

FE Week

T-LEVEL ACTION PLAN RELEASED
PAGES 4 AND 16



NATIONAL COLLEGES ROLLING AHEAD
PAGE 5



DR SUE'S ADVICE ON SPOTTING QUALITY
PAGE 17



TeamUK welcomed to Abu Dhabi pages 8 & 9

APPRENTICESHIPS PLUMMET 61% SINCE REFORMS BEGAN

- **CBI:** Levy system 'not effective' and needs 'urgent reform'
- **AELP:** Government's social mobility agenda 'undermined'
- **DfE:** Employers are simply 'taking their time to plan ahead'

JUDE BURKE @JUDEBURKE77

See page 6

WHEN DOEL MET MURRAY



Page 10-11



Pearson

We are here to guide you through Apprenticeships

Speak to us at quals.pearson.com/apprenticeships

ALWAYS LEARNING

PEUK W896b



worldskills
Supporting #TeamUK in partnership with FE Week



FE Week

Meet the news team

feweek.co.uk



Nick Linford
EDITOR
@NICKLINFORD
NICK.LINFORD@LSECT.COM



Paul Offord
DEPUTY EDITOR
@PAULOFFORD
PAUL.OFFORD@FEWEEK.CO.UK

Please inform the FE Week editor of any errors or issues of concern regarding this publication.



Cath Murray
FEATURES EDITOR
@CATHMURRAY_NEWS
CATH.MURRAY@FEWEEK.CO.UK



Tom Mendelsohn
SUB EDITOR
@TOM_MENDELSON
TOM.MENDELSON@LSECT.COM



Billy Camden
SENIOR REPORTER
@BILLYCAMDEN
BILLY.CAMDEN@FEWEEK.CO.UK



Jude Burke
SENIOR REPORTER
@JUDEBURKE77
JUDE.BURKE@FEWEEK.CO.UK



Pippa Allen-Kinross
REPORTER
@PIPPA_AK
PIPPA.ALLENKINROSS@FEWEEK.CO.UK



Sam King
JUNIOR REPORTER
@KINGSAMANTHA_
SAMANTHA.KING@FEWEEK.CO.UK

The team

| | | |
|---------------------------------|----------------------|---|
| Head designer: | Nicky Phillips |  <p>Shane Mann MANAGING DIRECTOR @SHANERMANN SHANE.MANN@LSECT.COM</p> |
| Designer: | Matthew Willson | |
| Photographer: | Ellis O'Brien | |
| Financials: | Helen Neilly | |
| Sales Team Leader: | Bridget Stockdale | |
| Administration: | Frances Ogefero Dell | |
| PA to managing director: | Victoria Boyle | |
| Head of funding and assessment: | Gemma Gathercole | |

Edition 221

Contributors



DAMIEN PAGE
Page 16



GEMMA GATHERCOLE
Page 16



DEAR SUE
Page 17



FEATURED CAMPUS ROUND-UP
Page 19

61%



TIME FOR ACTION

Our members call for urgent reform of apprenticeship funding

See page 7



Association of Employment and Learning Providers

SUBSCRIBE

Stay in the know with an FE Week subscription, from as little as £1 per week. FE Week is the essential read for the FE & skills sector.

Visit feweek.co.uk/subscribe or email subscriptions@feweek.co.uk

ADVERTISE WITH US


If you are interested in placing a product or job advert in a future edition please click on the 'advertise' link at the top of the page on feweek.co.uk or contact:

E: advertising@feweek.co.uk
T: 020 81234 778

Disclaimer

FE Week is owned and published by Lsect Ltd. The views expressed within the publication are those of the authors named, and are not necessarily those of FE Week, Lsect Ltd or any of its employees. While we try to ensure that the information we provide is correct, mistakes do occur and we cannot guarantee the accuracy of our material. The design of the printed newspaper and of the website is copyright of Lsect Ltd and material from the newspaper should not be reproduced without prior permission. If you wish to reproduce an article from either the printed paper or the website, both the article's author and FE Week must be referenced (to not do so would be an infringement on copyright). Lsect Ltd is not responsible for the content of any external internet sites linked to. Please address any complaints to the editor.

FE WEEK IS PROUD TO BE A MEMBER OF



Learning & Skills Events, Consultancy and Training Ltd
161-165 Greenwich High Road
London SE10 8JA
T: 020 8123 4778
E: news@feweek.co.uk

ED^{JOBS} Week

BROUGHT TO YOU BY **SCHOOLS WEEK AND FE WEEK**

PREMIUM JOB OPPORTUNITIES

THIS WEEK'S TOP AVAILABLE JOBS IN THE FE SECTOR. TO FIND OUT MORE INFORMATION PLEASE TURN TO THE CENTRE OF FE WEEK. OR VISIT THE WEB ADDRESS LISTED



DEPARTMENT FOR EDUCATION
DEPUTY FURTHER EDUCATION COMMISSIONERS AND FURTHER EDUCATION ADVISERS
£600/£700 PER DAY
<http://9nl.es/ci80>



JTM
BUSINESS DEVELOPMENT MANAGER
£34,000 PLUS £3,500 CAR ALLOWANCE WITH EXCELLENT BENEFITS
<http://9nl.es/kx1g>



FEA
BUSINESS DEVELOPMENT DIRECTOR
COMPETITIVE SALARY
<http://9nl.es/kp1h>



THE CENTRE FOR HOUSING AND SUPPORT
REGIONAL COORDINATOR/ LEARNING MANAGER - HOUSING APPRENTICESHIPS
£25,741
<http://9nl.es/i9ng>

THE CENTRE FOR HOUSING AND SUPPORT
CONTRACT-BASED TEACHERS, ASSESSORS, AND FUNCTIONAL SKILLS TUTORS
COMPETITIVE SALARY
<http://9nl.es/v6hy>

TO ADVERTISE YOUR VACANCY WITH EDUCATION WEEK JOBS AND FE WEEK PLEASE CALL 020 81234 778 OR EMAIL ADVERTISING@FEWEEK.CO.UK

NEWS

Former ITP boss on trial for alleged £460,000 college fraud

JUDE BURKE
@JUDEBURKE77

The ex-chief executive of a training provider and her former colleagues are on trial for allegedly defrauding a college and private provider out of almost £460,000.

Joanne Mounter, aged 46, from Willington, Paula Bolan, 45, from Gateshead, and Kym Adrian Norman, 53, from Sunderland, stand accused of fraud by false representation against Sunderland College between July 2014 and December 2015.

The trial, which is expected to last two days, has been set for December 14.

It is alleged that the trio, who appeared before Sunderland Magistrates' Court on August 8, "dishonestly and intending thereby to make a gain for themselves or another" made representations to Sunderland College through invoices for a total of £304,858, "which was and which they knew was untrue".

Ms Mounter and Ms Bolan are also accused of defrauding an independent training provider, Springboard Sunderland Trust.

They are alleged to have made representations to Springboard "through invoices presented, namely that a total of £154,674.01 was payable, which was and which they knew was untrue".

As reported by the Sunderland Echo, it is understood the charges relate to their roles

at Team Wearside, a training provider and charity based in Sunderland.

Ms Mounter was its chief executive, while Ms Bolan was quality and compliance manager, and Ms Norman was an assessor.

Team Wearside, a training charity, provides mainly apprenticeships and traineeships in a range of sectors including health and social care, and hospitality and catering.

According to Education and Skills Funding Agency figures, it had an apprenticeships and traineeships allocation worth £1.16 million in 2016/17, with an additional £99,000 for delivering adult education.

Team Wearside is also listed as a main provider on the register of apprenticeship training providers, and a subcontractor for both the lead providers that were allegedly defrauded, according to the ESFA's most recent list of declared subcontractors.

That list, dated May 5, showed Team Wearside's subcontract for Springboard Sunderland to be worth £182,000, while its subcontract for Sunderland College was worth a much smaller £29,146.

However, both confirmed this week that Team Wearside is no longer subcontracting for them.

Team Wearside declined to provide a comment for this article, stating that it "would be inappropriate to comment while the case is ongoing".

