

# FE Week

**STILL NO NEW  
1-2-1 AUDITS**

PAGE 6



**PRINCIPAL AOC  
HEADLINER**

PAGE 8



**PAY OFFER 'HUGELY  
DISAPPOINTING'**

PAGE 13



Festival of Learning winners - See page 11

## EXPOSED: £1 BILLION IN UNSPENT LEARNING LOANS

- > 40% fall in adults at levels three and four
- > Shadow minister blasts "systemic failure in loan policy"

Exclusive **JUDE BURKE** @JUDEBURKE77

See page 4



NHS "REVIEW"

Page 3

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# FE Week

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# Edition 218



**Halfon questions costly employer perspectives survey**

Page 8



**AELP calls on the government to fully fund all-age level two apprenticeship**

Page 10



**ETF tenders new FE training programme for future CEOs**

Page 12

## Contributors



**STEPHEN EVANS**

Page 16



**ANNETTE ALLMARK**

Page 16



**JONATHAN BRASH**

Page 17



**FEATURED CAMPUS ROUND-UP**

Page 19

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## NEWS

# NHS 'reviews' Learndirect Apprenticeships' status

NICK LINFORD  
@NICKLINFORD

EXCLUSIVE

An apprenticeship provider created by the owners of Learndirect last year could be kicked off the purchasing system used by London hospitals, after a joint investigation by *FE Week* and *The Financial Times* found multiple irregularities in a tender application.

In one recent bid to deliver apprenticeships at a London hospital, Learndirect Apprenticeships (LDA), a company owned and operated by the owners of Learndirect Ltd, takes credit for activities that happened several years before it was even set up, which are understood to have been undertaken by Learndirect Ltd.

LDA's response to a tender in August, seen by *FE Week*, appears to contain at least six potentially misleading claims.

Despite this, the London Procurement Partnership (LPP), which the NHS uses to manage the capital's dynamic purchasing system (DPS), said it was happy for individual hospitals to verify claims within bids from providers, and insisted it was not concerned that LDA's bid didn't mention Learndirect's recent Ofsted grade four and Serious Notice of Breach, because they had applied to Learndirect Ltd rather than LDA.

The original tender clearly states that applicants "must meet or exceed the national average achievement rate for all the apprenticeship schemes/levels required in order to pass".

But when *FE Week* compared various achievement rate and customer satisfaction claims made in LDA's bid with official, published figures, we found major discrepancies.

Despite being legally separate companies, Learndirect Ltd and LDA share the same

spokesperson, who declined to answer questions on the details of the discrepancies in the tender. Instead, they claimed on Wednesday morning that "the board is planning an extensive statement which I would hope to issue in the next 48 hours".

LDA has been permitted by LPP to take part in "mini-competitions" to deliver levy-funded apprenticeships, which are listed on the capital-wide purchasing system. Now, however, it appears that LPP is reviewing LDA's position as a provider.

Presented with our findings, a spokesperson for LPP said the partnership was "now reviewing the original application" and had been "in contact with LDA".

"Reviewing a supplier with a view to removing them from a DPS must follow due process under the Public Contract Regulations 2015, and in light of these concerns that review is underway," they said.

LDA was created by two of Learndirect Ltd's directors in 2016, and like Learndirect, is owned by Lloyds Development Capital.

It was first formed with the intention of selling off Learndirect's apprenticeships division, but after a potential sale fell through, in what Learndirect described during its failed judicial review against Ofsted as a "management distraction", LPP decided that the new firm "met the criteria to be listed under the DPS in March 2017".

"Since the incorporation of LDA in 2016 and its receipt of a place on the register of apprenticeship training providers, we have been transitioning people and assets focused on the delivery of apprenticeships to large employers from Learndirect Ltd to LDA," Learndirect's spokesperson told *FE Week*.

"Large employer clients of LDA were and continue to be aware of the differentiation between the two organisations and were cognisant of this during procurement.

"There has never been any duplicity in



this or the other relationships that LDA has with its major clients – and any insinuation of duplicity is both offensive to the large clients and LDA and obviously driven by self-serving interests of those looking to find issues where none exist."

LDA is correctly described as a 'new organisation with no financial track record' on the government's 'find apprenticeship training' website, and has no published achievement rates. But its listing does claim it has "more than 23,000 apprentices each year" and that it works "with 1,000s of employers in nearly every industry from dental to retail".

LPP told *FE Week* that "the mini-competition process is between the buyer and the bidder, and is the point at which any claims by bidders must be verified". "With agreement of Health Education England, the LPP DPS mini-competition documentation includes a warning to buyers to be sure that claims being made related to the bidding organisation and no other body."

*FE Week* understands that LDA made multiple bids for non-levy contracts with London hospitals in August, but LPP said that "to our knowledge, to date LDA has not been successful in bidding for any work under the DPS".

## MP demands parliamentary debate

The chair of the Public Accounts Committee, Meg Hillier, has called for an National Audit Office investigation and the relationship between Learndirect and LDA has also been the subject of a public spat between the skills minister Anne Milton and Labour MP Wes Streeting, who now wants a parliamentary debate on the issue.

Mr Streeting accused the minister of misleading Parliament when she told an education questions session on September 11 that Learndirect was no longer offering apprenticeships, without adding that they were being offered by LDA.

He has now told *FE Week* he will be applying for a debate in Parliament on the Learndirect "debacle", while Meg Hillier, the chair of the Public Accounts Committee, has also called on the National Audit Office to investigate the special treatment being given to Learndirect.

"In response to my question in education questions, the minister of state made what I believe to be a factually inaccurate, possibly inadvertently misleading statement, when she said that Learndirect would no longer be providing apprenticeships," said Mr Streeting.

"The following day, I rather forensically set out that that was not the case. As she is present, perhaps she might take this opportunity to correct the record and give us some reassurance that ministers have an idea about what they are doing."

Ms Milton did not correct the record, and even though a DfE spokesperson told *FE Week* that a statement would be made, it had not appeared by the time we went to press.



Wes Streeting

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# Almost £1bn in FE loans fu

JUDE BURKE  
@JUDEBURKE77

FROM FRONT EXCLUSIVE

A massive 58 per cent of FE loans funding – amounting to almost £1 billion – has not been spent since 2013, *FE Week* can reveal. This shocking figure, revealed by a Freedom of Information request, has been branded a “systemic failure” that could unravel the government’s plans to upskill the nation in a post-Brexit world.

The Student Loans Company, which processes advanced learner loans on behalf of the Education and Skills Funding Agency, revealed that just £652 million in loan-funded provision had actually been delivered since 2013, against a massive £1.56 billion in allocations.

There has also been a near-40-per-cent fall in the numbers of level three and four learners

since the loans were introduced, sparking dire warnings across the sector.

Gordon Marsden described the figures as “extremely concerning” and claimed they indicate “a systemic failure in the Department for Education and the ESFA in delivering this policy”.

“The general message that this is sending out to adult learners and people wanting to reskill makes a mockery of the government’s alleged commitment to promoting adult skills and learning,” said the shadow skills minister.

“We are going to need the contribution of older people reskilling to keep our economy afloat,” he added, and called on the government to “look urgently at what can be done”.

David Hughes, the chief executive of the Association of Colleges, said that demand for FE loans had been “lower than expected”, leading to a “big drop” in adults studying at

levels three and four.

“The government should be worried about that impact, particularly at this time when skills gaps are growing for many employers,” he warned.

“The industrial strategy is clear that we need more adults to be trained in STEM subjects, so we need a plan to make the loans work for more adults and employers,” he added.

But the influential vocational education adviser Professor Alison Wolf told *FE Week* that the government had actually anticipated that take-up of courses at levels three and four would fall when the loans were introduced – a fact she said she had been “shocked” to learn.

Prof Wolf pointed to an impact assessment carried out by the now-defunct Department for Business, Innovation and Skills in 2012, which estimated a 45 per cent drop in learner numbers once loans appeared, though it did plan for all the available loan funding to be taken up.

“They certainly did not predict or expect this massive underspend, coming at a time when we have major skill shortages, and can expect the situation to get worse, post-Brexit,” she said.

FE loans, originally known as 24+ loans, were introduced in 2013/14 for learners studying courses at levels three or four and aged 24 and older.

Their introduction corresponded with a fall in adults studying at levels three and four+, from 273,400 in 2012/13 to 195,200 in 2013/14, according to the DfE’s own statistics.

By 2015/16, that number had fallen further still, to 169,400.

Despite this persistent under-delivery, loan eligibility was expanded in 2016/17 to include 19- to 23-year-olds, and courses at levels five and six.

But that expansion in learner eligibility appeared alongside a reduction in the overall loans budget – and a crackdown on loan growth requests [see box-out].

FE Week asked the Department for Education why its loan policy was underperforming so badly, and what action it was taking to address the problem.

“We continue to work with the sector to raise awareness of advanced learner loans, which offer important help with the costs of a course at a college or training provider, allowing more people to study and gain new skills,” said a spokesperson.

“The overall allocations figure for advanced learner loans represents the amount received from the Treasury based on demand.

“No funding, beyond what is required for advanced learner loans to current students, is issued to providers.

“Any use of taxpayers’ money is kept under regular review, and this is no exception.”



Gordon Marsden

Alison Wolf

## A long year of loans scandals

In a desperate bid to boost the amount of loans-funded provision being delivered, the SFA handed out huge sums of loans cash to untested providers before it was forced into a crackdown in the wake of a series of scandals exposed by *FE Week*.

These include John Frank Training, which went bust under mysterious circumstances in November 2016.

The provider used the advanced learner loan scheme to deliver and subcontract courses in areas such as IT and health and fitness, and had been allocated £10 million in loans facilities over the last two years.

While £6.4 million was paid for around 2,200 learners to complete their training, a further £464,000 was thought to be effectively missing – leaving around 500 learners with large debts

but no courses.

Loans-related scandals followed with Hampshire-based Edudo Ltd, which went under in January, and Darlington’s Focus Training & Development Ltd, which collapsed last November.

The SFA had previously recognised they had a problem overseeing loans funded provision, particularly where much of it is subcontracted.

In August 2016 the SFA banned new subcontracting contracts for advanced learner loans, with a complete ban coming into force last month.

In addition, growth requests for advanced learner loans were paused in September last year, while in November the SFA introduced caps for how much loan money can be allocated to a provider.

