenticeships and skills?

Skills and apprenticeships were centre stage at one of the party conferences, says Gemma Gathercole, while being relegated to the wings at the other.

By any stretch of the imagination it's been a busy summer, from the referendum to leadership elections to the machinery of government changes. So conference season, at the start of the autumn – when almost every part of the further education system is undergoing some form of revision or review – should have been the perfect time to discuss these issues. The reality, however, was a tale of two halves.

For me the key take-away from the Labour Party conference was an internal message: a lack of focus on the issues of the day, particularly in relation to FE. Arguably, due to the need to restore party unity following a divisive summer, attention was elsewhere. In the exhibition hall, there were fewer corporate exhibitors than even last year; there appeared to be fewer fringe meetings in general and certainly the MPs were less visible. With one exception.

I must recognise and single out Gordon Marsden, who appeared to be the hardest working MP across all the fringe events. Gordon attended events covering all parts of his expansive skills, business and higher education brief. No mean feat.

However, this extraordinary effort to cover so many events masks an underlying message. The lack of visibility of other MPs indicated a lack of engagement from Labour MPs in general, over key issues that affect education, skills and productivity.

In three years of attending party conferences, we have always struggled to timetable events and to be able to cover the plethora of fringe events (seminars, debates, workshops and receptions that typically take place across the conference site and host city). This year, the number of events that were relevant for us to attend was relatively fewer and where there were a number of events on relevant topics, they tended to clash in the conference plan.

There was also limited reference to

apprenticeships in speeches: just one mention from Angela Rayner and none from Jeremy Corbyn. While the broader education system was of course mentioned in their speeches, the lack of reference to approaches to current policy initiatives is a concern.

In contrast, at the Conservative conference this week education, skills and especially apprenticeships couldn't have been higher on the agenda. As delegates ascended the staircase to the exhibition hall at the ICC, they could not miss the large space dedicated to the apprenticeship zone with FE colleges, apprentices and employers all represented. Within the exhibition hall itself, Pimlico Plumbers put their support for apprenticeships clear on their stand.

Within the fringe programme, there was an abundance of events discussing the impact of reform of the further education system. Brexit, social mobility, skills and apprenticeships were the buzzwords of conference. Robert Halfon, the new skills minister, devoted time to meeting apprentices and attended a number of fringe events to discuss his priorities for the role.

In her first conference speech as Education Secretary, Justine Greening was introduced by one of the apprentices from the apprentice zone, Jessica Shaw from Fujitsu. Justine Greening's speech stated her intention to make the skills plan a big priority.

And there was one reference to apprenticeships in the Prime Minister's speech; it may have only been about the target but words are critical real estate in conference speeches and it was important for it to be included.

There is clearly much detail still needed from the government about the massive ongoing reform programme for apprenticeships final details on levy implementation being first and foremost in this list, and critically, much more detail on the implementation of the skills plan.

But the evidence from Liverpool suggests that challenge on these issues may have to come from the sector rather than the opposition.



JULIAN GRAVATT

Assistant chief executive of the Association of Colleges

What FE can expect from this year's autumn statement

If the prime minister's vision of a fairer economy with better opportunities for everyone is to become reality, says Julian Gravatt, the government needs to carefully review FE funding.

The Treasury's next autumn statement on November 23 this year will be Philip Hammond's first as chancellor. The statement matters for everyone in FE because treasury decisions set the overall budget and direction.

What he will say in the statement is still a bit of a mystery, because Mr Hammond has kept his cards close to his chest. He told the Conservative Party conference this week that it will be hard for the government to deliver a budget surplus by 2020, but also that "fiscal consolidation" will continue. This is Treasury code for spending reductions or increases in tax, but it doesn't necessarily mean new decisions to cut budgets. When the economy grows, fiscal consolidation happens simply because earnings rise and people pay more tax. Unfortunately we may not be facing good times.