Ex-student found guilty of rape at college criticised for safeguarding

PIPPA ALLEN-KINROSS
@PIPPA_AK

A former student from a college that Ofsted identified as struggling from "endemic" sexualised behaviour has been found guilty of raping another pupil multiple times on the campus.

Hereward College said this week that it was "deeply saddened" and extended its sympathies to the victim, after a 23-year-old man was convicted of four counts of rape in Coventry.

He was convicted at Warwick Crown Court on September 29, and sentencing has been adjourned while psychiatric and pre-sentence reports are prepared. Neither the defendant nor the victim are still students at the college.

The general FE college, which caters for day and residential learners with complex disabilities and learning difficulties, received a damning grade four-overall Ofsted report last November, which raised serious concerns about alleged sexual incidents and a lack of safeguarding.

"The college is deeply saddened by this case and extends sympathy to the former learner who suffered this abuse by the defendant," said a spokesperson.

"The safety and welfare of our learners,

many of whom are vulnerable, is of paramount importance.

"We make our learners aware on enrolment of the members of our safeguarding team they can approach if they have any concern or feel unsafe."

He added that the college had introduced a number of changes to address issues raised through the 'inadequate' report.

"A new code of conduct for learners makes clear the college's expectations, including those related to sexual behaviours on the college site," he said.

"A new principal joined the college in August with significant experience of special needs provision in FE and is addressing all leadership and management issues highlighted by Ofsted."

The report condemned the governors, leaders and managers for refusing to accept the findings of an investigation by the local authority into an alleged incident.

"There have been a number of alleged incidents of peer-on-peer abuse in the college's day and residential provision. One or more of the alleged incidents remains under investigation by another agency," it said.

"Leaders and managers have failed in their duty to ensure that statutory requirements are met in relation to safeguarding and therefore learners are not safe."



edge

Inclusive to VTCT qualifications*
at no extra cost

Discover more at vtct.org.uk/edge



**Manage
Assess**

Get a clearer picture of your students' progress with our tracking, recording and assessment online.



**PIVOT
POINT**

Gain control of all course content
– publish, tag and map everything
on our online hub.

Smarter support for brighter futures



VTCT

*Terms and conditions apply. For more information, please visit www.vtct.org.uk/edge

First T-levels announced – but there are only three

JUDE BURKE
@JUDEBURKE77

The first three T-levels have been announced by the education secretary. Programmes in digital, childcare and education, and construction will be taught by a small number of providers from 2020, according to this week's announcement.

But just one "pathway" from each of the three "routes" will be ready in time for the 2020 deadline.

And the government has also admitted it will be 2024 before "the vast majority" of providers are delivering T-levels. "We are transforming technical education," said Justine Greening. "I want to see T-levels that are as rigorous and respected as A-Levels."

The T-level action plan outlines how the new qualifications will be delivered, and includes a timetable setting out when the first 11 technical routes will be introduced.

July's post-16 skills plan, which was based on proposals put forward by the Sainsbury review of technical education, specified that there would be 15 technical routes overall.

A route is described as "a group of occupations which share some common

knowledge, skills and behaviours", and each route is expected to have between three and five pathways.

The three to be developed first are the education pathway (from the childcare and education route), the software applications design pathway (from the digital route), and the building, services, engineering pathway (from the construction route).

These will be delivered by a "small number of providers", and the process for determining which will be confirmed "during autumn 2017". All pathways for these three routes, plus a further three "priority routes" – legal, finance and accounting; engineering and manufacturing; and health and science – are to be ready for delivery by 2021 by "selected providers".

And all pathways in the five remaining routes will be "available to be delivered by providers who want to or are able" in 2022.

However, the "majority" of providers are not expected to be delivering the new qualifications until 2024.

A consultation on the new qualifications, originally planned for the summer, will be held later this year – although the DfE has refused to confirm exactly when.

According to the action plan, it will be a

10-week public consultation and will focus on the "design and delivery of T-levels, including key aspects of work placements".

Other issues to be covered in the consultation include the impact of T-levels on current level two classroom provision, and proposals for the planned transition year, for those who aren't ready to begin studying after finishing school.

At the same time, the DfE will be running a separate consultation on occupational maps for each of the 15 technical routes.

These maps, developed with the Gatsby Foundation, show the different skilled occupations and options for progression within each route. The DfE will also be carrying out "significant engagement" on its T-level plans, including working directly with providers later this year and into next year "to inform what support is needed to ensure T-levels are delivered successfully".

Three months ago, the skills minister Anne Milton confirmed delivery of the first T-levels had been delayed by a year – from 2019, as originally planned, to 2020.

The DfE has committed £50 million from April 2018 for "high-quality work placements" towards T-levels, involving a minimum 45 days per learner.

City & Guilds' concerns

Kirstie Donnelly, the managing director of City & Guilds, was vocal in her criticism of the government's original T-level timetable earlier this year. But how does she feel now?

She told *FE Week* she was "pleased to see more details emerge", but still has concerns.

The delayed start, she confessed, "could mean" the government is "listening to the sector about realistic timings for developing qualifications".

But she warned there was a "real risk" in "concertinaing" development for the majority of qualifications "into a few years", which would have "huge implications for their development".

"Do we even know if we have the right curriculum in place to successfully deliver them?" she asked.



Kirstie Donnelly

Chairs of the first six T-level panels unveiled

JUDE BURKE
@JUDEBURKE77

The names of 15 people chairing the first T-level panels have been published by the Department for Education.

The DfE also revealed that just six panels are currently in play – for the "priority routes" that are intended for delivery by 2021.

There will be up to three people involved in each route, as both chairs and co-chairs, and they include representatives from the Bank of England, GlaxoSmithKline, IBM and Fujitsu, as well as a number of consultants. Panels will be "convened for each pathway" – not just each route – "to ensure that members have a sufficiently detailed knowledge of the occupations covered by each T-level".

It's not yet clear who will join the chairs as panel members, nor how big the panels will be: the DfE said that offers had been made for all these roles, but that no member had yet been named.

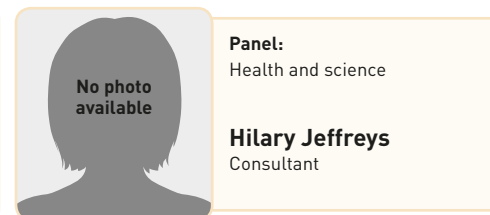
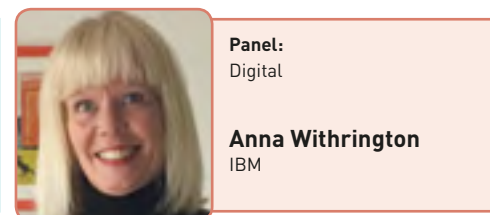
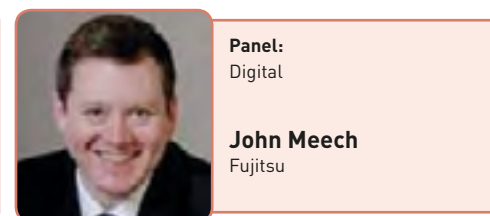
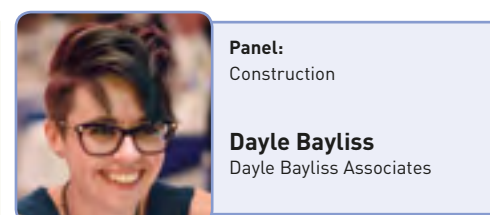
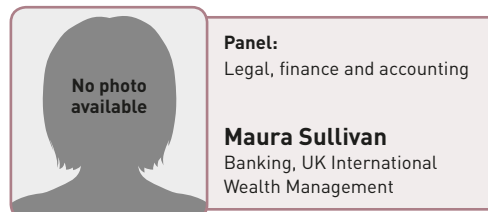
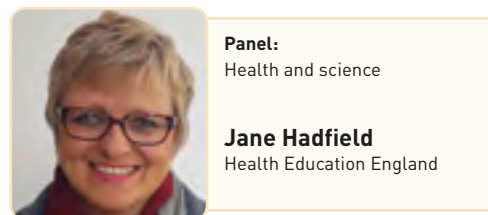
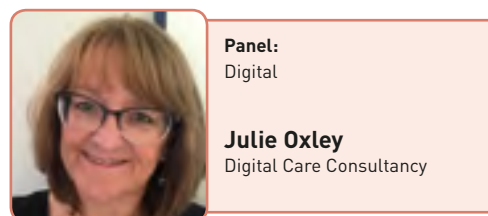
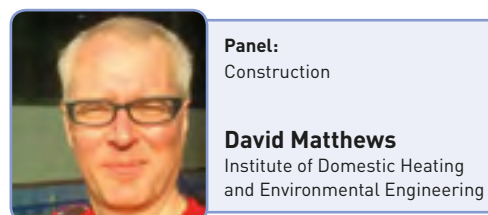
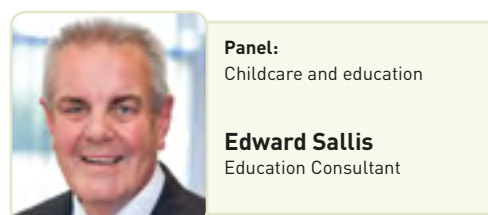
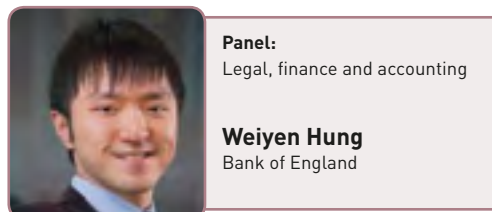
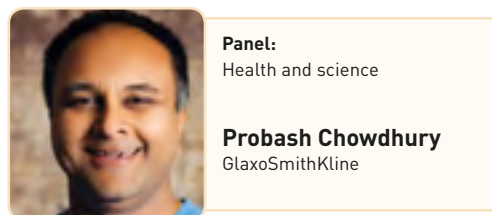
The employer of each panel chair will receive £2,000 per quarter, while a panel member's employer will receive £1,000 per quarter, according to job adverts posted by the DfE in January, implying an estimated cost £48,000 per panel for a one-year term.