## Colleges loses out in loans market as private providers’ share grows

Colleges are losing a vital source of funding: figures show their share of the loans market has been falling year on year, even as private providers cash in.

FE Week analysis of Student Loans Company figures from a Freedom of Information request shows that colleges received 83 per cent of loans cash in 2013/14, while private providers’ slice of the market stood at just eight per cent.

But by 2016/17 private providers were responsible for 39 per cent of delivery, and colleges’ share had dropped to 55 per cent.

If the current trend continues, private providers could enjoy the majority by 2018/19.

Simon Ashworth, the chief policy officer at the AELP, told *FE Week* that loans growth was “another example of independent training providers being proactive in the learner marketplace” and that it demonstrated “a very encouraging level of demand for loans around the country”.

“It is frustrating for many of them that they find that their growth requests are being capped at a time when many learners need to acquire new skills to sustain their employment in a changing economy,” he complained.

The AoC’s David Hughes defended colleges’ falling share.

“Colleges have developed their loan-supported courses and enrolments in a sustainable way, with little support from the government in terms of marketing and public awareness,” he said.

Mr Hughes pointed to “recent incidents” of loans-funded learners “left high and dry by private training providers going to the wall”, which he said was “very worrying” and could even “undermine confidence in the loans”.

FE Week understand that colleges and private training providers as groups have both increased the total amount of loans-funded provision they’ve delivered since 2013 – but that private providers increased their delivery at a much faster rate.

In 2013/14 colleges delivered loans-funded provision worth £99.8 million, but by 2016/17 this had gone up to £112.2 million – an increase of £12.4 million or 12.4 per cent.

Meanwhile, private providers delivered loans-funded provision worth £9.4 million in 2013/14, but by 2016/17 this had risen to £78.8 million – a far chunkier increase of £69.5 million, or 640 per cent.

The former skills minister Nick Boles warned colleges in 2015 not to let private providers “nick your lunch”, after it was revealed that private providers were delivering a far greater share of apprenticeships than colleges.

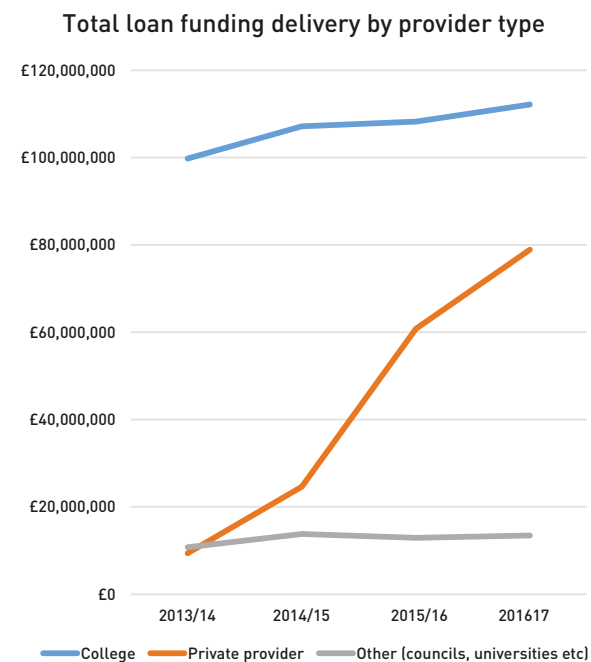
## NEWS

# Funding has not been spent

## Exclusive FE Week analysis of loan facilities and delivery

Academic year	2013/14	2014/15	2015/16	2016/17	Total 2013 - 2017
Provider loan facilities £	£279,129,593	£403,881,447	£511,398,384	£368,053,304	£1,562,462,728
Actual loan delivery £	£119,919,440	£145,510,840	£181,933,290	£204,510,840	£651,874,410
Delivery shortfall £	-£159,210,153	-£258,370,607	-£329,465,094	-£163,542,464	-£910,588,318
Delivery shortfall %	-57%	-64%	-64%	-44%	-58%

Academic year	2013/14	2014/15	2015/16	2016/17
Providers allocated a loan facility	748	772	776	720
Providers that used some of their loan facility	552	619	628	650
Providers that didn't use the loan facility	196	153	148	70
Providers that didn't use the loan facility %	26%	20%	19%	10%



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NEWS

# Rotherham AO investigated by regulators twice in two years

BILLY CAMDEN  
@BILLYCAMDEN

EXCLUSIVE

An awarding organisation is under investigation by regulators for the second time in two years after an anonymous tip-off.

Ofqual was alerted in May to irregularities at Focus Awards, an AO based in Rotherham, and official inquiries began on September 11.

In a statement, it said it was “currently investigating allegations made to us in relation to Focus Awards Limited”, but refused to make further comment.

Last year, the AO was investigated by the Northern Irish exams regulator, the Council for the Curriculum, Examinations and Assessment, between February 2016 and June 2017, following a complaint from Leisure Industry Academy, a private training provider based in Belfast which went into insolvency last November.

It was alleged that Focus moved LIA students onto courses that they had not registered for and sent them the wrong awarding certificates, meaning many never got their qualifications.

CCEA’s report found that it was in compliance with its general code of operating rules, but that its learner registration system did not have “sufficient controls for the maintenance of learner numbers that allows learners to be clearly and uniquely



Joshua Cole

identified”.

“Focus Awards became aware on September 11 that Ofqual is investigating a purported issue raised by an unidentified party,” Joshua Cole, the owner, sole director and chief executive of Focus, told FE Week.

“This is of course its duty as our regulator and we would expect nothing less. Ofqual can expect to receive our full cooperation.

“In a recent investigation carried out by our regulators in Northern Ireland, we were found to have acted in compliance with the general code of operating rules and in the interests

of learners. We are confident Ofqual will draw the same conclusion.”

A spokesperson for CCEA told FE Week that it was aware of Ofqual’s new investigation and that both regulators were cooperating.

“Since Focus Awards is an English-based awarding organisation, it is appropriate that Ofqual leads on this investigation,” she said.

Mr Cole also runs a private training

provider in Rotherham called My Distance Learning College.

This hit the headlines back in 2014 when FE Week reported that 32,000 paying learners might not get their certificates after a number of awarding organisations pulled their approval due to payment issues.

NCFE claimed it had around £20,000 of “outstanding invoices owing”, while the Council for Awards in Care, Health and Education claimed the provider had

been reselling its qualifications through other firms without permission.

Mr Cole disputed both claims but Reed, a major recruitment agency, decided to stop reselling the troubled provider’s courses.

He describes himself on his AO’s website as “an inspirational, visionary leader with a unique blend of entrepreneurial skills and business acumen”.

He says he employs more than 25 staff across his various enterprises, and is “skilled at managing and controlling multidisciplinary teams. Some of the staff operate remotely from Ireland, Spain, India, Serbia, Pakistan and the USA”.



# ESFA breaks its promise on audits for untested providers

JUDE BURKE  
@JUDEBURKE77

The Education and Skills Funding Agency has missed its own deadline to make sure new providers approved to deliver apprenticeships are up to scratch.

Even though its programme director outlined the checks and balances the ESFA was planning for untested firms on the register of apprenticeship training providers in June, FE Week has learned that no firms have been visited.

Keith Smith, director of funding and programmes at the ESFA, told delegates at the AELP’s annual conference in June that the ESFA would visit any providers which did not have prior experience of apprenticeship delivery by September.

FE Week understands that no new provider has actually received a visit – even though some of them already have

hundreds of apprentices.

The Department for Education was criticised by the National Audit Office a year ago for sluggishness in managing risks to the system.

“Past experience of market-led reform in the education and skills sector suggests that significant behavioural risks can materialise when changes are made in the market at a fast pace,” the NAO report warned, urging the DfE to “expand its work on behavioural risks” and to learn from “previous initiatives which have not turned out as planned”.

The ESFA announced additional audits for new providers after a much larger number of untested firms than expected made it onto RoATP.

In March we discovered that one person operating from a rented office in Cheshire had succeeded in getting three new companies onto the register.

And in May a three-month-old firm with one director and an office address registered to a semi-detached house in Birmingham was added to



Keith Smith

	Register (RoATP)	Mandatory Workshops	1-2-1 Visits	Monitoring Visits
<b>When?</b>	➤ Before contracting	➤ Before delivery	➤ Early delivery: July to Sep for RoATP 1&2	➤ September onwards
<b>Why?</b>	➤ Provides an on-line assessment of financial health, quality and capability for all potential apprenticeship providers	➤ Provide an overview of all ESFA requirements and assures us that providers understand what is required of them	➤ To confirm the infrastructure is in place to deliver apprenticeships as set out in RoATP application	➤ Provide confirmation that funds are being used in accordance with our rules
<b>Impact</b>	➤ Access to deliver to levy employers and provides scope to non levy procurement	➤ Failure to attend will result in removal from the register	➤ Risk assessment and where provider actions are not as stated in register application provider will be removed from the register	➤ Risk assessment, improvement actions and in cases of non compliance removal from the register

The ESFA approach to auditing new providers, as presented at AELP conference June 2016

the list.

Mark Dawe, AELP’s chief executive, urged the ESFA to “keep to the commitment it made” in June.

“With the future of many good specialist providers now under threat because of the recent non-levy procurement, it would be more than unfair if cowboy operators were allowed to escape under the radar,” he said.

The ESFA’s presentation to the AELP conference acknowledged the sector’s concerns surrounding these new, untested providers.

“I hear lots of stories about people worried about some of these new providers working out of a shed in their back garden or the living room of a property,” he said.

He stressed that the register was just the “first hurdle” for untested providers, who would have to make it through a tough process of checks to keep their place.

The next stage would be mandatory training, followed by visits that would “look at these organisations and to test the things that they told us when they applied to the register”.

The final stage, which had been due to start this month, was to be audit visits to all new providers deemed medium- to high-risk.

A DfE spokesperson refused to say whether any of the visits had gone ahead.

“Over the coming months we will be testing new apprenticeship training providers to ensure they are compliant with their provider agreement and funding rules,” they said.



## Finalists announced for FAB 2017 Awards

We are delighted to announce the finalists for the FAB 2017 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: "This year we received record number of entries for the Awards and the standard was exceptionally high."

Congratulations to all our finalists. The winners will be announced at the FAB Awards on 19 October 2017.