The cornerstone of every big Treasury statement is the official economic forecast from the Office for Budget Responsibility. This includes projections for tax, spending and the deficit. The 2015 spending review turned out better than everyone expected, partly because the OBR revised its forecasts upwards and decided the country would be £27bn richer. This gave George Osborne, the former chancellor, room to revise spending cuts down from the 20 per cent target to something closer to 10 per cent. For colleges, this meant stabilisation in the two main budgets (16-to-18 and adults) and the promise of more money for apprenticeships.

A year on, times have changed. The referendum vote has caused the pound to fall in value and is expected to put a brake on economic growth in 2017 and 2018. Downward revisions to the forecasts spray red ink all over the spending plans, which may in turn require some fiscal consolidation in response. Last year's spending review could yet be rewritten 363 days after it was supposedly

fixed for four years.

Everyone in the government talks about long-term planning, but they're shackled to short-term targets. Brexit adds to the uncertainty but it may also force the government to behave differently when it comes to domestic policy.

The spending review could be rewritten 363 days after it was supposedly fixed for four years

For the last 15 years, the official growth forecasts benefited from a rising population of migrant workers buoyed by immigration. The prime minister's vision of an open economy with higher borders will require something different, including a stronger focus on post-16 education and skills. AoC's pitch in the autumn statement is that the government needs to increase spending in the short-term to move the country as a whole to a different setting.

We have made a number of specific proposals. The 16-18 funding rates should be increased to avert a funding crisis in academic and technical education. Apprenticeship funding rates and the GCSE funding condition should be reviewed. Tough issues related to pensions should be tackled rather than left to fester.

These are just some of the actions the government can take if it chooses. Without them, the economic and social problems exposed - and reinforced - by the Brexit vote will get worse rather than better.

AoC's autumn statement submission is available on its website. Julian Gravatt will be hosting the AoC Funding Forum on November 17 at the AoC Annual Conference.

Carillion GovAffairs @CarillionGov

Lord Taylor, glad that you enjoyed the apprentice challenge with @KyleMozza during #CPC16. We really appreciated.



Carillion GovAffairs @CarillionGov

@grahambradymp our thanks for meeting with our apprentice @KyleMozza during #CPC16. We all enjoyed meeting you.



Carillion GovAffairs @CarillionGov

Great to have @JamesMorrisHRR learning to build an arch with @abtayx1 our bricklaying apprentice #CPC16



Carillion GovAffairs @CarillionGov

@Mike_Fabricant building bridges at #CPC16 with our apprentice @abtayx1 - good fun had by all!



EXPERTS



RAW HYDE

John Hyde is the chairman of HIT Training, a hospitality training provider that operates across England, and once a month he writes in FE Week about issues affecting independent learning providers

How will the new apprenticeship standards be quality assured?

We recently hosted a roundtable discussion on the benefits of the levy and our new hospitality standards, organised by our weekly trade magazine and attended by a dozen human resources directors from major national contract catering and hotel chains.

I was impressed by how these HR professionals have embraced the levy as a tool to improve their apprenticeship and staff development programmes. These multi-site and multi-brand operators have seen the levy and digital apprenticeship service as opportunities to control the diverse offerings they run through different providers and colleges across the country— which have often been operating unknown to their head office training department.

Those present enthused about the quality of the new hospitality apprenticeship standards – especially those for professional chefs. However, they were baffled as to how the quality of delivery would be controlled, and were surprised to learn that, as the employer, they would be held responsible for maintaining quality. Without any external qualification in the new hospitality standards, no-one was sure how quality of delivery would be measured, quantified or assured.

HR consulting firm People 1st has put measures into place to ensure the quality of the external assessment process, but there was nothing for programme delivery. Indeed, concerns were expressed that the apprenticeship programme could slip into a format for preparing apprentices to pass their end-point assessment tests, without providing them with the vocational skills needed for their chosen career.

Again, the role of Ofsted in the new standards was questioned. While the provider will be the first recipient of the funding in the new standards – unlike before, when the provider delivered the whole package - they now only deliver parts, provide recruitment and selection, quality-assure employers' delivery, or even simply act as gatekeeper to the end-point assessment.