We calculated that the total cost would be £530,000, but with the number of panels

increasing to an as-yet unknown number, so too will the cost.

The panels will be responsible for developing the content of T-levels, and are overseen by the Institute for Apprenticeships' separate route panels.

The IfA's panels, made up of industry experts and institute members, are responsible for the ongoing management of standards, qualifications and occupational maps for each technical route, for both apprenticeships and T-levels.



NEWS

National College for High Speed Rail steams ahead

JUDE BURKE
@JUDEBURKE77

The new National College for High Speed Rail has been officially launched by the education secretary.

The college, which has already taken on its first apprentices, is the third of five government-backed national colleges to open.

Justine Greening was full of enthusiasm at the launch, held at the college's Doncaster campus.

"It is part of how we are steadily transforming technical education in this country, training up a new generation of skilled young people and the existing workforce so that British business has the skills it needs and people have the opportunities they want – a win-win for everyone," she said.

The NCHSR, which also has a campus in Birmingham, received £40 million in government funding to construct new buildings and equipment, with a further £12 million provided by the Sheffield city region combined authority, and the Greater Birmingham and Solihull local enterprise

partnership.

The college will train 150 apprentices across both its campuses in 2017/18, and will have capacity for 1,200 when it's fully operational.

Clair Mowbray, NCHSR's chief executive, described Monday's opening as a "momentous day".

Following the launch "our focus turns exclusively to our learners and building the capacity of the college to help solve Britain's productivity crisis and engineering shortage," she said.

The former apprenticeships and skills minister Robert Halfon, who now chairs the Commons education select committee, was guest of honour at the official opening ceremony for the National College for Digital Skills in London, in November last year.

The college, also known as Ada, received £18.2 million from the London local enterprise partnership's further education capital fund, and £13.4 million from the government, and had 58 students enrolled when it opened.

A spokesperson for the college told



Justine Greening at the official launch and being shown VR tech by Philip Pauley (left)



FE Week that it now has a further 65 students in its sixth form, while 53 apprentices from companies including Google and Deloitte are working towards a degree apprenticeship in digital innovation at the college.

The National College for the Creative and Cultural Industries, based in Purfleet, Essex, which was allocated £5.5 million from the public purse, opened to students the previous month with just 16 students and no website.

The college currently has 30 learners and 90 apprentices, and its website is now live.

Details of the five national colleges and the £80 million allocated to their development by the government were announced in May 2016.

In addition to the three colleges already fully open, plans were announced for a National College for Nuclear, which will have campuses in Somerset and Cumbria.

It secured £15 million for buildings and equipment, together with a further £3 million from the south-west LEP and £4.5 million from Bridgwater and Taunton College.

A spokesperson for NCN's northern hub, based at Lakes College, told *FE Week* that over 100 students were already enrolled at the campus.

Meanwhile, a spokesperson for NCN's southern hub, based at Bridgwater and Taunton college, said it expected to have "upwards of 140 learners" when it opens its doors in January.

The college is due to have its official launch in February.

The fifth college to receive a share of the cash was the National College for Onshore Oil and Gas, but it emerged in April that plans had stalled.



GO TEAM UK!

REPRESENTING THE UNITED KINGDOM AT THE 44TH WORLDSKILLS COMPETITION IN ABU DHABI:

ARCHIE STOKES-FAIERS | JOSH HUNTER | ANGUS BRUCE - GARDNER | CAMERON NUTT | MATTHEW DOE | CONOR WILMOTT | ADAM FERGUSON | WILL BURBERRY | JORDAN CHARTERS | HARRISON MOY | DANIEL MARTINS | ARMONDAS TAMULIS | DAN MCCABE | ALEXANDER WOOD | CATHERINE ABBOTT | SHANE CARPENTER | ALFIE HOPKIN | ETHAN DAVIES | MACAULAY REAVILL | ALEXANDER MCCLUSKEY | JACOB PARKER | JAKE GREEN | BETSY CROSBIE | SAM HILLIER | TOM REVELL | JOSH PEEK | KAIYA SWAIN | RUTH HANSOM | BRIDIE THORNE | STEVEN LODGE | ELIZABETH FORKUH | JOSEPH MASSEY | ANDREW GAULT | DARYL HEAD

NEWS

First official levy figures show 61% fall in starts

JUDE BURKE
@JUDEBURKE77 **FROM FRONT**

Britain's biggest business lobby group has called for an "urgent" reform of the levy system, after an unprecedented 61-per-cent fall in apprenticeship starts since May.

But while the CBI and other influential voices from across the sector have been queuing up to condemn the plummeting figures, the Department for Education claims not to be concerned.

The latest statistics – the first official figures since the levy was introduced in late April – reveal that apprenticeship starts in the three months from May fell by 69,400 compared with the same period last year.

That's a whopping 61 per cent reduction for all ages, rising to 70 per cent for those aged 25 and over.

This dramatic drop was even acknowledged in the DfE's own report accompanying the data, although it noted it was "too early to draw conclusions" about the number of starts.

But Neil Carberry, the CBI's managing director, wants the government to take action at once.

"This disappointing data will come as no surprise to companies, which have repeatedly made clear that the current design of the apprenticeship levy system is not effective," he said.

"Businesses believe in apprenticeships but there can be no argument now – reform of the levy system is needed urgently to ensure its

success." A DfE spokesperson insisted to *FE Week* that the effectiveness of the reforms "should not be judged on a period of three months".

"We know that the last year has been a period of huge change for employers but it is right that they are taking their time to plan ahead and maximise the opportunities the apprenticeship levy can bring," they said. "Feedback we have had from levy payers has shown they are doing this and they plan to increase their demand for apprenticeships."

Thursday's statistics had been hotly anticipated, and many across the sector had been dreading a drop on this scale.

These included AELP boss Mark Dawe, who claimed he "saw these numbers coming long before the levy even started".

He called for a "proper debate" about apprenticeship funding, and warned that the "government's own social mobility agenda is being undermined by the levy reforms".

"What is needed are changes that will restore incentives for employers to recruit young apprentices and a guaranteed minimum budget for non-levy-payers' apprenticeships, which will ensure that there are opportunities in the many areas of the country without large employers," he said.