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- **SALLY COLLIER** – Chief Regulator of Ofqual
- **BARONESS SUE GARDEN OF FROGNAL**

Programme and details of the confirmed seminars can be found at [www.awarding.org.uk/conference-awards](http://www.awarding.org.uk/conference-awards)



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### FINALISTS

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- Ascentis
- FutureQuals
- Training Qualifications UK (TQUK)
- VTCT

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- Ascentis – Level 1 Award in Understanding British Values
- ILM – Level 3 Diploma for Managers
- Open Awards – Level 2 Award in Skills for Teaching Independent Travel Training
- SFEDI Awards – Passport to Enterprise and Employment

#### Team of the year

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- Sports Leaders UK – Relationship Management Team
- VTCT – Qualifications and Assessment Team

#### Individual of the year

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- Nigel Barraclough, Quallsafe Awards
- Terry Fennell, FDQ
- Julie Hyde, NCFE
- Jenny Newton, Open Awards
- Kelly Venter, Training Qualifications UK (TQUK)

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# Halfon questions costly employer perspectives survey

JUDE BURKE  
@JUDEBURKE77

The chair of the influential Commons education select committee has questioned the worth of the employer perspectives survey, which cost the taxpayer almost three quarters of a million pounds in 2016.

Even the Confederation for British Industry has refused to defend it, after its price ballooned by around £235,000 in just six years.

The survey, which looks at the way employers' make decisions on recruitment and training, has been run every two years since 2010, first by the defunct UK Commission for Employment and Skills and now by the Department for Education.

A freedom of information revealed that the 2010 survey cost £495,832, a sum that rose to £533,132 in 2012 and £680,161 in 2014.

By 2016, the burden on the public purse had risen to a whopping £730,321, of which £109,749 was carried by the DfE.

When presented with these figures, Robert Halfon told FE Week he was "very concerned" by the cost of these surveys and "whether they represent value for money".

"I think much more should be done to get the private sector to sponsor these surveys and to demonstrate that they genuinely make a difference to policy," he said.



Robert Halfon

The CBI, which acts as a pressure group for British business, meanwhile declined to comment.

The first UKCES employer perspectives survey was designed to "provide robust evidence for policy-makers regarding employers' engagement and satisfaction with government support for recruitment and workforce development".

It claimed that "at a time when public spending is under increased scrutiny" it would provide "an insight into the degree of employer engagement with government services and the extent to which they are providing useful support".

The most recent survey, conducted between May and August 2016, and published the

following June, interviewed more than 18,000 employers.

Information gathered through the research is presented "to improve initiatives designed to help individuals find work, as well as improve initiatives that support business growth and development of the workforce, so they better meet the needs of employers".

The perspectives survey is run alongside the employer skills survey, which is takes place in alternate years.

The skills survey, which the DfE claims is "one of the largest employer surveys in the world", gathers information on skills challenges faced by employers in their existing workforce and in recruiting new staff.

Recent research into the usefulness of the surveys, carried out by consultancy firm London Economics on behalf of the DfE, identified a "high value in answering key policy and research questions".

"However, a number of consultees expressed the opinion that awareness and use of the surveys could be higher," it noted.

The research explored a number of different cost-saving options, including merging the two surveys.

But it concluded that "the proposed options appeared to introduce change (and costs) without necessarily delivering any benefits that would warrant a fundamental reorganisation of the surveys".

The only option that could save money was the "possibility of procuring the administration of the surveys on a longer-term basis".

Research for the 2017 employer skills survey, which is due to be published next summer, is currently underway.

A DfE microsite for the 2017 survey, which has run from April and ends this month, describes it as "vital to the work of DfE and their partners both within national and local government".

The DfE adopted both surveys after the UKCES was defunded in the government's 2015 spending review, after which Mr Halfon's predecessor as skills minister, Nick Boles, suggested that responsibility for them could fall to local enterprise partnerships.

# Jeremy Corbyn to speak at the AoC annual conference

PAUL OFFORD  
@PAULOFFORD

Jeremy Corbyn will address this year's Association of Colleges annual conference.

Held at the ICC in Birmingham, it is one of the key events in the FE calendar, taking place this year between November 14 and 15, and the resurgent Labour leader is one of the headline speakers.

He is scheduled to make his appearance in a session with Ofsted chief inspector Amanda Spielman on the opening day from 4.15pm to 5.30pm.

"It is great news that we have the leader of the opposition coming to speak to delegates for the first time," said David Hughes, the chief executive of the AoC.

"It's another important recognition of the crucial roles which colleges play, for the economy, for communities, families, young people and adults.

"Colleges remain at the heart of their local communities and the national economy – that's why the theme of the conference is colleges mean business."

The conference has been reduced from its usual three days after the AoC listened to feedback from last year's event.

Steph McGovern, a BBC Breakfast presenter and longtime business and finance reporter, will once again be conference chair.

She is a well-known FE enthusiast, who often namechecks apprenticeships on the television, and who became known to many in the sector though her reporting on WorldSkills 2015 in Sao Paulo.

Other headline names among this year's speakers include writer and broadcaster Matthew Syed, and Timandra Harkness, a science writer, broadcaster and comedian who performs "maths standup" and has presented on Radio 4.

As well as watching keynote speeches and debates in the main hall, delegates will also have the opportunity for in-depth discussions on the key issues of the day, including apprenticeships, curriculum reforms and T-levels.

The winners of AoC's prestigious Beacon and Student of the Year Award will also be announced.

FE Week will be the premier media partner, and we will, as ever, report live from the event throughout, and produce a paper from our hotel suite on site.

Booking is open for the conference, with information available at <http://www.aocannualconference.co.uk/>.



Amanda Spielman



Matthew Syed



Jeremy Corbyn



# AoC Annual Conference and Exhibition Programme Launches!

14 - 15 November, The ICC Birmingham

We're delighted to announce that this year's AoC Annual Conference and Exhibition programme has officially launched. The programme features distinguished speakers from education, government and business environments, detailed breakout sessions across the two days, our popular hot topic discussions, an exciting exhibition with further education suppliers and AoC's Awards Evening.

## Programme highlights include:

- ▶ 39 breakout sessions
- ▶ Eight sector specific hot topic discussions
- ▶ Dedicated Funding Forum with Julian Gravatt
- ▶ AoC Awards Evening

## Four keynote sessions with speakers including



Jeremy Corbyn MP



Matthew Syed



Amanda Spielman



David Hughes

To view the full programme and book your place, visit: [www.aocannualconference.co.uk/programme](http://www.aocannualconference.co.uk/programme)

Book your place: [www.aocannualconference.co.uk](http://www.aocannualconference.co.uk)

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## NEWS

# AELP calls on the government to fully fund all-age level two apprenticeship

**BILLY CAMDEN**  
@BILLYCAMDEN

Level two apprenticeships should be fully funded by the government at every age group, the AELP has said.

It made the recommendation as part of a major policy submission into the way the apprenticeship reforms are “undermining” the prime minister’s social mobility agenda.

If actioned, the plan, which has not been costed, would see the government paying for around 70 per cent of apprenticeships.

The AELP also wants 16- to 18-year-old apprentices to receive full funding regardless of their level, and to offset the cost, it wants the government to “raise the employer co-investment on a new sliding scale”.

This would start with 10 per cent at level three, and move to 20 per cent at level four, 30 per cent at level five, 40 per cent at level six and 50 per cent for apprentices taking level seven over the age of 19.

However, AELP boss Mark Dawe admitted that he had not fully costed the policy.

“We haven’t done a detailed costing

because we haven’t got all of the data to hand but we do know that level twos were fully funded in the sense that there was no employer contribution,” he told FE Week.

“Now obviously funding rates have changed so it needs to be run through again, and what we’re saying is that at the higher levels there are clear benefits to the employee and the employer, and the real focus needs to be on those first steps at level two.”

Pressed on whether the recommendation would undo the government’s attempts to introduce employer contributions, Mr Dawe admitted it would, “but only for level two”, which he conceded make up a “significant” number of all apprenticeships.

It is also meanwhile “up for debate” as to how the full funding would be rationed at level two, for example by going back to an allocations based model.

He confessed he had not consulted with his members on the policy as it was an “early proposition” for debate.

The plan has not been met with great support from the FE sector’s other top association boss.

“The report raises some important issues which are worth following up, but it is too early to simply reintroduce full funding for all small employers and all apprenticeships,” said David Hughes, the chief executive of the AoC.

“That’s just one of the many changes to the apprenticeship programme in the last year and it is important that the government

monitors and discusses the overall impact of those changes.”

AELP makes its proposals a week after the Department for Education launched its fifth consultation on the ways apprenticeships reforms are affecting employers and training providers (see box out).

It is these kinds of recommendations from sector leaders that officials will be looking to implement in the future.

The paper raises 14 other points it believes the government needs to address in its apprenticeships reforms in order to remove the “obstacles” to social mobility.

For instance, the AELP contends that “rigid implementation” of the requirement for 20-per-cent off-the-job training is “reducing our recruitment of level two apprentices”, and that additional training time for maths and English places “the heaviest burden on employers”.

Levy-paying employers are meanwhile “prioritising existing employees for apprenticeships instead of recruiting new entrants and giving young people an opportunity”.

“The message came out from Downing Street over the summer that social mobility was still the number-one priority for the government after securing a good deal for Brexit,” Mr Dawe wrote.

“Education ministers need to get a firm grip on the apprenticeship reforms to stop a potential haemorrhaging of young talent missing out on opportunities that employers were previously willing to offer.”

## Five consultations in four years

The Department for Education put out yet another survey last week on how reforms to apprenticeship funding are affecting employers and training providers – the fifth such consultation in four years, under four different ministers.

Billed as a “short” questionnaire, the document contains 32 questions on the impact of the apprenticeship levy.

It follows consultations held in 2013, 2014, 2015 and 2016, but it’s the first since the massive funding reforms launched across England in May.

There has been much concern in the sector about the slow take-up of apprenticeships since May, particularly among young people.

As a result, the ESFA wants to use quick feedback to inform its decisions on any significant changes to rates, formulas or eligibility from, or even before, April next year.

“We are implementing apprenticeship reforms to continue to improve the quality of apprenticeships for all, providing the skills that employers need to reach our commitment of three million starts in England by

2020,” the DfE said.

“Throughout the reforms we have regularly gathered feedback from employers, providers and their representative bodies. This survey offers a further opportunity to comment on apprenticeship funding policy and how it is working for you and your organisation.”