Skills training needed for civil servants

The decision to appoint Peter Lauener to temporarily head up the Institute of Apprenticeships is to be welcomed, although it weakens the premise that is independent of government. However it clearly demonstrates the paucity of top expertise Britain has in apprenticeships and work-based learning, both within the department and the SFA.

While one would not expect civil servants to have actually undertaken the role for which they are implementing government policy, some expertise would help.

I'm sure the sprinkling of ex-teachers, lecturers, heads and principals in the department over the years has assisted their overall understanding of schools, colleges and universities, and of course, like their political masters, the civil service will have actually attended school and university.

Regrettably there are no ex-apprenticeship

Providers could second staff to the SFA

training-provider practitioners at SFA or DfE or ETF, and no senior civil servants who undertook the apprenticeship route. This might explain some of the daft, contradictory or unworkable decisions that are emerging from SFA and DfE in the lead-up to the levy, new apprenticeship standards and end-point assessments. Several colleagues who have left the SFA in recent years to work for private training providers continually remark that when at SFA, they had no idea of what we actually do or the complexity of our work!

In the short timescale until the April launch, maybe some of the large providers could second suitable staff to the agency or department to ensure the levy, provider and external assessment registers, and new standards and end-point assessments are fit for purpose.

How we caused the Ofsted logo fiasco

I fear my company may have been partly to blame in the Ofsted logo fiasco. I'd asked our marketing department to promote our Ofsted grades on our publicity as I noted other training providers were doing so. When they were refused permission from Ofsted, they asked for clarification, given that other providers were doing so.

It is pleasing to hear Ofsted is reviewing its policy. Maybe if all providers and colleges were obliged to display the Ofsted logo with the latest overall grade, on all their publicity and documentation – in the same way we are required to display the EU logo – it might focus college and ITP bosses to achieve higher grades and Ofsted inspectors to justify their ratings in public... or in court.



AYUB KHAN

Chief executive,
Further Education Trust for Leadership

Let's take full advantage of what devolution can offer

The government's devolution and localism agenda creates opportunities for the sector to refine its mission and purpose, says Ayub Khan.

Devolution in FE and skills is much talked of by politicians at national and local levels and a great deal is expected of it, though it remains very much a developing area of policy. While the Localism Act 2011 firmly cemented the concept of devolution not only in legislation but also in the public consciousness, the detail is not yet clear and it is up to the sector to shape how this will look in practice for our sector.

A new FETL-funded report, The Long-Term Implications of Devolution and Localism for FE in England, by Ewart Keep, in conjunction with the AoC, alerts us to the potential danger that the promise of devolution is being oversold – or, at least, over-interpreted. Certainly, he urges an awareness that devolution may not be necessarily a wholly positive thing – especially not if it means no more than a shift in who is held accountable for failure.

Keep poses an important question: How meaningful is central government's commitment to devolution? Currently, only provision funded through the adult education budget is locally controlled, accounting for 2.3 per cent of total English expenditure on education and training. Even here, devolved power is heavily qualified by national control of learning entitlements.

The devolution of the adult education budget and area reviews, alongside the longer-term trend towards devolved solutions and relative degrees of local autonomy in policy thinking about education, represent both opportunities and risks for providers.

As things stand, the rewards of devolution, whatever they are, will not be brought to our door. If we want them, we will have to step up.

Elsewhere, there seems little prospect of government releasing its grip on key levers of education and skills policy, such as apprenticeship funding. Keep makes another important point: unless the sector can be clear and positive about what purpose it serves and how it can contribute, there is a risk FE and skills will be squeezed between the competing demands of local and national interests.

Localism (in the sense of regional bodies taking control of the agenda) nevertheless represents a bright light in the perfect storm

of reform that is reshaping our sector. There are real opportunities and Keep makes clear that we will have to fight for our place at the table. We have to say who we are and what we think localism should mean, to close the gap between the current theory and practice of devolution.