Gordon Marsden, the shadow skills minister, called the "appalling statistics" a "damning indictment" of the government's "failure to give the necessary time, focus and resources to their apprenticeship programme".

"The government must act urgently to win back confidence from providers, colleges,

businesses and those trainers and staff they are relying on to meet their now-tarnished three-million target," he added.

Meanwhile, Vince Cable, a former business secretary who now leads the Liberal Democrats, accused the government of "trashing" his legacy.

"We should be working towards a system that helps all people, no matter their background, get an opportunity to get ahead in life," said. "These figures expose a major setback towards that goal."

And Julian Gravatt, the deputy chief executive at the Association of Colleges, said the drop was "bigger than anyone would expect".

Among the factors believed to have contributed are the 10-per-cent financial contribution from non-levy-paying employers, introduced for the first time in May, the mandatory requirement for 20-per-cent off-the-job training, and a general lack of awareness among employers about apprenticeships and the new systems.

The apprenticeships and skills minister Anne Milton last week professed herself to be "flabbergasted" at the number of large companies that were unaware of the levy, even though they were all paying it.

And *FE Week* reported last week that barely half of levy-paying employers were even registered with the apprenticeships service.

These issues have been further compounded by the ongoing saga of funding for apprenticeships in non-levy-paying companies.

A second procurement process descended

into farce last month, after the first, massively over-subscribed, exercise was scrapped earlier in the year.

The apprenticeship starts figures for the next period, August to October, are due to be published in January.

We knew this was coming...

June 23 - AELP boss Mark Dawe tells *FE Week's* Festival of Skills that members are reporting starts have fallen to just a quarter of what they were t-levy

July 6 - DfE figures show huge increase in apprenticeship starts in the months leading up to the reforms kicking in – with much of the growth reportedly occurring in April...

August 3 - ...but when we asked the department, via a Freedom of Information request, for the number of April starts, it refused to inform us

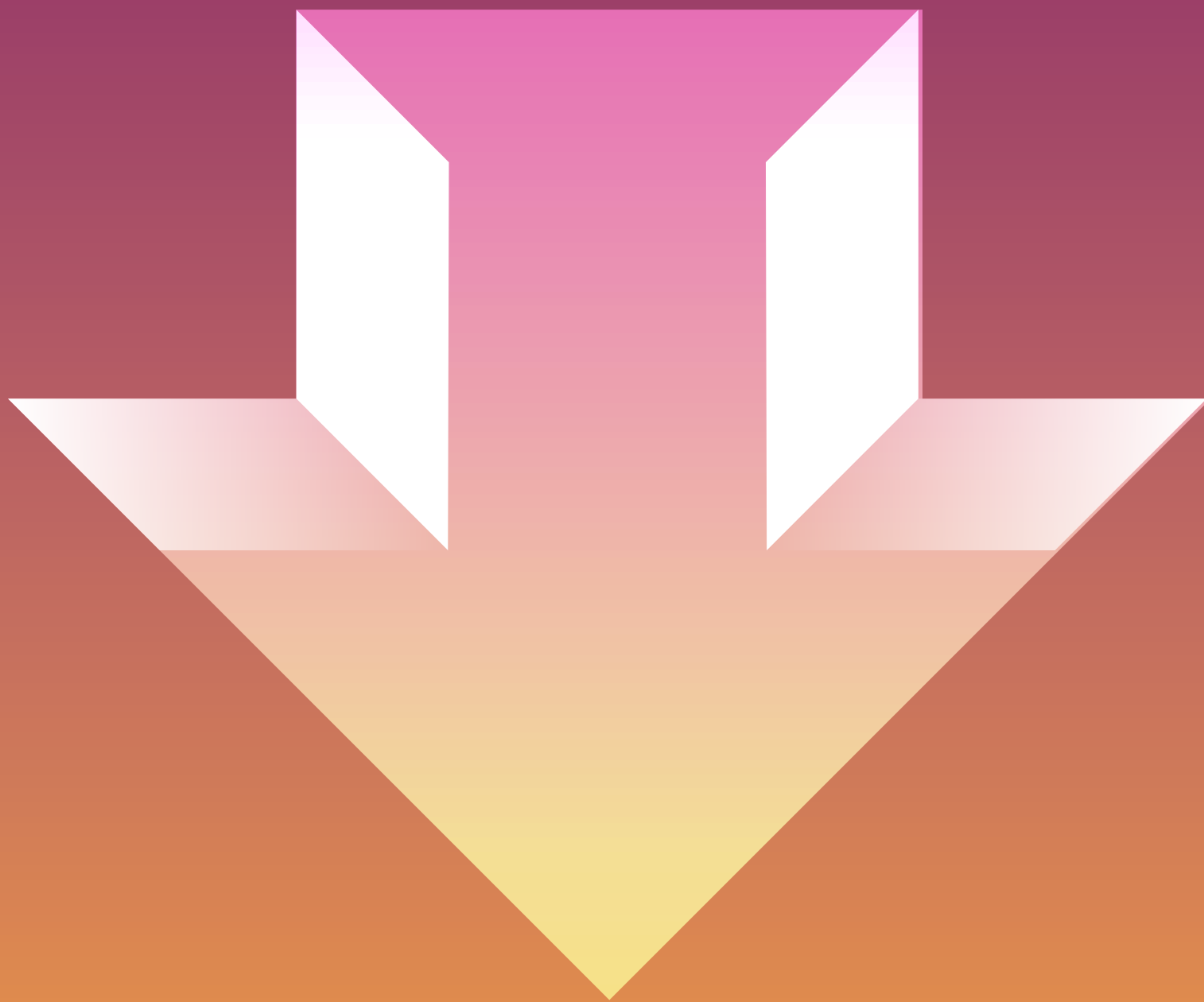
October 5 - Anne Milton declares herself "flabbergasted" at the number of large companies unaware of the levy, as official stats show barely half of those eligible are registered with the apprenticeship service

October 11 - Greater Manchester Learning Provider Network members report a 36 per cent drop in starts from June to August, compared with the same period last year

| Apprenticeship level | Age | May to July 2015/16 (provisional) | May to July 2016/17 (provisional) | Shift | Shift % |
|-------------------------------|--------------|-----------------------------------|-----------------------------------|----------------|-------------|
| Intermediate (level 2) starts | Under 19 | 14,500 | 7,900 | -6,600 | -46% |
| | 19-24 | 18,900 | 7,300 | -11,600 | -61% |
| | 25+ | 31,900 | 8,000 | -23,900 | -75% |
| | Total | 65,300 | 23,200 | -42,100 | -64% |
| | of which 19+ | 50,700 | 15,300 | -35,400 | -70% |
| Advanced (level 3) starts | Under 19 | 5,800 | 4,000 | -1,800 | -31% |
| | 19-24 | 12,400 | 5,600 | -6,800 | -55% |
| | 25+ | 22,800 | 7,500 | -15,300 | -67% |
| | Total | 41,000 | 17,100 | -23,900 | -58% |
| | of which 19+ | 35,200 | 13,100 | -22,100 | -63% |
| Higher (level 4+) starts | Under 19 | 200 | 100 | -100 | -50% |
| | 19-24 | 1,000 | 700 | -300 | -30% |
| | 25+ | 5,600 | 2,400 | -3,200 | -57% |
| | Total | 6,700 | 3,200 | -3,500 | -52% |
| | of which 19+ | 6,600 | 3,100 | -3,500 | -53% |
| All level starts | Under 19 | 20,500 | 12,000 | -8,500 | -41% |
| | 19-24 | 32,200 | 13,600 | -18,600 | -58% |
| | 25+ | 60,300 | 17,900 | -42,400 | -70% |
| | Total | 113,000 | 43,600 | -69,400 | -61% |
| | of which 19+ | 92,500 | 31,500 | -61,000 | -66% |

Source: Statistical First Release

61%



TIME FOR ACTION

On behalf of our members, AELP is calling on the skills minister Anne Milton to take urgent action to:

- › Restore incentives for employers to recruit young apprentices
- › Halt the decline in opportunities at level two and three
- › Guarantee a minimum £1bn budget for non-levy payers

aelp 
Association of
Employment and Learning
Providers

NEWS



Heroes' send-off as world

BILLY CAMDEN
@BILLYCAMDEN

ON LOCATION

Thirty-four of the UK's most gifted young tradespeople were told that the country "desperately" needs their "skills and inspiration" during a special send-off event ahead of the WorldSkills 2017 competition in Westminster this week.