There are questions on whether the extra £1,000 payment for 16- to 18-year-olds is sufficient, and to what extent stakeholders believe there are additional costs associated with working with apprentices from a disadvantaged area.

It also asks if 10 per cent is a suitable non-levy employer-contribution rate, and when buying or selling apprenticeship training, “have you ever agreed a price that is higher or lower than the funding band maximum?”

The four skills ministers presiding over the consultations have been Matthew Hancock, Nick Boles, Robert Halfon and now Anne Milton.

The survey will run until October 3. You can complete online by visiting <https://consult.education.gov.uk/apprenticeships/657f20aa/>.

### AELP’s proposed employer co-investment sliding scale

Level	Employer contribution
Level 2	0%
Level 3	10%
Level 4	20%
Level 5	30%
Level 6	40%
Level 7	50%



Mark Dawe

## NEWS

# Festival of Learning award winners named

BILLY CAMDEN  
@BILLYCAMDEN

FROM FRONT

A refugee who fled Afghanistan alone at the age of 16 has been crowned 'outstanding individual learner' at this year's Festival of Learning awards.

The Royal Society of Arts in London was the setting for Thursday's (September 21) prestigious awards ceremony at which nine learners, employers and training providers were singled out for their "inspirational" lifelong-learning stories.

Among them was Habib Rezaie, who arrived in the UK as an unaccompanied asylum-seeker 10 years ago. He was taken into care by Leicester City Council, and didn't speak a word of English because he had not attended school in his home country.

Judges pointed out that Mr Rezaie was forced to work long hours to catch up with his peers – but his hard work paid off earning a place on Leicester College's ICT course.

After that, he eventually achieved a 2:1 in his degree in business computing at De Montfort University. Alongside his studies, Mr Rezaie volunteers at After18, a Leicester charity which supports unaccompanied asylum seeking children and young people.

"Education is the most important thing in my life as it gives me hope for the future and allows me to make a positive contribution to my community," he said.

The Festival of Learning, led by the Learning and Work Institute with support from the NOCN, is now in its 25th year.

Jonathan Beebee was presented with this year's 'learning for work award'.

He sustained a severe head injury at 19, and was told he would never fully recover. But defying the doctors' verdict, he pushed on and enrolled into the Lloyds Bank Social Entrepreneurs programme at the School for Social Entrepreneurs in Hampshire.

Twenty years on he runs a social enterprise called PBS4, which supports people with learning disabilities.

Mark Goodwin meanwhile received the 'social impact award'. Judges claimed his "determination" to include all types of learners in his sports classes led him to establish England's first mixed-ability rugby team, and inspire many more. Under the inclusive model, players with learning difficulties and physical disabilities play full-contact rugby alongside able-bodied peers.

The 'project award' went to Refresh 2 Impress, a bespoke three-day course designed by South Gloucestershire and Stroud College



"tailored for learners over 50 years of age".

Sabeena Shah then picked up this year's 'tutor award'. The judges said when growing up, Sabeena was "not encouraged to study, let alone think about teaching", but when she graduated with a law degree in 2011, she taught students facing similar challenges.

Sabeena now manages and teaches the access to law level three qualification at Barking and Dagenham College.

Taylor Bird will be given the 'young adult learner' award. Bullied at school due to learning and physical disabilities, she left with very few GCSEs. But she "flourished" at Walsall College and worked hard to complete entry-level English and maths qualifications as well as level two and three art and design.

She won a place on a photography degree and has now set up her own photography business with plans to expand into her own studio.

Picking up the 'employer award' will be James Electrics Contracting, which works closely with local training providers in Devon to offer "high-quality work experience opportunities for learners".

Talk English, a project which helps people with poor English skills improve their spoken and written communication and become more involved in the community, will be handed the 'president's award'.

And Stephen Bush will be honoured with the 'patron's award' after he took early retirement from a long career in social services to become his mother's carer.

He is now a "passionate advocate of adult learning, believing it can play an instrumental role in staving off dementia".

Stephen Evans, the chief executive of the Learning and Work Institute, said: "I congratulate every one of this year's winners, and indeed everyone who was nominated."

Wednesday, 1 November 2017 | The Principal Hotel, Manchester



## Towards an Inclusive Skills Strategy - 12 months on

The AELP autumn conference, sponsored by City & Guilds, will take stock of the roll-out of the apprenticeship levy so far and so it is no surprise that AELP has invited employers to offer their viewpoint.

For the private sector, Adrian Rowley of Grafton Merchanting GB will be speaking while Lucy Hunte, the apprenticeships lead for 15 NHS Trusts, will represent the public sector. Richard Marsh of Kaplan will offer a provider perspective. The technical education reforms will comprise one of the main sessions and we are pleased to announce that the senior official responsible for them at the DfE, Jennifer Coupland, will speak. Kirstie Donnelly will make the case for linking up the T level proposals with the apprenticeship reforms.

Another session will address overcoming barriers to social mobility and Clare Howard, the Natspec chief executive, will be among the speakers in this one. Further speakers for the event will be confirmed shortly. AELP CEO Mark Dawe will oversee the proceedings throughout the day.

*Places are filling fast - do not miss your chance to attend*

**Fees:** AELP Members  
First Delegate: £199.00 + VAT  
Subsequent Delegate(s): £155.00 + VAT

**Non-Members**  
First Delegate: £299.00 + VAT  
Subsequent Delegate(s): £255.00 + VAT

[www.aelpautumnconference.org.uk](http://www.aelpautumnconference.org.uk)



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# ETF tenders new FE training programme for future CEOs

**BILLY CAMDEN**  
@BILLYCAMDEN

Half a million pounds is on offer to run a new leadership training programme for senior FE managers looking to step up to top jobs.

The Education and Training Foundation put a tender out last week, and it's on the hunt for a provider with "an excellent track record" in executive leadership to develop a project it is calling 'Preparing for the CEO role in the further education and training

sector'.

It's the latest entry to a suite of new FE leadership training programmes the ETF operates, and will initially run for four months between November 6 and March 10 next year.

The details of the tender, seen by FE Week, state that applicants should "normally be designated second-tier managers" with a minimum of two years in post.

They must also be "ready to step up to the CEO role", something that needs "a recommendation for the programme by their principal/CEO and chair of the board".

The ETF aims to deliver training to at least 50 delegates.

"We expect an initial cohort of 25 minimum to complete the programme and a further cohort of 25 minimum to begin the programme before 10 March 2018 and reserve the right to extend the contract for a period of up to and including a third financial year," it said.

The project spend could end up paying around £10,000 per trainee if the minimum recruitment target is met.

The exact contents are up for negotiation, but it is expected to take the form of two or three-day residential courses "with structured, supported learning activity between".

Costs for the course will be "partly subsidised" by the ETF, a spokesperson for the foundation told FE Week, but the tender documents reveal that the delegate fee "will be set at £3,000 each with no discount options".

In March, the foundation announced a leadership programme for existing principals and chief executives, backed by £1.27 million of government cash.

The project, headed by the ETF's associate director for leadership, Sir Frank McLoughlin, was designed to boost the capacity of individual principals and chief executives, and got underway in June.

A programme to help chief finance officers become commercial leaders, backed

with another £500,000 in funding, was also launched this year.

These are understood to be the first new leadership programmes specifically for the FE and skills sector since the demise of the former Learning and Skills Improvement Service in 2013.

LSIS, which emerged from the former Centre of Excellence for Leadership, ran a number of programmes for FE leaders including a senior leadership and management development programme and a programme for new principals.

The spokesperson told FE Week that the new aspiring principals project is "aimed at helping to build and create a pipeline of senior leaders for the future", in an area the foundation "has been asked by many in the sector to play a part in".

Tenders will be evaluated by an ETF panel, which will "judge past performance on the evidence provided of impact both on the individual and the organisation, reputation for excellence in design and delivery of executive training, and the ability to work flexibly with clients to meet their needs".

While the project is expected to end in March, the ETF said that, subject to the availability of funding, it would "like to include a right to extend any contract for up to a maximum of three further years".

The closing date for the tender is October 13.



Stock Image

## FE principals speak out against planned small school sixth form

**PAUL OFFORD**  
@PAULOFFORD

Two FE principals are up in arms over a planned new academy-chain small school sixth form, which they claim will dangerously increase competition for local students.

The Trafalgar College opened last September as a free school run by the Inspiration Trust academy chain, which also runs the nearby Great Yarmouth Charter Academy for 11- to 16-year-olds.

The chain is now consulting on a potential merger, and on plans to bring forward the potential opening of a new joint sixth form to 2019 from 2021.

The consultation has infuriated the principals of two local sixth-form colleges, East Norfolk SFC and Lowestoft SFC, who claim the area reviews demonstrated there was no demand for more provision in the area before 2021.

A consultation statement on GYCA's website spells out the plans, saying: "Our approved plans for Trafalgar College include a sixth form from September 2021 to match pupils' progression through the school. "As the new merged school will have

year 11 students from day one, we are also consulting on whether to apply to bring forward the sixth form start date to 2019."

If the opening date is moved forward to September 2019, it expects to have 70 16- and 17-year-olds in year 12.

Yolanda Botham, the principal of 740-learner Lowestoft, described Trafalgar College as "a costly mistake".

"It was set up as an 11-to-18 school and this was, in my view, a very serious costly mistake, made for ideological reasons in support of the free-school movement rather than student need," she said.

"Evidence was provided at the time by Sixth Form Colleges Association, the Association of Colleges and others to show there was no demographic need for more places post-16, as the subsequent area review process made crystal clear. The quality of local provision post-16 is also not an issue. Both the local SFCs have 'good' Ofsted ratings and our outcomes this year are brilliant, with a 100-per-cent pass rate."

Both East Norfolk and Lowestoft took part in a pilot area review of post-16 provision in north-east Norfolk and north Suffolk in 2015, which was followed in late 2016 by the extended Norfolk and Suffolk review. Neither review involved school sixth forms.



Dame Rachel DeSouza, Chief executive, Inspiration Trust

A spokesperson for East Norfolk, which has 1,640 learners, pointed out that the resulting report "clearly identified a demographic downturn in the population of 16 to 18-year-olds until 2021".

"Trafalgar College opened as a free school in 2016 with its sixth form originally being planned to open in 2021," he said.

East Norfolk's principal, Dr Catherine Richards, told FE Week that she "will seek to work with the ESFA and RSC to fully evaluate the impact of the merger", in order "to avoid duplication of provision in the local area and make best use of government funding".