How can the sector make the most of these opportunities? For one thing, it must broaden the conversation and think smartly and creatively about the sector in the round, rather than just some of its institutions. Some have expressed disappointment that the area review process has so narrow a focus on colleges and has been, in a way, quite unambitious.

The rewards of devolution will not be brought to our door

Certainly, in future, independent training providers and third sector providers must at least be included in our thinking, says Keep. The question arises as to whether the sector is making the most of the FE estate in ensuring the skills needs of individuals, employers and communities are met. Is it engaging with the right people in the right ways?

The key to all of this is collaboration. Better use can be made of the important public assets that comprise the FE estate by combining the resources and know-how of FE colleges and independent providers.

We need to demonstrate that the sector can set the pace here, put institutional interests aside and offer genuine leadership of thinking in making our communities better place in which to live.

Keep's implication is clear: government could do more to ensure the promise of devolution. Robust central regulation is needed, as is the freedom to innovate and take risks. The FE and skills sector must be bold, creative and self-confident in response; refining its mission and purpose, in the spirit of collaboration and enterprise, to take full advantage of what devolution can offer.

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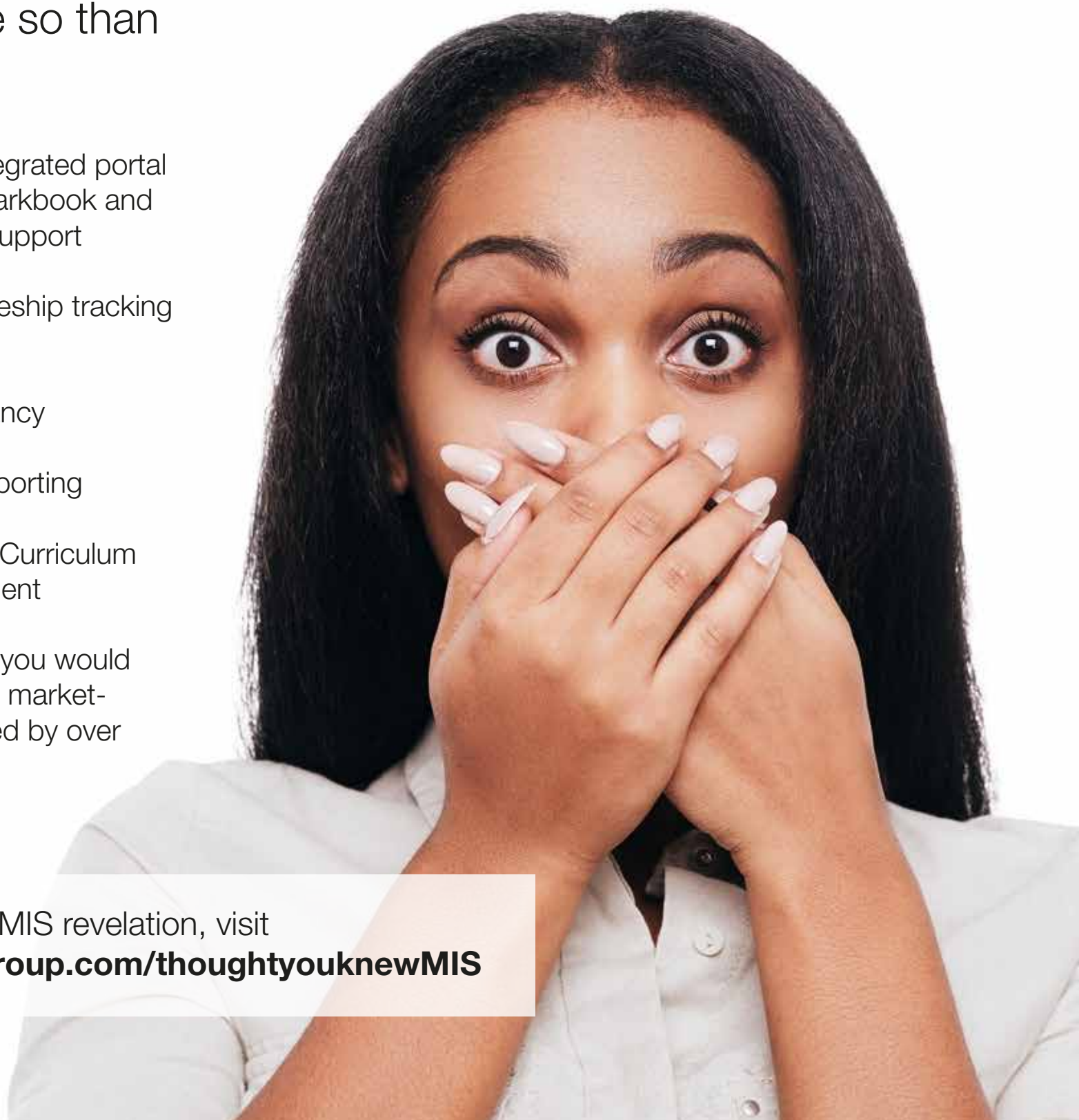
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CAMPUS ROUND-UP