The apprenticeships and skills minister delivered a passionate keynote speech to Team UK on Tuesday before they flew out to Abu Dhabi the following day.

Anne Milton said the UK could not give "enough publicity" to the team and lauded them as the most skilled young people in the country – and pleaded with them to share their experiences in inspiring the next generation upon their return.

"To those competing I'm sure you're nervous, apprehensive, excited," she said.

"Irrespective of what happens in this competition, your job when you come back is to pull another person to do what you have done.

"We desperately need your skills, we desperately need you as ambassadors and, more importantly than anything, we desperately need you as an inspiration to the generation that are coming up behind you."

Ms Milton also offered some words of advice on how the competitors can win in their chosen discipline.

"When you are competing at this level you have to put your hand deep inside you and get hold of something in your soul. These competitions are won on that last degree of application.

"A huge well done to you all for getting to

this stage, good luck and I hope to see you out there next week."

The minister was one of many heartfelt voices heard at the event in the House of Commons, where parents, team leaders and staff from WorldSkills UK, which organises the nation's WorldSkills entries, came to wish the competitors luck.

Compère Peter Bakare, a former British volleyball Olympian, got the packed terrace pumped up with an opening speech before introducing shadow skills minister Gordon Marsden, who hosted the event.

"It is really important when at a time of doom and gloom that we have some really positive good news coming out of this country for skills," he said. "You're going out to Abu Dhabi to fight it out with the finest.

"Go out there, do your best, come back, spread the news and we will be right behind you."

Dr Neil Bentley, the chief executive of WorldSkills UK, added that Team UK "represents this country's future".

"3D game-design, aircraft maintenance, cooking, mechatronics, plumbing, welding, restaurant services and many more – this alphabet of skills is what this country needs so that we can aspire and create and achieve what we want to do as a global trading nation," he said.

Other high-profile guests at the reception included outgoing chief executive of the ESFA, Peter Lauener, the UTC architect Lord Baker, and Robert Halfon, the chair of the education select committee.

The competitors were each issued with a special enamel pin.

Following the event the team headed to



the Hilton hotel at London Heathrow airport where they stayed overnight before flying to Abu Dhabi the next morning.

The team used the travelling time, which reached over 12 hours, to relax and bond as a group.

"Everywhere you look there's someone there that you can speak to about the

competition ahead," said Daryl Head, who's competing in car painting. "It's [the experience] surreal, I don't think it will really hit us until we get there and heat hits."

Team UK will compete in elite skills competitions against the rest of the world between October 15 and 18 in Abu Dhabi, where *FE Week* will be joining them.



(L-R) Anne Milton, Elizabeth Forkuoh and Neil Bentley



Competitors Tom Revell and Bridie Thorne with locals in Abu Dhabi



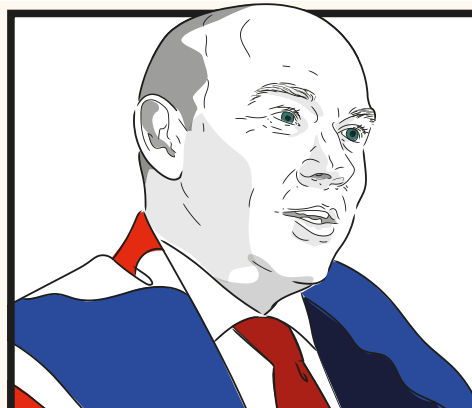
Pearson

We are here to guide you

Speak to us at quals.pearson.com

ALWAYS

WorldSkills adventure begins



FE Week Asks

As Team UK packed their belongings and headed to the sandy deserts of Abu Dhabi for WorldSkills 2017, FE Week's senior reporter Billy Camden caught up with WorldSkills UK's boss Neil Bentley on the importance of the event given our country's prominent new skills agenda.

The government's desire to turn the UK into a nation of skills was made clear last week when Theresa May spelt out plans to create a "first-class" technical education system "for the first time in our history".

WorldSkills UK's chief believes this pledge shows just how important an event like the one taking place in Abu Dhabi is to the prime

minister's goals.

"This is bigger than just a competition," he said. "These contests are a means to an end but more importantly they act as a platform for government and business and young people to come together, and from a UK perspective, showcase the young talent we've got and who we are nurturing and developing."

"There is no better way of role modelling what the UK's young people can achieve than by demonstrating it through skills competitions."

He added that "inward investors won't invest anywhere" if they can't see a country has got the skills workforce, so WorldSkills in Abu Dhabi is the "perfect platform to demonstrate to the rest of the world that we have got what it takes to succeed post-Brexit".

It has become well-known that WorldSkills UK needs more funding to keep pumping out the hot talent it does year-in, year-out. Worryingly, government grants for the organisation have dropped by almost half over the past four years.

But Mr Bentley says he has cause to be upbeat about the company's future.

"I would say the government really does get the importance of skills competitions

and their interest has been increasing over the past year and that has no doubt been to do with the alignment around the agenda of apprenticeships and technical education," he explained.

"We have agreed with government to tighten our belt and have set a five-year business plan to bring more commercial funding to the business."

"At the moment, 60 per cent of our funding comes from government and the other 40 per cent from the private sector and other sources. We now need to balance that up so that more is coming in from the commercial side."

He added that if skills minister Anne Milton came to Abu Dhabi to support Team UK it would show that "we are all in this together".

With a final word on the competition ahead, Mr Bentley said "success" for him in the Middle East would be for Team UK to maintain its top-10 position in the medal rankings.

"We know we will have a tough fight on our hands and the competition will be as hot as the temperatures in Abu Dhabi but we are gunning to do our level best to maintain our top 10."

Special Abu Dhabi school visit for Team UK

What with the singing, dancing, glow-in-the-dark shows and a bird of prey, Team UK's first outing in Abu Dhabi certainly had it all as they visited a local school ahead of WorldSkills 2017.

For some the highlight was the energetic performance of S Club 7's smash hit 'Reach for the stars', and for others it was the Scottish Highland dancing, but every moment of Team UK's visit to Al Ezza School, in Baniyas East, will be one to remember for the competitors.

The visit came as part of WorldSkills' One School One Country programme, in which all competitor nations and regions are assigned to a school where children find out about their team, get to meet them just days before competition, and present their findings to competitors.

Team UK entered the school via a red carpet on Thursday morning, and were met with screaming applause from the pupils, who then quickly got into position to perform some

authentic Arabic dancing.

They were then moved into the school's main hall where both the UK's and United Arab Emirates' national anthems were sung before a barnstorming rendition of 'Reach for the stars' by one of the school's own pupils.

A glow-in-the-dark act took place shortly after this, followed by a shadow show and then a presentation by the UK's team leader Jo Maher, who took the schoolchildren through the history of our country, including traditional dishes like fish and chips, and celebrities like David Beckham.

Workshops followed where the pupils could have a go at some of the competitors' skill areas, such as jewellery making and restaurant services, and the UAE national bird – the saker falcon – was on hand to pose for photos.

"The whole day has been so much more than I expected," said Kaiya Swain, Team UK's



competitor in beauty therapy who trains at Sussex Downs College. "They've put so much effort into it and it really has blown us all away."

"It has definitely got us pumped up for the competition. It was the boost that we all needed."

The event will also without a doubt live long in the memory of the schoolchildren.

"WorldSkills means we can share our culture and skills with everyone and learn more about many things," said 10-year-old pupil Salama Salim.

through Apprenticeships

www.worldskills.com/apprenticeships

LEARNING



INTERVIEW

Life after AoC with

MARTIN DOEL

*FETL professor of leadership in further education and skills, Institute of Education, University College London*CATHERINE MURRAY
@CATHMURRAY_

After eight years at the helm of the Association of Colleges, Martin Doel left in 2016 to take up the world's first university chair in FE leadership. *FE Week* paid him a visit in his new post at UCL to find out how his life as an academic is shaping up.