The Association of Colleges and Havering Sixth Form College challenged the Department for Education last year, over its decision to fund a new sixth form at Abbs Cross Academy and Arts College in

Hornchurch, Essex.

The DfE backed down within days of a judicial review hearing and Loxford School Trust did not to go ahead with the project.

"When we opened Sir Isaac Newton Sixth Form in Norwich we were told by existing local providers that there was no need for it," a spokesperson for Inspiration Trust told FE Week.

"Today Sir Isaac has more than 400 students and is returning some of the best A-level results in the country, so we think it is right to look with an open mind at what could best help students in Great Yarmouth.

"These new proposals reflect the changing circumstances since Trafalgar College was first put forward, and we welcome feedback from our fellow schools and colleges in the area."

## NEWS

# Hughes expresses regret over one-per-cent pay offer

PAUL OFFORD  
@PAULOFFORD

The Association of Colleges has offered staff across the sector a one-per-cent payrise – and came in for heavy criticism from staff unions for its trouble.

“We wish we were in a position to make a better recommendation today, but current funding levels for colleges do not allow us to do so,” claimed AoC boss David Hughes.

“We will work closely with the unions in the coming months to campaign for fair funding for colleges and address the under investment which the sector has faced for too long.”

The National Joint Forum, made up of the unions representing college staff, submitted a claim for an across-the-board rise of around 6 per cent in April.

But the final offer made by the AoC, which represents college leaders, was just one per cent, or the sum of £250 “where this is more beneficial”.

Mr Hughes insisted that the AoC shared the views of the unions that a skilled and well rewarded workforce is critical to the future success of FE.

“A major part of the AoC case for better funding to government is to allow the reward packages colleges can offer to be competitive,” said Mr Hughes.

“Every college wants to attract and retain the best people, but it is clear that cuts to FE funding over the last decade have disproportionately hit colleges, impacting directly on their ability to reward staff.”

As part of the pay offer, the AoC has agreed to campaign with the FE unions to “close the gap with schools and address the fundamental recruitment and retention challenges in the sector”.

He also wants to meet unions again in January to review any wider developments on public sector pay and the “funding position of the sector at that time”.

Police and prison officers learned earlier this month that they would this year receive a pay rise above the one-per-cent cap imposed on the rest of the public sector.

An AoC spokesperson told FE Week its own one-per-cent offer was made independently of the cap, which doesn’t cover colleges’ pay, and that it had been forced to focus on “affordability within a tough funding environment for colleges”.

Unison’s head of education, Jon Richards,



David Hughes

described the offer as “hugely disappointing”.

“It will do little to lift workers out of debt and poverty, particularly as colleges are under no obligation to implement it,” he said.

“Many college employees have had to take on second jobs or borrow money from family or friends as they struggle to pay their bills.

“Colleges know good salaries are vital to attract and retain staff. But if the government continues to underfund further education, workers will seek employment elsewhere.”

Earlier this month, UCU wrote to principals of FE colleges urging them to instruct their negotiators to make an acceptable offer at yesterday’s pay talks.

“Members will be extremely disappointed that once again the employer offer of one per cent is substantially below inflation and fails to address the years of pay suppression which FE staff have endured,” claimed its head of further education, Andrew Harden.

“Although the pledge to campaign with joint trade unions for more investment in the sector is welcome and necessary, it does not ease the immediate hardship faced by many dedicated staff.

“There is now clear agreement on both sides that pay in FE is a problem, but the real question for the sector is what we are going to do about it.”

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## EDITORIAL

## Loans are broken - so what's the fix?



Justine Greening wants to tell you about T-levels, which in truth appear to be going nowhere fast or somewhere slowly, even though the advanced learner loans system, a major technical policy from 2013, is in need of rescuing now, not by 2023.

The worst thing is that the government appears to be in denial as to how to rescue the unpopular and discredited loans model.

The person in the street might be forgiven for thinking it's just extra money that's not been spent.

But readers will know it replaced grant funding, so the £1 billion underspend uncovered by our investigation isn't just disappointing, it represents a huge reduction in spending on higher-level technical education.

The government needs to make good on its manifesto commitment to "launch a major review of funding across tertiary education", but there has been precious little sign of this so far.

We can't just wait for the magic, "world-class" T-level tree to sort all our ills.

**Nick Linford, Editor**  
news@feweek.co.uk

**SAVE OUR ADULT EDUCATION TWEETS:**

**Dr Fiona Summers** @FionaYMCAawards

Better protections needed for learners-awarding organisations would be on board with this too. We do what we can to pick up pieces

**Tony Parkin** @tonyparkin

More proof if needed that privatisation of education is generally NOT A GOOD THING! Disgraceful treatment of learners

**Laura McInerney** @miss\_mcinerney

This is a scandal. Trainee builders, chefs, and receptionists left without qualifications and loads of debt. Would this happen to graduates?

**Mr Clements-Wheeler** @MidlandsSBM

Terrible way to treat trainees. We need to get serious about valuing vocational training and support it.

**Simon Crowther** @CrowtherSi

Even more of a scandal when providers like me would love to provide, have capacity but can't due to termination of subcontracting loans



## Ofqual considers special treatment for new AOs

**JUDE BURKE**  
@JUDEBURKE77

**N**ew apprenticeship exam bodies are next in line for special treatment, after Ofqual hinted that it's considering a lighter regulatory touch for those that fall under its remit.

But established awarding organisations groaning under the weight of increased regulation have begun to complain about double standards.

The exams regulator is about to take charge of numerous organisations newly approved to deliver end-point assessments (EPA) for the new apprenticeship standards that it quality-assures.

The EPA organisations will have to apply for Ofqual recognition, but the watchdog said it would be "working with the ESFA to explore how to reduce any unnecessary burden."

Ofqual has so far been asked to provide external quality assurance for 62 apprenticeship standards – 26 of which it will also regulate, with a further 36 are under review.

One apprenticeship standard quality

assured by Ofqual is team leader at level three.

Of the 18 bodies already approved to deliver its final exams, five aren't yet recognised by the exams watchdog.

There are dozens more end-point assessment organisations which aren't established exam boards in the pipeline, including large firms like BT, meaning Ofqual is likely to be swamped with new responsibilities.

As a result it is mooting special treatment for new EPA organisations, in sharp contrast to the situation faced by exam bodies it already regulates, which in certain circumstances will fall under the responsibility of two quality assurers for the same standard.

Ofqual has said it will regulate an EPA if it "falls within a regulated awarding organisation's scope of recognition", regardless of who the EQA provider is.

The leader of one awarding organisation, who asked not to be named, claimed Ofqual had asked to see his EPA specification and assessment materials – a request that duplicated the process his organisation had already gone through with the ESFA to get on the register.

Employer groups developing apprenticeship standards are currently able to choose from four different EQA options: Ofqual, the Institute for Apprenticeships, a professional body, or an employer-designed option.

At last count there were 38 different bodies offering quality assurance'.

Stephen Wright, the chief executive of the Federation of Awarding Bodies, wants the different bodies involved in EQA to work together to "tighten up and harmonise standards across the apprenticeship system" to "avoid the risk of poor regulatory practice, inconsistency and regulatory burden".

A spokesperson for Ofqual insisted it was "committed to reducing regulatory burden" and that the requirements it placed on organisations "either currently or potentially regulated by Ofqual is both proportionate and appropriate".

The watchdog is reviewing its guidance "to ensure that they are appropriately tailored for apprenticeship EPAs and the organisations delivering them", he said.

The bar for recognition remains unchanged but we are always looking to work with AOs to help improve and build on their understanding of our regulations."

### COMMENTS

#### Two thirds of loan-funded learners from collapsed providers still lack alternative provision

At a recent meeting with the ESFA I asked why there can't be more transparency in these situations so that local Providers can offer to pick up these learners. I was told in no uncertain circumstances that it was all handled by a committee, there was no possibility of change and in essence "Nanny knows best"!

Liam Ryan

#### Is Gibb to blame for functional skills reform?

CORRECTION: the ETF has not "hinted that it's not happy with what's now being consulted on". We are pointing out that since the consultation that ETF ran there have been further changes made by DfE so it's important that people also take this new consultation seriously, as it has additions and changes in it. i.e. it's not just the same material again out for consultation, so it's important that the consultation gets attention and gathers views and responses.

David Russell, CEO of ETF

I agree with this article entirely! I too, was involved in the initial development of the new FS qualifications. I cannot remember how many times myself and the majority of the people involved, emphatically disagreed with a focus on phonics with 14+ learners. It is not suitable and most post 14 learners find it childish, degrading and does little to build their already fragile confidence. How on earth do they think it will work in real life work situations?

Very very disturbed and disheartened.

G. Diovisalvi

#### College caught on camera touting for rival's learners

This is a result of government funding cuts where every learner counts on terms of pounds and pence. It is now quantity not quality in FE pack them in and cut the teaching hours. Just give them a qualifications not a skill for life.

Jane Brown



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## New College – New Leadership

Be part of an exciting newly merged college!

With an annual turnover of £40m, the newly merged South Cheshire College and West Cheshire College operates across three state of the art campuses and two local authorities, employing over 700 staff and making a positive impact on more than 11,000 students and 1,400 apprentices.

With combined excellent achievement rates, a solid financial platform, significant on-going investment in both college estate and staff, this new FE college for Cheshire has an exciting future ahead. The college will continue to provide innovative approaches to teaching, learning and assessment, an exceptional working environment as well as contemporary equipment and facilities.

You will have led a broad range of Curriculum (including A Levels) in a successful Grade 2 College and have been a successful College Nominee. A clear grasp of curriculum planning and efficiency with a quality focus is vital to this role. We are investing in leadership at all levels and you will inspire and lead the curriculum team chosen to take the college forward.

Reporting to the Principal and Chief Executive, this is a unique opportunity for an ambitious and talented leader to shape and influence the future of the new College and the region as a whole.

**Closing Date for Applications is 9am on 16th October 2017**

Assessment Centre will be held on 2nd and 3rd November 2017 at Crewe Campus.



### Vice Principal Curriculum & Quality

**Salary C: £90K & Relocation Support**

We are looking for an outstanding, innovative FE Leader to join our College Executive Team and be our new Vice Principal Curriculum & Quality, providing executive leadership for our Crewe campus.