with Sam King

Going Bollywood for Butterwick



Jon Cummins (L) and FE Week's Shane Mann (R) commit to the dress code at the Bollywood ball

Learning Curve Group has raised £16,000 for the Butterwick Hospice through a year of fundraising activities, including charity runs and a parachute jump. The education and training provider supports the needs of FE providers, employers and learners, and hosts an annual fundraising scheme which raises money for a local charity throughout the year, voted for by staff. The 2016 nomination was Butterwick Hospice, which provides palliative home care and outreach day-hospices and services to people suffering from progressive

neurological illnesses. In September, Learning Curve Group held its second annual charity ball, which by itself raised nearly £6,000 for the hospice. The Bollywood-themed event included attendees from Yorkshire Bank, commercial caterers CH&Co – and even FE Week's very own Shane Mann. Brenda McLeish, CEO of the Learning Curve Group, said: "The choice of Butterwick as our chosen charity partner was unanimous, and the ball was a fantastic celebration for a wonderful cause."

Student showcases work at London Fashion Week



A fashion design student has had her work showcased at one of the most high-profile events on the fashion calendar – London Fashion Week. Barking and Dagenham college student Eleanor Mutare was named as one of 21 finalists in the 'Fashion Futures' competition for young fashion designers, which is run by the charity Fashion Awareness Direct (FAD). The 21 finalists were shortlisted from over 100 teenagers who have been involved in workshops run by the charity, making them the youngest designers to showcase their

work at the international event. Each of the finalists presented garments inspired by traditional Indian dress with a fusion of London street-style, but it was 17-year-old Eleanor who scooped the FAD Outstanding Achievement Award for her Indian sari-inspired piece, which had a commercial twist. Now in its fifteenth year, the Fashion Futures project is co - sponsored by affordable clothing giant George at Asda and Natwest, and provides hands-on training and industry experience for 16-to-19 year olds, targeting disadvantaged young people.



Canterbury College answers a DIY SOS

Students at Canterbury College's Sheppey campus have joined the construction team on the flagship BBC show, 'DIY SOS: The Big Build'. The popular TV show – fronted by Nick Knowles – relies on volunteers from the construction trade to help transform the homes of needy families, and has been going since 1999. After producers put out an SOS of their own, calling for more volunteers for project in Sheppey, the college decided to get involved, and has agreed to provide a range of

students who will be directly involved in the show, while also getting valuable experience of working on a real site. The college's beauty department has also offered its students to give presenter Mr Knowles, and the family whose home is being transformed, a range of pampering treatments during their downtime away from the site. DIY SOS' build manager Mark Millar said: "This Isle of Sheppey DIY SOS build is the biggest this year, so we are grateful for all the wonderful local support."

Take a course in Hedgehog care



Abby Bruce with Topsy, one of the resident hedgehogs at Broomfield Hall

The animal care team at Derby College will be holding two short courses on caring for hedgehogs and other wildlife during the autumn season. Visitors will get the chance to meet the college's two resident hedgehogs; Topsy, who has problems with balance following head trauma, and three-legged Tripod. Run by zoologist and animal care lecturer at the college Abby Bruce, the course aims to educate adults and children about hedgehog care, through practice handling and advice on suitable feeding.