Since leaving the Association of Colleges, one of the hardest things former chief executive Martin Doel has had to do is manage his own diary.

"It sounds pathetic" he admits, "but I realise now how much work Cheryl used to do for me, sorting out the world at the AoC."

He's also had to work out what gets him out of bed in the morning, without a team to lead – or "serve", as he puts it. As chief executive of the AoC, and before that throughout a multitude of leadership roles in the RAF, his motivation was "a wish not to let down those people who look to you as the head of the organisation". As a professor, conversely, "you've got to find the motivation to get on and do things from within yourself and your own intellectual curiosity".

So 18 months into his three-year FETL professorship, where has curiosity led the 60-year-old ex-air commodore?

First, Doel wants to carve out a clearer definition of further education for the public, because "it defies easy definition". Having spent years lobbying politicians on behalf of the sector, he movingly describes FE as "a survivor" which "does almost anything or everything. It's mistreated. Neglected. And when it's not neglected, it's subject to direction from people what don't necessarily know much about what it is."

Doel is a clever, thoughtful man, who despite having held academic posts before, at King's College London during his time in the RAF, is patently uncomfortable with his current incarnation as a professor (or perhaps with sounding like one, to the ex-colleagues who will likely read this interview). Every time he uses an even slightly erudite turn of phrase, he apologises for sounding "a bit pretentious" – as he does after he sums up, by lamenting that FE has "no unifying narrative".

But his argument is simple: "There's this act-react-act-react deal with the next crisis, you know; the register of approved training providers has gone wrong, the adult education budget procurement is causing problems. LearnDirect falls over. And there's a scandal."

In what feels like a slightly backhanded compliment, he assures me "Nick [Linford] and *FE Week* do a great job in this".

But what we don't often do is look at the pattern underneath it, the trend, which is where people like Doel come in. He sets his own research agenda: "academic independence is still alive and well", he announces, as if genuinely surprised.

In that admirable yet infuriating way that academics refuse

to simplify, the conclusion to the question he posed two minutes earlier is frustratingly lacking: "I don't think you can define the whole of further education; it encapsulates so many different things."

What individual institutions can do, however, is get a "firm sense" of their core purpose, which allows them to evaluate opportunities more wisely – and turn them down if they don't fit.

"One of the key things that enhances your ability to deal with complexity is having a firm sense of yourself," he says.

So what else has he been working on, apart from, in conjunction with FETL?

"Feeling our way forward" to work out what the chair's role should be, and figuring out how to "be a good colleague" to the other academics at IoE, he jokes.

But he's also been pondering how to turn the "moment" vocational education is enjoying, into a "long-term direction of travel". His colleagues at IoE call it a "vocational turn" – a phrase he's not quite comfortable with. "Older hands in further education" will say the sector has been here before; "it's a hundred-year problem", as the Sainsbury report showed.

So what could give the technical education revival more permanent status? T-levels is one element.

“Academics often solve problems for each other”

"We have a moment where practical learning, technical education comes to the fore, and then what I call academic drift, or the gravitational pull of the academic, pulls it back in again," he explains. "So I think it's really, really interesting to see whether or not T-levels become, for instance, distinctive, really distinctive."

This will depend on several factors, assessment being one. If they're assessed in the same way as A-levels, he warns, by written exams, "they will just become A-levels in STEM subjects. That's not the same as technical professional education."

Assessment has to fit a context in which "practice precedes theory". Judgment skills should also be valued; as an ex-airforceman, he uses an example of servicing a plane. While there is a "right way and a wrong way" to do it and you don't want people "experimenting on the wrong bits of it, I do want

them to be innovative". In a military context, if all the systems aren't operating, but you want to know to what extent a plane can fly, "judgment skills become important".

Another factor is the difficulty level. He envisions T-levels as "high status", which means they should be "difficult to complete and difficult to deliver". In other words, they are "not for the 50 per cent of the population that don't do academic".

Whether T-levels manage to live up to the hype will be pivotal, he admits, as "there will come a point if the reality is not consistent with the brand, that trust is lost".

He insists that the development process should be performed in "a really consultative way but also a careful way, thinking about it more deeply" and take four or five years.

"If you're going to do an epoch changing approach to our educational system, you don't try and do it in the lifetime of one parliament," he explains.

One observation that should hearten the sector is that he finds it hard to see how any schools would be easily able to deliver a T-level, due to the need for "industry-standard facilities" and close links with industry. If you don't have all that, he says, "then it shouldn't be a T-level". Colleges, on the other hand are "absolutely" the place to deliver them.

He posits T-levels as access routes to apprenticeships, which should be grouped into "families that correspond with the route" and envisages a "really big piece of work aligning the apprenticeship standards with T-level routes".

All well and good, but how does he envision these ponderings having an impact on the world of policy? Is anyone listening?



One perk of the post, he explains, is that he's "inside the academic machine" at the "world's leading educational research organisation". This has two benefits: one, he can begin to impact some of the other academics working at UCL about further education and skills. Two, he can connect with academics already working in the field.

But will anything penetrate outside the ivory (or concrete, in the case of UCL) towers?

The key, he insists, is that his is a "public policy professorship". Academics "quite often write for each other and solve problems for each other but it never gets out and affects practice". Moreover, much of current FE research "isn't as connected to practice in colleges and providers as it could be and most often it's not done by people in the sector."

His remedies seem relatively mundane: the usual round tables and lectures. But I can't help thinking, as he outlines his vision, that it's unfair of me to put lofty (sector-changing) expectations on this professor of FE with a mandate for public engagement, just because he's the first of his kind. In fact, quite the opposite.

Doel laments the demise of the "old further education staff college" where college managers would go for study retreats during the 1990s, and which gave the sector an "intellectual home". Similar organisations have since come and gone: "We just cycle through these things."

One can't help but wonder whether this professorship isn't precisely one of those things and just as he hits his stride, bam! it will come to an end. Let's hope the powers that be have a contingency plan mapped out...

It's a personal thing

What do you miss most about AoC?

Having a PA to sort out my diary. And having a team that I felt I worked for.

Where was your favourite RAF posting?

RF Brunton and Witton, when I was station commander at both and merged them with a third station.

But it wouldn't be my favourite place now. It was the right place for me at that time. Every time you have a good moment in life, it's a good moment at that time.

Being in Cyprus could equally be my favourite when I was in my late 20s, on top of the mountain, 45 miles away from a grown-up, working in a local community.

Or it could have been in Germany, when I was deputy base commander and we were supporting operations in the Balkans and had people going into northern Iraq.

Where would you escape to for a month?

Trancoso, Bahia state, Brazil. It's a resort embedded in a village in an undeveloped part of Brazil. We went to Brazil

for three weeks when I finished the AoC, instead of going to the AoC conference last year.

We lived in a treehouse, but the rooms are very luxurious. The weather was in and out, Brazilians are really friendly. Just completely chilled.

What's your favourite film?

Lawrence of Arabia. Lawrence came from close to where I lived, in the New Forest, and his story is just fascinating.

He's a flawed character but the way he went back after the First World War and became a private soldier there, an aircraftman in the Air Force, but at the same time was sending letters to Churchill. Then he had a role in designing power boats, which were used for rescue boats in the Second World War.

And you know, the film is just stunning visually, when you see him come out of the desert. I saw it as an early teenager. Sitting in a cinema, when you're from a working-class background, which is one of the few things you could afford to go out and do, when you were about as big as a spot on Clint Eastwood's chin, in the complete dark. It was all about the immersive experience.



Book your ticket to the AoC Annual Conference & Exhibition TODAY!

14-15 November 2017, The ICC Birmingham

AoC's Annual Conference and Exhibition is the must-attend further education event of the year. Our exceptional programme features distinguished speakers from education, government and business environments coming together to analyse and advise on all the key topics within the sector and provide a platform for colleges and individuals to excel. Below we've listed a few of the many exciting guests who will speak at this year's conference.

Rt Hon Jeremy Corbyn MP

Leader of the Opposition

Rt Hon Jeremy Corbyn MP has been Leader of the Labour Party and Leader of the Opposition since 2015 and the Member of Parliament (MP) for Islington North since 1983.