For an informal and confidential discussion about the role contact Ian Sackree 07795 271559 or David Beynon 07970 042334

To apply for this role or to download an application pack visit: [www.protocol.co.uk/cheshire](http://www.protocol.co.uk/cheshire)

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## CONSULTANT OPPORTUNITIES

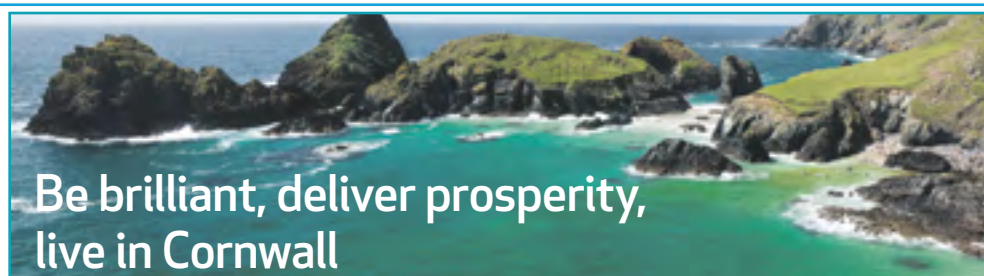
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FE Associates is the UK's most progressive further education and skills specialist, dedicated to offering expert insight, collaboration and guidance from an unrivalled network of sector-leading experts.

- **Curriculum Consultant – Apprenticeships and Work-Based Learning**
- **Curriculum Consultant – Construction and Engineering**
- **Consultant – Financial Controller**

Applicants must be prepared to travel around the UK and stay away from home when required. You will have a strong track record in your field, be motivated, flexible and conversant with the issues facing the FE sector. You must have experience of working at a middle management level in a successful organisation.

To apply, please email your CV to [judith.richardson@fea.co.uk](mailto:judith.richardson@fea.co.uk) or call 01454 617707.



## Be brilliant, deliver prosperity, live in Cornwall

### Group Director of Curriculum & Quality

As the first choice Further and Higher Education College for more than 35,000 students last year, our award-winning students achieve excellent results from pre-entry through diplomas to masters' degrees. We are the No. 1 provider of apprenticeships in the South West and one of the largest providers of degrees locally. With strong strategic partnerships, The Cornwall College Group plays a pivotal role in the social and economic development of the region.

As one of four senior staff with a reporting line to the Board, you will work with the Principal and CE to lead key teams that deliver the strategy of the Group, alongside managing Group Curriculum & Quality and the wider learner experience. We are looking for an exceptional individual, probably already leading Curriculum & Quality within an FE & HE organisation, who is keen to develop their wider management and leadership skills.

An excellent communicator, who fosters a culture of continuous improvement through working directly with staff and students, you will already have delivered outstanding results. With a strong customer focus, you have a passion for working with learners; delivering quality and innovation; have a commitment to build and sustain high performing teams and can translate changes in the external environment into opportunities for the Group. Set in one of the most beautiful parts of the UK, you can become a key player in a diverse and forward thinking college.

**Competitive salary: based on the skills and experience of the successful candidate.**

For an information pack and application form, please email [clerk@cornwall.ac.uk](mailto:clerk@cornwall.ac.uk). For an informal discussion, please contact Raoul Humphreys, Principal and CE on 01726 226557 or Ian Tunbridge, Chair of the Board on 01726 226528.

**Closing date: 13<sup>th</sup> October 2017**  
**Interviews: 2<sup>nd</sup>/3<sup>rd</sup> November 2017**

The Cornwall College Group is a disability confident employer

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THE CORNWALL COLLEGE GROUP



# Director of Learner Services

**Salary:** circa £55,000



Halesowen College is a very successful tertiary further education college located in Dudley in the Black Country. We are seeking to recruit a candidate who shares the College's values and commitment to learners and can lead the learning support functions to be outstanding.

The College's aim is to recognise the individual needs of learners and put in place support and direction through the delivery of an inclusive portfolio of provision from entry level to higher education.

You will be joining a successful College Leadership Team and have specific senior responsibility for a range of learner service and support departments including the

line management and functional activities of: Learning Support (EHCPs); IAG; Careers; College Counsellors; School Liaison; Library and Learning Centres. The role includes lead responsibility for safeguarding and the College's approach to students' Personal Development, Behaviour and Welfare (PDBW).

**Closing Date:** Monday 9 October 2017 at 1400 hours

**Interview Dates:** Monday 16 October and Tuesday 17 October 2017

## ASSISTANT DIRECTOR OF PROFESSIONAL STUDIES



**Salary:** c£50k (Dependent upon skills and experience)

Newcastle and Stafford Colleges Group (NSCG) is the best college in Staffordshire and, increasingly, one of the most successful in the country. Comprising Newcastle-under-Lyme and Stafford Colleges the group has £40m+ turnover with 5,500+ full time students, 1,500 apprentices and 500 HE learners. Performance – both for learner responsive and apprenticeship delivery – is comfortably within the top 10% of GFE colleges nationally.

We are seeking a manager to lead our Faculty of Professional Studies which comprises provision across two campuses in Accounting, Business, Computing, Travel and Access plus Hospitality and Hair & Beauty at our Stafford campus.

Reporting to the Director of Curriculum & Performance, this is an opportunity for an ambitious and dynamic manager with a first class understanding of curriculum delivery in the professional/service industries and the ability to lead a diverse staff team to achieve outstanding levels of performance.

### Principal Responsibilities:

- To implement the College's vision, mission and strategic objectives and to promote the values and behaviours which underpin them.
- To promote the Faculty and NSCG as the first choice destination for the brightest young people throughout Staffordshire through an active programme of liaison with schools, parents and other relevant partners.
- To drive up success rates, high grades and positive destinations (i.e. university, apprenticeship or sustainable employment) to outstanding levels and lead the Faculty to achieve excellence throughout.
- To promote curriculum innovation and development as essential elements of the Faculty's commitment to raising standards and excellence in all areas of its activity.

### Required Skills and Experience:

- Holds an appropriate academic or professional qualification.
- Has a good general understanding of funding and management issues affecting the FE sector.
- Has demonstrable experience of successful track record in a similar role.
- Has high level problem-solving, project-management and negotiation skills.
- Has interpersonal, motivational and communication skills of the highest order.
- Can demonstrate a clear strategic vision for the faculty

### What's in it for you?

The college offers an excellent benefits package which includes:

- Teachers' Pension Scheme
- Excellent Training and Development Opportunities
- 35 days annual leave (plus bank holidays and Christmas closure period)

This college is committed to safeguarding and promoting the welfare of young people and vulnerable adults and expects all staff and volunteers to share this commitment. All college based positions are subject to enhanced DBS check and are exempt from the Rehabilitation of Offenders Act.

As an equal opportunities employer, we welcome applications from all sectors of the community.

### How to apply

To apply for this role please go to [www.nulc.ac.uk/jobs](http://www.nulc.ac.uk/jobs) and click on 'Apply' to complete an online application form.

The closing date for completed applications is Sunday 24th September 2017.

Interviews to be held on Wednesday 4th October 2017.





## Director of Curriculum, Quality and Continuous Improvement

**Salary:** £60,000 to £65,000 per annum plus Benefits

**Location:** National Role, based Central Manchester

Access to Music (AtM) is the leading 'creative college' operating nationally through its network of delivery centres, and offers study programmes across a range of creative subject areas including – Music Business, Music Performance, Music Technology, Artist Development, Games Design and VFX together with Higher Education 2 year 'accelerated Degree' programmes in Birmingham. We also support a large network of subcontractors offering a varied curriculum in subjects such as Performing Arts, Sports Coaching, Music Technology, A-Levels and Traineeships

We aim to be the number 1 destination for learners wishing to study for careers in the creative industries, by building on and developing our existing curriculum portfolio and by significant learner growth across our national FE, HE and work based delivery network.

Acting as nominee and taking the lead in preparing AtM's Self-Assessment Report for the organisation, to Ofsted inspection, HEFC QAA and other external standards requirements; your role is to ensure robust curriculum, quality assurance and

improvement practices which deliver an outstanding teaching, learning, training and assessment experience for all students and one which delivers the best possible outcomes for learners.

You will be a key member AtM's Executive team, playing a full part in the strategic direction of the business, requiring you to embed and work to AtM's values; working with **Professionalism**, taking **Responsibility** for your actions, and giving **Respect** to clients and colleagues alike.

If you are a commercially savvy, results driven curriculum and quality professional, leader, and qualified teacher in the lifelong learning sector, with the ability to influence, inspire and motivate colleagues, employers and students to meet AtM's strategic objectives we want to hear from you.

Apply online with your cv at [www.accesstomusic.co.uk/jobs](http://www.accesstomusic.co.uk/jobs) We particularly welcome applications from women and ethnic minorities who are under-represented at this level.



### Business Development Manager

Peach Orator is looking to engage a full time **Business Development Manager** who is:

- Experienced in sales within the training sector
- Able to build and utilise networks
- Familiar with funded training and apprenticeship rules
- Able to sell full cost training programmes

**Location** - Flexible to work nationwide / Ideally South Yorkshire Based  
**Salary** - dependent upon track history

### Self Employed / Freelance

Peach Orator is looking to work with **Leadership & Management Trainers & Assessors** who are:

- Capable of delivering inspiring and motivational Leadership and Management training programmes
- Familiar with ILM standards & apprenticeship framework
- Able to work with groups and individuals to develop their leadership potential
- Able to deliver levels 2, 3 & 5 qualifications

**Location** - UK wide  
**Salary** - per learner / flexible

### Self Employed / Freelance

Peach Orator is looking to work with **Education Training Professionals** who are:

- Up to date with latest Ofsted Common Inspection Framework
- Familiar the latest changes and developments within the schools sector
- Able to deliver training from a suite of short and long term development courses including
  - Prevent/ safeguarding
  - Ofsted readiness
  - School improvement
  - Pupil premium utilisation
  - School leadership
  - Supporting teaching and learning

May also have existing training programmes that can be marketed to our clients  
**Location** - UK wide  
**Salary** - per day / flexible

#### To apply:

Please send your application to: [sarah.brooks@peachorator.co.uk](mailto:sarah.brooks@peachorator.co.uk)

#### Contact Details:

Sarah Brooks  
 01226 246583  
[sarah.brooks@peachorator.co.uk](mailto:sarah.brooks@peachorator.co.uk)

### Self Employed / Freelance

**Trainer / Assessors for Level 2 & Level 3 Apprenticeship in Supporting Teaching & Learning in Schools**

Applicants must have:

- Experience of working within the school environment
- Certificate in education or equivalent
- Assessors qualification
- Familiarity with the apprenticeship framework
- Capability of developing literacy, numeracy and ICT

**Location** - UK wide  
**Salary** - per learner / flexible



# Freelance Apprenticeship Tutors



**With YMCA Training: One of the UK's leading education charities.**

Competitive rates for freelance specialist tutors across a range of disciplines

## Thinking About A Change?

Are you thinking about:

- Starting or growing your own business?
- Increasing your income with freelance work?
- Achieving more control over your work-life balance?