Ms Bruce said: "Nationally the hedgehog population is in decline, so it's important that the next generation has awareness of how to look after these animals if they come into the garden, including what to feed them on, signs of ill-health and what they should do if there is a problem." During the autumn months, hedgehogs are particularly in danger from bonfires due to their tendency to hide in piles of leaves. The courses will take place on October 15 at Broomfield Hall, and run from 9.30am to 4.30pm.

Youth prison becomes first in the world to be awarded dyslexia-friendly status



A young offenders’ institution has secured its place in the history books, after becoming the first secure establishment in the world to receive the prestigious ‘Dyslexia Friendly Quality Mark Award’, Samantha King reports.

Her Majesty’s Young Offenders’ Institution Werrington in Staffordshire began its life as an industrial school in 1895, before being purchased by the Prison Commission in 1955. Now it is a centre for sentenced and remanded boys between the ages of 15 and 18, and has become the first prison in the world to receive the dyslexia quality mark from the British Dyslexia Association.

The accolade is the mark of an institution that cares about the quality of the education it provides, as well as the inclusion of every learner.

Novus, the prison-based learning branch of national FE training provider LTE Group – formerly known as the Manchester College – has played a pivotal role in securing the prison’s new dyslexia-friendly status. The social enterprise is one of the leading organisations in the justice sector market, with a 90 per cent success rate for offender learning courses. It currently works with 65,000 offenders in more than 100 prisons and community sites in England.

The latest inspections by HMIP and Ofsted of Novus’ services in prison graded over 80 per cent of provision ‘good’ or ‘outstanding’ – in stark contrast to the national figure for adults, of which just 43 per cent of providers



Laura Pugh with an adult and ba Left to right: Hazel Clayton, Special Educational Needs Co-ordinator, Paul Mellor, Acting Head of Reducing Re-offending, Sue Arthur, Head of Education at HMYOI Werrington, Dr Kate Saunders, CEO at the British Dyslexia Association, and Jo Gregory, Quality Mark Development Manager & Project Manager at the British Dyslexia Association

achieved grades one or two.

The prison’s sparkling new award follows 18 months of work by Novus’ director of operations, Sally Garratt, its special education needs coordinator Hazel Clayton, as well as her team, their prison colleagues and 44 dyslexia champions at HMYOI Werrington, who ensured that standards required to achieve the quality mark were met and maintained.

In order to gain the accreditation, a 10-page list of criteria needed to be fulfilled, covering everything from ensuring organisational policies used inclusive language, to challenging dyslexic learners to achieve more academically.

As part of their efforts to achieve the quality mark, dyslexia and special educational needs resource packs were implemented in each curriculum area. The packs include magnifying sheets for those with sight problems, a specialist dictionary and pencil grips.

Ms Garratt said: “We made a conscious effort to turn this site into an environment that would be dyslexia-friendly for everyone

– colleagues as well as learners. We now have the right literature, signage and notices around the place.

“We are absolutely delighted to have made a little bit of history.”

The British Dyslexia Association was impressed by the system, and awarded the accreditation during an event held at the site, where young offenders studying with Novus served refreshments to guests.

The British Dyslexia Association, which was established 40 years ago, has three major campaign areas: to encourage schools to work towards becoming dyslexia-friendly, to reduce the number of dyslexic young people in the criminal justice system, and to enable dyslexic people to achieve their potential in the workplace.

Dr Kate Saunders, CEO of the British Dyslexia Association, said: “We would like to warmly congratulate Novus and all staff at HMYOI Werrington on this marvellous achievement. This is the first young offenders’ institution in the UK, and indeed the world, to be awarded this accreditation.

“Hopefully this historic award will inspire other secure establishments to embrace these practices.”