Corbyn began his career as a representative for various trade unions. His political career began when he was elected to Haringey Council in 1974; he later became Secretary of Hornsey Constituency Labour Party, and continued in both roles until elected MP for Islington North.



Amanda Spielman, *Ofsted Chief Inspector*

Amanda Spielman has been Ofsted Chief Inspector since January 2017. Between 2011 and 2016, Amanda was chair of Ofqual, the qualifications regulator. She is a council member at Brunel University London and has previously served on the boards of a number of organisations including the Institute of Education, STEMNET and Wales Millennium Centre, and has been a governor of two schools.

Headline Sponsor



Conference Sponsor



Premier Media Sponsor





COLLEGES MEAN BUSINESS



Matthew Syed, *Writer, Journalist and Broadcaster*

Matthew Syed is one of the world's most influential thinkers in the field of high performance and cultural change. He is the author of two bestselling books – Bounce and Black Box Thinking. He is a multiple award winning journalist for The Times and twice competed for Great Britain in the Olympic Games in table tennis.

David Hughes *AoC Chief Executive*

David Hughes became Chief Executive of the Association of Colleges in September 2016. Prior to joining AoC he was CEO at Learning and Work Institute, a leading think tank, research and policy organisation which was formed in 2016 from a merger he led between NIACE and Inclusion. From 2000 to 2011, David worked in senior roles at the Skills Funding Agency (SFA) and the Learning and Skills Council (LSC).



Brought to you by

 **Create**

Book your place today at www.aocannualconference.co.uk

 @AoC_info | #AoCConf

EDITORIAL

Employer ownership falters



We now know that the first three months of the new apprenticeship funding regime went as badly as some were predicting.

The Department for Education's response to *FE Week* suggested it was unfazed by the 61 percent fall in starts, although requests for an interview with the minister Anne Milton went unanswered.

But the DfE is probably right that many big employers will, given more time, work out how to use their levy pot and more through the 90 percent subsidised co-investment model.

But the figures the DfE refuses to share (we did ask) are the starts in May to July within each industry sector.

Anecdotal evidence suggests lower-level health and care apprenticeships have been decimated while generic team leader and higher-level management qualifications and degrees are picking up unstoppable steam.

Do we really want to switch funding away from job creation in health and care to management skills for existing and often already senior employees?

FE Week exposed and warned about the unstoppable rise in management apprenticeships over a year ago.

I've repeatedly said that employer-ownership simply isn't compatible with social justice – so at some point levy funding will need ring-fencing so it is only spent only on priorities.

Priorities which, according to the Conservative manifesto commitment, include three million apprenticeship starts for YOUNG people.

Nick Linford, Editor
news@feweek.co.uk

APPRENTICESHIPS PLUMMET TWEETS:

Emily Chapman @Emy_Chapman_6

That is a huge drop! First official apprenticeship levy figures show a 61% fall in starts

Gordon Marsden @GordonMarsden

Govtstats 61%% fall in Apprs starts dreadful, dire- worse than feared.Stakeholders been warning for months.DfE shambles over nonlevy payers

Neil Carberry @Gramscisghost

First #apprenticeship #levy stats - 61% drop in starts. No argument now that policy doesn't need redesign to work, as @CBItweets has said.

Peter Mayhew Smith @Pmayhewsmith

Disappointing figures for national apprenticeship starts in first three months of new system. Lots to be done to get this working.

Marion Marsland @TICACHiefExec

We are up nearly 50%. @TICAACAD making full use of levy



Lauener takes responsibility for Learndirect decisions

PIPPA ALLEN-KINROSS
@PIPPA_AK

The outgoing head of the ESFA has claimed personal responsibility for the decision not to terminate Learndirect's adult education budget contract after its 'inadequate' Ofsted rating.

Although the DfE's permanent secretary Jonathan Slater denied at the same meeting that the UK's largest training provider had been given special treatment, Peter Lauener insisted it had been his decision to "take a different approach".

The ESFA rule is to "typically terminate the contract and seek a better provider, subject to protecting the interests of learners". However, even though he first became aware at the end of March of Ofsted's intention to hand out a grade four, Mr Lauener made the decision to allocate Learndirect £45 million of funding to pay for current and new courses for 12 months until July 2018.

Meg Hillier, the chair of the public accounts committee, asked Mr Lauener if Learndirect "was too big to fail" during a meeting on October 12.

"No, it wasn't," he replied. "In fact, we had a contingency team set up to allow us to put in place our standard closure arrangements if

we judged that was the right thing to do.

"But, and I take personal responsibility for this, I looked at the case very carefully, and I felt the right thing to do in terms of continuity of provision for learners and other service users – Learndirect runs two big testing processes with significant numbers of people getting tests for citizenship and teacher skills tests – so I took the view that we should take a different approach in this case."

Mr Slater added that his decision not to issue a three-month termination notice came about because of the impact for learners and because Learndirect had received grade three ratings in several categories despite an overall grade four – something Ms Hillier described as "hardly a ringing endorsement".

"Learndirect have written to me welcoming the NAO and their team in to look at their books, so their books will be open to the NAO too as I understand it," she went on. "And we will no doubt consider whether we will invite them in as well and it's likely to be in January so just to give you warning. I think, Mr Lauener, it will be your successor we have to invite"

Mr Slater then jokingly encouraged her to "invite him back".

Mr Lauener is due to retire from his post at the end of November, but insisted he would be "happy" to come back and face the committee.

"Oh, you shouldn't have said that," joked

Mr Slater, the DfE's most senior civil servant.

Mr Lauener added: "We considered very carefully what was the best thing to do. Our starting point with an Ofsted 'inadequate' expansion is the presumption what we would terminate the contract with three months' notice.

"We've had 27 cases in the last two years, but in four of those, not counting Learndirect, we've terminated with more than three months' notice – with between four and six months' notice."

Ofsted's report on Learndirect was made known to the DfE in March, but was not published until August when the company failed in both a judicial review to quash the report and a gagging order to prevent *FE Week* from publishing the story.

The National Audit Office has opened an investigation into the affair, and how the government has handled it.

The provider's chairman, Ken Hills, said the provider would fully comply with any investigation in a letter addressed to comptroller and auditor general, Sir Amyas Morse, dated September 14.

"I would welcome the NAO undertaking an investigation as a means of correcting gross reporting inaccuracies and establishing a clear evidence case for a more informed political and public debate around a complex issue," he wrote.

COMMENTS

Ofsted plans to recruit staff with more experience of workplace training

This is long overdue, as an assessor for local training companies I find that there is a lot of pressure to get completions at whatever cost. I am absolutely positive that apprentices are being signed off with units without having the capabilities to carry out the work in the workplace. I am now an assessor/trainer within the prison sector and I am constantly being told by candidates that they already have qualifications. However when I ask them to complete a simple test on the subject I find that they are not capable or have much knowledge of particular units. This problem needs to be addressed sooner rather than later.

Geoff Ross

Suffolk provider successfully contests Ofsted grade 4

I would not normally be one to leap to Ofsted's defence, but your description of this as "an embarrassing time for the watchdog" seems unfair. As you acknowledge, their conduct and judgement in relation to the Learndirect inspection have been entirely vindicated in court.

Dave Spart

Milton wants flexibility, not 'the dead hand of the state'

Flexibility and serving employers is key to apprenticeship delivery. Employers need a rolling programme so that they can put forward apprentices at any time of the year. The building industry is made up of smaller companies in the main so monies must be in place to ensure more apprentices are trained in an area with a shortage of trade's people and more housing's is needed.

Mark Burgess



Regional Coordinator/ Learning Manager - Housing Apprenticeships

Grade/Salary: £25,741 - full-time

The Centre for Housing and Support (part of The Cornwall College Group) a national provider of training and qualifications, are looking for two enthusiastic, education professionals to join our team, one based in London*, the other in the Midlands, to support Housing Apprenticeships, including Functional Skills.

The successful applicant will be a qualified assessor, with minimum level 3/4 NVQ (or equivalent) and at least five years' experience in housing/housing education, and maths and English at Level 2 or above.