You could be thinking about joining YMCA Training.

Our expanding team of freelance Apprenticeship Tutors operates flexibly across the UK, supporting the skills, knowledge and motivation of thousands of apprentices each year.

If you think that you might have what it takes to teach and assess an apprenticeship, and to earn well for really impacting on some young lives, read on.

## Why YMCA Training?

YMCA is arguably the most recognisable and iconic of all global charity brands - trusted throughout the world to deliver outstanding, innovative and socially responsible activities for young people and the wider community.

Since the 1970s, YMCA Training has helped young people find life-changing opportunities through work and training, and to give them the chance to play a more fulfilling role in their communities.

This focus on developing talent and providing opportunities for employment remains at the heart of what YMCA Training does, and has been consistently and successfully developed through specialist support and vocational training across many sectors and specialisms. Do you want to be a part of this?

## Why You?

Our freelance Apprenticeship Tutors maintain and grow a caseload

of apprentices that they support from sign-up right through to qualification, and get paid for their results. We run apprenticeships nation-wide over a wide range of disciplines, including:

- Business administration
- Retail
- Customer service
- Health and social care
- Motor vehicle
- Children's care, learning and development
- Fitness and leisure
- Horticulture
- Warehousing and Storage

Are you up for the challenge? You will have excellent communication skills - particularly an ability to generate rapport and to teach a range of learners using a variety of teaching methods. You'll have an eye for quality and a motivation to really help your learners grow and develop. You will have great time management and solid IT skills to help you take advantage of technology and to effectively manage your learners.

You'll also need:

- Level 3 Certificate in Assessing Vocational Achievement (TAQA), A1 or D32,33 awards;
- Occupational competency in the areas you intend to Tutor;
- Certificate in Education, PGCE or equivalent;
- Full driver's licence.

## What Next?

This could be your chance to join our talented team and to do something great for yourself - and for others. To find out more about how this could work for you, to explore opportunities in your area or to join our database of Tutors for when opportunities arise, please email your CV and a covering letter to [great.staff@ymca.co.uk](mailto:great.staff@ymca.co.uk).

<https://www.ymcatraining.org.uk/>

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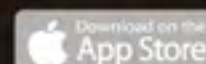
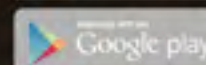
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## EXPERTS



## STEPHEN EVANS

Chief executive, the Learning and Work Institute

## Taking the right turn: It's time for a vision for skills

The government needs a skills strategy that cuts across every department, argues Stephen Evans

The recent scandal involving Learndirect, coupled with the ongoing troubles in our procurement processes, shows the need for a clear vision for learning and skills.

The Learndirect affair opens up a whole set of questions around corporate governance that also apply to quite a lot of the rest of our economy, and while it might be an extreme example, like a canary in a coalmine, its issues are symptoms of a bigger problem.

The recent, messy procurements for the adult education budget and the register of approved training providers are further symptoms. The pages of FE Week are filled with stories of late and sometimes contradictory changes to rules and guidance, and of many results that are odd at best.

I would say there are three larger problems

**Strategy for learning and skills**

If the country doesn't have an overall vision for learning and skills – and to be clear three million apprenticeships and reforms to technical education are only part of this – then the risk is that any process you embark on disappears down a rabbit hole. Whether it's grant funding or competitive procurement, one decision leads to another, like driving a car and deciding to turn left or right without knowing where you're trying to get to. I've been loath to call for a national learning and skills strategy (we've had so many over the years) but I'm now convinced of the need for one, and for it to be pan-government.

**Vision for the market**

Taking the various recent procurements together, it's difficult to discern what the government's vision for the market truly is. For example, does it want to increase the number of new providers, or is it happy with the current provider base? Does it want a smaller number of larger providers, or a greater diversity of smaller providers? How does this vary by sector and geography? When the employment minister David Freud said he wanted a small number of larger providers managing supply chains in welfare-to-work, whether you like it or not, it was a clear vision that drove decision-making. Absence of vision makes it challenging to run procurements and makes

action taken outside the rules of these look like unfair special treatment. It's like trying to get to somewhere without a map.

“It's difficult to discern what the government's vision for the market truly is

**Commissioning skills**

Setting a vision for a market and then managing that market takes a very different set of skills for civil servants than direct delivery or grant-funding delivery. Ministry of Justice officials have had to think about a market for probation services, rather than publicly delivered services. DWP officials have had to think about a market for welfare-to-work services rather than directly delivered services.

I would say the Cabinet Office needs to set out a clearer strategy for ensuring civil servants have the market-management skills they need (given the government's desire to make greater use of markets) and for departments to learn from each-others' experience. Perhaps this is a good use for the apprenticeship levy? You wouldn't get behind the steering wheel without taking driving lessons.

It's easy to get depressed about the challenges. For providers who've seen their budgets cut and can't understand why, particularly when compared with others, that's perfectly reasonable.

However, it's great to FE having status in a government. We have perhaps a once-in-a-generation chance to make sure it's at the centre of our national mission for social mobility and economic prosperity.

But to make that a reality we need some pretty urgent changes. These include being clear on what our strategy for learning and skills is, the plan for how to achieve it, and ensuring those overseeing the system have the skills they need.

This could not be more important for the people FE serves or the future of the country.



## ANNETTE ALLMARK

Director of strategic policy, People 1st

## What do employers really want from an apprenticeship provider?

Employers are becoming increasingly savvy about what they want from training providers. Annette Allmark explains exactly how to make your pitch stand out and win more business

It's almost six months since the levy was introduced, enough time to make an initial assessment.

After a snapshot survey in August, we discovered that employers struggle to find a provider that meets their business needs. Almost two thirds say it is hard to get an outstanding service, and half say providers' readiness to deliver apprenticeships under the new system is poor or very poor.

So we decided to ask what employers really want from an apprenticeship provider.

**A good cultural fit**

From the businesses we spoke to, it's clear that employers are looking for long-term partnerships with providers.

The role of cultural fit in underpinning this relationship was deemed critical: apprenticeships are a journey and the right provider has to take the time to understand the culture and values of a business if it wants to become a trusted travelling companion.

“If they turned up to pitch with a generic presentation when they'd been given a lot of detail in the brief about the values, culture, and what was important to us, and that did not come across in the presentation, they would be ruled out,” wrote one employer whose comment was broadly illustrative.

Providers also need to understand that there can be big difference between a company's internal and external brands. One large national restaurant chain told us that a provider turned up and based its presentation on its external brand, even though in the brief it had been given lots of information about the internal culture.

**Tailor-made training**

The clear message is that employers will not be satisfied with generic, cookie-cutter solutions. Rather, they are looking for a tailored, flexible approach that uses the new standards and fits into their way of doing business.

“They need to focus more on the stuff they do differently, rather than the stuff they do as standard,” said one employer.

Another rejected a provider because “it felt like we were going to be squeezed into how they did things”.

**Passion for apprenticeships**

A commitment to the cause is also important, above and beyond delivering the training. One employer told us that it wanted to work with providers that cared as much as it does, and which could really demonstrate true passion about apprenticeships.

“If we get the right people who are really passionate about what they're doing, and they have the same degree of excellence that we aspire to achieve, then I know we are on to a really good thing,” said the employer.

**Insider knowledge**

Building relationships with internal stakeholders also emerged as something providers could improve upon. Providers need to have a rapport and relationship with the management and operations teams as well as HR, because their buy-in is vital for the success of any apprenticeship programme.

They also need to understand how the business's recruitment process works and how the role of apprenticeships fits in with its broader talent management strategy.

“A commitment to the cause is also important, above and beyond delivering training

**Simplifying bureaucracy**

The complexity of the information that emerges from the government has been a hallmark of recent reforms. Anything that can help relieve the burden on employers when it comes to complicated processes such as evidencing 20 per cent off-the-job learning – which is often cited by businesses we talk to as a source of particular confusion – is a vital component in any offer.

Overall, it's encouraging that almost 60 per cent of the businesses we surveyed are confident that they will see a positive return from their investment, but it's clear that being assured of quality in the delivery of apprenticeships is really key for employers, and that working in true partnership with providers is vital to their success.

## EXPERTS

The area reviews are a disaster slowly unfolding before our eyes, claims Jonathan Brash, who believes the process was motivated by cuts alone

Hopelessly flawed and done for the wrong reasons. That's the only rational assessment we can make of the government's ill-fated area review programme.

Hartlepool Sixth-Form College was part of the first wave, and less than a year on from the "final" report, not one recommendation has been – or ever will be – enacted.

The rhetoric beforehand mentioned "quality" and "student outcomes"; but in reality it was about money. Area reviews are a cost-cutting exercise pure and simple, designed to plug the financial hole created by government cuts.

Remember, funding for 16-to-19 education has had a real-terms cut of 22 per cent over the last 10 years, exacerbated by demographic downturn. Fewer pupils, less money and (certainly in the case of the Tees Valley) historic debt stemming from a multitude of new-builds is a ticking time-bomb.

Something had to give and it is inconceivable that government did not know. The choice was simple: return funding to sustainable levels or attempt to push the sector into a widespread merger programme which had nothing to do with quality or student outcomes.

The one positive we can take from our area review is that it did encourage dialogue, not always constructive, but institutions that



## JONATHAN BRASH

Former chair of Hartlepool SFC

### Why are so many mergers falling apart?

had traditionally had very little to do with one another did come together to talk about their priorities. Beyond that, the process was hopeless.

“ **Forcing colleges down the wrong path is doomed to failure** ”

The problem lay in the scope, detail and timescale of the review. School sixth-forms were not included (in Hartlepool we have two) yet it was supposed to be a review of 16-to-19 education.