DO YOU WANT TO BE IN CAMPUS ROUND-UP?

Send your stories with pictures to campus@feweek.co.uk including names, ages and course details of students where applicable

& MOVERS SHAKERS

Your weekly guide to who’s new and who’s leaving

Saboohi Famili has joined Epping Forest College in London as its new principal. She joins the college following a two-year stint supporting the government of Guernsey in reshaping post-16 education in the Bailiwick.

Prior to this, Ms Famili held the position of principal at Sutton College, a provider of further and adult education, for just over four years.

Ms Famili plans to launch a programme that encourages stakeholder engagement, in order to develop a strategy for Epping Forest that works alongside the regional economy, and meets the needs of the wider community.

She hopes to create a culture of openness, innovation and enterprise, and is also keen to celebrate the diverse nationalities and faiths in the college, through planning diversity showcases and setting up displays engaging students with the Prevent agenda.

A refugee from Iran, she was forced to remain in the UK over 17 years ago, which is something she claims has shaped her “can-do” approach.

Speaking of her plans to transform the

college, Ms Famili said: “My role is to turn high hopes into reality. It is what our learners, employers and community deserves, and we are going to deliver.”

Meanwhile, **Edd Brown** has been appointed as operations director for quality improvement at Further Education Associates (FEA), a FE consultancy.

Headquartered in Bristol, FEA works with

senior leadership teams across the FE sector to deliver services ranging from developing strategies and plans for long-term changes, to providing colleges with interim leadership and management solutions.

Mr Brown’s role will involve project-managing support programmes for colleges aiming to improve their teaching, learning and assessment practice.

He joins the FEA from his role as a teaching and learning manager at Weston College in Weston-super-Mare, which he held for six years. He spent a total of 13 years at the college, holding various roles – his first being a lecturer in sport and public services.

Speaking of his new appointment at FEA, Mr Brown said: “As a teacher I could develop the learners in my class, which was thrilling.

That became thousands when I was responsible for developing teaching and learning across the college. At FEA we can now support colleges and have an impact on tens of thousands.”

Mr Brown says he is most looking forward to bringing his skills to “a national platform” in his new role.

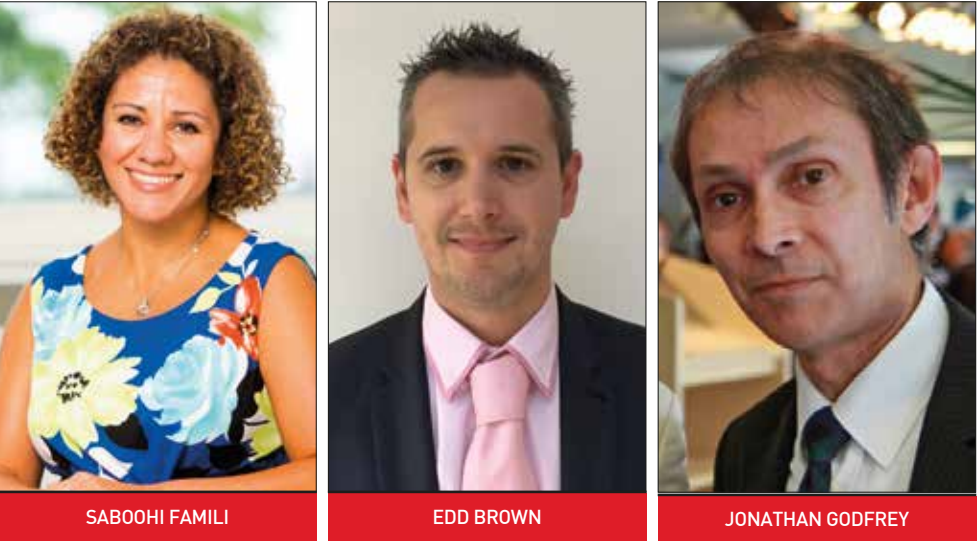
Meanwhile, **Jonathan Godfrey** is set to retire from his position as principal of Hereford Sixth Form College at the end of the academic year, after 19 years of service.

Mr Godfrey has been at the helm of the Folly Lane campus since 1997, and during his leadership has overseen funding cuts, area reviews and a number of college accolades.

The sixth form is currently rated as ‘outstanding’ by Ofsted, and in 2006 it was awarded the prestigious ‘Learning and Skills Beacon’ status by the secretary of state for education.

Mr Godfrey says his biggest challenge during his time at the college has been dealing with funding cuts, while still maintaining a high level of education at Hereford sixth form.

Following retirement, Mr Godfrey intends to keep busy, and he’s even considering the possibility of a whole new career path. He said: “I plan to go on to something else when I leave the college. Whether that’s pursuing teaching or something else entirely, I don’t know yet.”



JOBS



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Closing date: 8th November 2016
Interviews: 28th-29th November 2016



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JOBS



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Deadline: 26/10/16, 12pm
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Phone: 0121 753 0049

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Brooklands Museum is seeking to fill a new post to develop, deliver and manage an Aviation Heritage Skills Training Programme for volunteers and participants from external organisations. This is an important part of the Activity Programme for the Heritage Lottery-Funded Brooklands Aircraft Factory and Race Track Revival Project.

Candidates should have a good educational qualification, preferably to tertiary level, and a minimum three years' experience of working in the aviation industry as an Engineer, Technician or in an Aeronautical Engineering teaching position. Experience of delivering training or facilitating learning events to various audiences will be an advantage.



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Application by CV & covering letter to: Virginia Smith, Learning & Visitor Services Manager
Brooklands Museum,
Brooklands Road,
Weybridge,
Surrey,
KT13 0QN


Closing date: 17th October 2016
Interviews: Week commencing on Monday 24th of October 2016
www.brooklandsmuseum.com

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Based at: Any of the College Centres

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Vacancies have arisen for experienced tutors to join the GCSE Maths, English and Functional Skills departments to teach adult students.

The GCSE Maths post would involve teaching at Foundation and at Higher levels. All posts involve teaching at various sites, days and times.

Applicants should have expertise and experience of teaching the subject. You must hold a relevant subject qualification and a teaching qualification or be willing to work towards one.

Successful applicants will be required to complete a DBS check if they are teaching vulnerable adults or students under the age of 16.


If you would like to discuss this post please call Nick Little on 020 8298 2843.


For an APPLICATION PACK email a request to: personnel@tlcbexley.ac.uk

Closing date for Applications: **Friday 29 October 2016**

For more information about the college visit:

www.tlcbexley.ac.uk





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How to play: Fill in all blank squares
making sure that each row, column and
3 by 3 box contains the numbers 1 to 9

		4						2
			1		9	6		
1		9					7	4
8	1	2	3		4			
4				1				6
			8		5	3	4	1
6	9					1		3
		1	2		3			
3						4		

Difficulty:
EASY

9	4			5		8		
				3	4			9
							2	5
1	5	9		7			4	
			5		6			
	6			4		5	9	7
6	2							
3			7	2				
		4		8			3	2

Difficulty:
MEDIUM

Solutions:
Next edition

Last Week's solutions

2	3	1	4	9	6	8	7	5
9	7	5	8	3	1	6	4	2
4	8	6	7	2	5	1	9	3
6	1	8	2	5	7	4	3	9
7	2	3	9	6	4	5	8	1
5	9	4	3	1	8	2	6	7
3	6	9	1	8	2	7	5	4
1	5	7	6	4	9	3	2	8
8	4	2	5	7	3	9	1	6

Difficulty:
EASY

6	1	3	5	2	7	9	4	8
8	5	9	3	1	4	7	6	2
7	2	4	9	6	8	1	3	5
9	4	6	8	7	3	5	2	1
5	8	1	2	9	6	3	7	4
3	7	2	4	5	1	8	9	6
1	9	8	7	4	2	6	5	3
2	3	5	6	8	9	4	1	7
4	6	7	1	3	5	2	8	9

Difficulty:
MEDIUM

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