The ludicrously compressed timescale meant that we were expected to gather, assess and analyse enough information to put forward recommendations that would reshape the entire sector in just a few months.

Details of the financial support for any restructure recommendations (from the near-mythic "transaction fund"), depended on who you spoke to. Would it be a grant or a loan? Nobody seemed sure.

The financial analysis in individual recommendations barely scratched the surface. So much so that within three meetings of our joint committee, which was charged with implementing the merger between us and another college, it became clear that the numbers simply did not add up.

It is unimaginable that a process so rushed, so lacking in detailed analysis, and built on such shaky foundations of evidence would

ever produce robust, long-term solutions. And so it proved.

We backed out first. Our rationale was simple: the recommendation would do more harm than good. Instead, we turned to an alternative merger option, one not sanctioned by the review.

Then the pressure started. We were told there would be no financial support for our merger. Should we find ourselves in financial difficulty in the future, no-one would help. I lost track of the phonecalls and meetings all aimed at changing our position.

In short, if we went against the wishes of the area review, we were on our own. These tough tactics felt designed to hold us up as an example of what happens if you back out, to stop others following suit. It did not work.

Thankfully, support did come from our local and combined authorities, which recognised that the option we had chosen was better for students and better for the college. With this backing we held our ground and the future of the college is now bright and secure.

As for area reviews, I would offer this advice. There is nothing wrong with dialogue, greater efficiency and bringing institutions together. But forcing colleges down the wrong path, based on limited evidence and trying to hold them to it with vague promises of cash is doomed to failure.

Right across the country the programme is in trouble and there is an alternative: fund the sector properly.

Encourage open dialogue for sure, but let the colleges find the solutions that are best for them. Put quality and student outcomes first.



**One voice,  
working together,  
for our members.  
For their future.**

## CAMPUS ROUND-UP *with Samantha King*

### Beauty therapists made up by alumna's visit



Imogen Culbert, right, with student Morgan Faulkner

The branch manager of a sought-after makeup brand has paid a visit to her former college to demonstrate professional techniques to its current crop of beauty students.

Imogen Culbert, once a beauty therapy student at North Lindsey College, now manages the local branch of cosmetics company Urban Decay in Scunthorpe, and spoke to students about employer expectations as well as demonstrating makeup application techniques.

"Make-up is my passion; I love being creative and making a difference to people," she said.

"I always wanted to work in sales and with makeup when I was at college. There is scope for progression with Urban Decay; I love the products and they are more of an artistry brand as well as being cruelty-free."

Twenty-year-old Morgan Faulkner, who is enrolled on the level three beauty therapy course, had her makeup applied by Culbert as part of the demonstration.

"I believe it's really important to see demonstrations from people who are out in industry," she said. "I remember last year someone came in from Benefit too and spoke to us about professionalism in industry and what employers are looking for."



The kids are alright: Katie Parfitt, left, and Gemma Hancock

### Bath College goats for gold

Four pygmy goats from Bath College have won a total of five rosettes at a recent agricultural and cheese show.

Level two and level three animal care students reared and looked after the goats, who are named Smokey, Bubbles, Twix and Galaxy, for the annual Frome Agricultural & Cheese Show, and won three rosettes for their goat-grooming skills.

Three-year-olds Smokey and Bubbles took first and fourth place in their age categories, and Smokey also came fourth in the overall pedigree female category.

Animal care staff members Katie Parfitt and Gemma Hancock supervised the

students, and took first and second place in the novice handler competition, taking the rosette haul to five.

"It was quite competitive," said Ms Parfitt. "The judge checked their mouth, teeth and feet to check they're in good condition, and then looked at them in profile to judge their size according to breed specifications."

It was the first time the goats, who live at the college's Somer Valley campus, had gone on an outing.

"They had a lovely day and they met a lot of other goats which they seemed to enjoy because they're sociable animals," she added.



Boxing clever: Charlie Magri, centre, at the launch

## Making a fist of it

The new head coach at Ealing, Hammersmith & West London College's boxing academy is a bona fide world champion.

Charlie Magri, the former ABA British flyweight champion, World Boxing Council champion and lineal flyweight champion joined the Hammersmith Boxing Academy this month to train this year's new recruits.

Speaking at an event launching the academy for the new academic year, he said: "I never had anything like the Boxing Academy at West London College in my day. I used to love training and being advised on

how to improve; it's all about practice so when you've got an academy like this it's fantastic."

Students on the programme, which has been running since 2013 and is open to 16- to 18-year-olds, will work towards a sports and fitness qualification, while developing both their practical boxing skills and employability.

"It's really inspiring to see how the boxing academy positively impacts the lives of the next generation of boxers, coaches, club managers, judges and personal trainers," added Janet Gardner, West London College's principal.

## CONEL's smart move

Following the nationwide rollout of smart meters in UK homes, the College of Haringey, Enfield and North East London is launching an academy to train students how to install them.

The Smart Meter Installation Academy will specialise in training apprentices and students in meter-testing and maintenance, risk assessment, codes of practice, and health and safety regulations, as well as in how to install them.

Based at the college's Tottenham Centre, the academy offers a 14-month apprenticeship in intermediate smart meter installation, or a 14-week 'dual fuel smart

meter installer' short course.

The government wants to install 50 million smart gas and electric meters by 2020, to keep track of energy usage in real time in homes and commercial premises.

"This exciting new project will provide hundreds of employment opportunities in the foreseeable future and longer term, as smart meters are introduced across the country," said Jackie Chapman, director of employability and employer engagement at the college.

The academy, which is run in partnership with Nationwide Training Services, will have its official opening on October 5.



Engineering student William Nartey in the workshop

CAMPUS ROUND-UP *with Samantha King*FEATURED  
CAMPUS  
ROUND-UP

# Turning art history into art present

Four lucky history of art A-level students have had a little help from a world-famous artist, reports Samantha King

A team of students have tapped up a Turner Prize winner to make a film for people studying the new history of art A-level.

The four filmmakers from Goldalming College met Jeremy Deller to film an interview at his London home that will feature in course materials countrywide.

They discussed his inspiration and style, as well as the heavily political themes that feature in his work, for instance the 'Strong and stable my arse' posters that have recently been seen around the capital.

After it was almost scrapped by AQA for a lack of financial viability, administration of the A-level was taken over by Pearson, and its revised specification was written by the Surrey college's head of history of art Sarah Phillips, who organised the interview with Mr Deller.

For the first time ever, the course will look at artists from around the world and will cover contemporary art as well as older works; Mr Deller is listed as one of the artists who can be studied.

"I wrote to Jeremy Deller and said 'look, you're on the specification, can we come and talk to you and do an interview?'" said Ms Phillips. "I'm always of the opinion that it's better if students do these things rather than middle-aged women, so I set up the interview



Deller, centre, with the filmmakers

and took a bunch of four students with me.

"They filmed it, put the questions together and sat and asked them. I was just there doing the health and safety risk assessment bits in the background."

The video created by the students will form part of the resources available to every college delivering the qualification, which will also look at artists of different ethnicities.

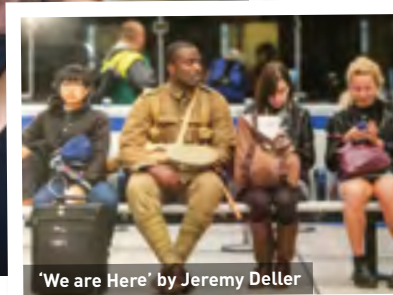
"It's only the first year of this two-year qualification, so all these new resources coming online will be fantastically helpful for people," she said.

"One of the things I was keen to do on the new spec was make sure that we had artists

of all colours, creeds and faiths. I was keen to broaden it to make it reflective of a multicultural society."

Elaose Benson, one of the students who interviewed Mr Deller, and who is now in the process of editing the video, said the experience had been "amazing", and that she found his views on art "liberating".

One of Mr Deller's more poignant pieces of art is a living memorial to the Battle of the Somme called 'We are Here', in which more than 1,500 actors dressed as First World War soldiers walked around cities across the UK handing cards out to passers-by, with the



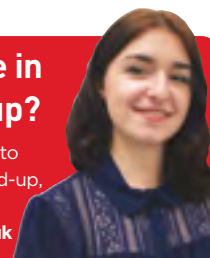
'We are Here' by Jeremy Deller

names of men who died in battle written on them.

"Deller himself says that he was inspired by meeting Andy Warhol as a student, and I have no doubt that this 'real-life' opportunity will be a similar game-changer for our students," said Ms Phillips.

## Do you want to be in Campus Round-up?

If you have a story you'd like to see featured in campus round-up, get in touch by emailing [samantha.king@feweek.co.uk](mailto:samantha.king@feweek.co.uk)



### Mike Kilbride

Principal, Birkenhead Sixth Form College

Start date September 2017

#### Previous job

Deputy principal at Birkenhead Sixth Form College

#### Interesting fact

Mike has been a Burnley FC season ticket holder for 40 years.



### Jo Maher

Principal, Boston College

Start date September 2017

#### Previous job

Assistant principal at Reaseheath College

#### Interesting fact

Jo worked as a lifeguard for a number of years, and she once had to be on duty at 5am every morning for the British Olympic Team during their training for Beijing 2008.



### Stephen Howlett

Chair, London South East Colleges

Start date August 2017

#### Previous job

CEO at Peabody

#### Interesting fact

Stephen has lived in the Greenwich area in London for over four decades.



### John Morrison

Principal, Lincoln UTC

Start date December 2017

#### Previous job

Headteacher of Swindon Academy

#### Interesting fact

Alongside his 20 years of teaching experience, John has also worked as an advertising executive, biochemist, carpenter and furniture designer.



### Chris White

President, Warwickshire College Group

Start date September 2017

#### Previous job

MP for Warwick and Leamington

#### Interesting fact

During his time as an MP, Chris was co-chair of the all-party parliamentary group on video games.

## Movers & Shakers

...

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

# FE Week

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### FE Week Sudoku challenge

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

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

Difficulty:  
**EASY**

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

Difficulty:  
**MEDIUM**

Solutions:  
Next edition

### Last Week's solutions

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

Difficulty:  
**EASY**

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

Difficulty:  
**MEDIUM**

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Spot five differences. First correct entry wins an FE Week mug.  
Email your name and picture of your completed spot the difference to: [news@feweek.co.uk](mailto:news@feweek.co.uk).  
Last Edition's winner: Catherine Storey