They will contribute to a high-quality apprenticeship experience in their region, delivered directly or through support of the delivery team. Additionally the facilitation of support and training for Learning Managers, dissemination of best practice, as well as ongoing development of employer relationships and initial planning with employers to facilitate Apprenticeship contracts will be part of the role. A full driving licence and own transport is required for travel throughout the region to regularly visit student/ employer workplaces.

For further details, and an application pack, please contact: info@chs.ac.uk

Closing date for Applications: **1st November 2017**

Interviews for shortlisted applications will take place **22nd November 2017**

Note: * 10% London weighting will apply



Contract-Based Teachers, Assessors, and Functional Skills Tutors

We are also looking for qualified and experienced teachers and assessors across England to support our apprenticeships and qualifications programmes - competitive rates* apply.

To submit an expression of interest, write to us in the first instance including your CV at info@chs.ac.uk

BUSINESS DEVELOPMENT MANAGER

Salary: 34,000 plus £3,500 car allowance with excellent benefits such as private medical, life insurance and pension. *(Must have full driving licence and car owner)*

We are a long established North West Training Provider with over 40 years' experience, committed to providing high quality learning over a range of occupational areas, and hold Ofsted Grade 2 across our provision.

We are looking for a Business Development Manager, to promote JTM to Employers, raising awareness and understanding of the benefits of Apprenticeship opportunities and generating recruitment of new learners to ensure maximisation of contractual requirements.

KEY RESPONSIBILITIES

- Self-generate new business, using a variety of methods, including, networking and social media
- Identify new business opportunities, contributing to the growth and range of the apprenticeship programmes delivered
- Ensure that Employers understand and appreciate the benefit and value of Apprenticeships and that they are prepared to make the necessary financial contributions, in line with government and company requirements
- Establish, maintain and develop relationships with employers, to identify their training requirements, including the preparation of training needs analysis
- Provide regular progress and identify any problems in programme delivery so that

- they can be resolved immediately
- Prepare progress and development reports to senior management team on a monthly basis.

PERSON SPECIFICATION

- Well-developed networking and inter personal skills, with the ability to act as an ambassador for the company
- An insight into current marketing techniques
- Excellent knowledge and links in the local area to quickly generate opportunities
- A proven ability to generate recruitment of employers and learners
- A Knowledge of current issues affecting the publicly funded training sector and strong research skills to ensure that knowledge and understanding are maintained
- Understanding of a wide range of frameworks and standards

Closing Date: 10th November 2017

Send current CV to Jane Dando - General Manager jane.dando@jarvis-eu.com

Our offices are situated in Southern Gateway, Speke Boulevard, Liverpool L24 9HZ





BUSINESS DEVELOPMENT DIRECTOR



Competitive salary, North of England.

Our client is a highly successful and fast growing further education and skills group, incorporating a number of colleges and training providers.

In this role you will take responsibility for securing new apprenticeship business for a specific part of the group through the implementation of an optimised sales strategy which builds commercially successful relationships with employers.

In the first instance we are asking interested candidates to submit their CVs for our consideration.

Closing date for receipt of CVs is Wednesday 8th November 2017 at noon

See our jobs site for further information: www.fea.co.uk/jobs

CVs should be submitted to Samantha.Bunn@fea.co.uk with the title heading Business Development Director North.

Deputy Further Education Commissioners and Further Education Advisers



Department
for Education

The FE Commissioner is at the forefront of the Government's drive to establish a strong, resilient Further Education sector that supports educational outcomes and economic growth. The FE Commissioner team is key to leading intervention in colleges facing significant and developing challenges in financial health or educational underperformance and in supporting the implementation of area review recommendations

In July 2017, the Secretary of State for Education announced proposals for an expanded FE Commissioner role as part of a package of reforms for strengthening quality improvement in the Further Education sector. To help deliver these proposals we are looking to appoint Deputy FE Commissioners and FE Advisers with the necessary skills and experience to lead and support interventions in colleges and to assist the FE Commissioner in performing his enhanced role from autumn 2017.

Successful candidates for both positions will have proven experience and an outstanding track record of college leadership and governance. You will have strong financial management skills and be able to demonstrate experience of developing and implementing quality improvement strategies. Candidates will have strong communication skills and the ability to influence complex organisational change, persuading and engaging stakeholders at the highest

levels. You will possess excellent management and interpersonal skills and be able to produce high quality reports to tight deadlines.

In carrying out a Deputy or an Adviser role you will take account of the needs of learners and employers making recommendations for action which will lead to improvements in the delivery of educational provision while achieving value for money.

Deputy FE Commissioners work with a wider team of FE Advisers and a key element of the role will be the leadership and management of this team.

Appointments to both roles will be on a two-year fixed term contract. Deputy FE Commissioners will be remunerated at £700 a day. FE Advisers will be remunerated at £600 a day. The expected start dates for these roles is November / December 2017.

For an **applicant pack** please contact:
PublicAppointments.DFE@education.gov.uk

Closing date is Monday 23 October 2017



HEAD OF QUALITY



SALARY: £44K-£55K BASIC, PLUS PENSION AND PERFORMANCE-RELATED PAY

LOCATION: GROUP SITES IN LONDON, HERTFORDSHIRE AND NATIONALLY

We are looking for an outstanding curriculum manager to help us drive quality improvement and define new ways of working across the Hart Learning Group, i.e. in North Hertfordshire College, Hart Learning & Development and the Hart Schools Trust.

You'll need to be a real expert in teaching, learning and assessment with a proven ability to both drive continuous quality improvements and define inventive new approaches that work - drawing together expertise, good practice and new ideas from across the Hart Learning Group, the wider education sector and beyond.

This role would be particularly suited to someone with real experience of apprenticeships and traineeships given the growth we're delivering in those areas.

JOB PURPOSE

Working direct to the Executive Director for Quality, you will be responsible for quality assurance and improvement of provision in NHC and Hart L&D - and working closely with colleagues in the Hart

Schools Trust. You will be expected to work with colleagues across the Group to provide assurance, constructive feedback, inspirational and substantial input to the improvement of our provision.

BENEFITS

- £44k-£55k basic
- Pension scheme
- Participation in the Group's performance related pay scheme.

ROLES AND RESPONSIBILITIES

- Lead delivery of the Group's quality assurance and improvement framework, including internal review, themed audits, complaints process and teaching, learning and assessment observations.
- Advise and challenge curriculum colleagues on quality assurance and improvement matters - acting as a business partner to them in design, delivery and evaluation.
- Commission, lead on, and improve, the effective use of data to evaluate performance and support improvement.
- Monitor the progress of quality

improvement activity, delivering interventions where appropriate to support continued and further improvement.

- Support the self-assessment process, including the writing and validation of self-assessment reports and quality improvement plans.
- Liaise with a wide range of awarding bodies to ensure compliance and effective working relationships that supports curriculum development.

PERSON SPECIFICATION

- Degree level qualification.
- Teacher training qualification.
- Management experience in an educational or similar setting preferably in the delivery of successful apprenticeship provision.
- Current, practical, experience of Ofsted common inspection framework.

WHO ARE WE

The Hart Learning Group is a charitable organisation with a mission to create social and economic value through

learning. The group currently includes:

- North Hertfordshire College (NHC): an occupationally-focussed further education college with campuses in Stevenage, Hitchin and Letchworth.
- Hart Learning & Development (HL&D): a progressive learning and development business which supports businesses to engage with and invest in emerging talent.
- The Hart Schools Trust: a burgeoning schools trust which currently sponsors one secondary and one primary academy - both in Stevenage.

TO APPLY

- To apply please send a CV and supporting statement (no more than two pages) to recruitment@nhc.ac.uk by Friday 27th October 2017.
- For more information, or an informal discussion with the current post-holder about the role, please email recruitment@nhc.ac.uk.
- Please note that early applications are encouraged. If a successful candidate is found before the closing date, the position will be closed.

Assistant Principal, Business and Support Services



Salary: range £63,930 - £71, 580

Westminster Adult Education Service (WAES) recently judged by Ofsted Inspection as "officially good and on our way to outstanding" is the largest local authority adult education service in London and one of the largest in the country. We offer a large and diverse programme of further education qualification courses, apprenticeships, as well as extensive community based provision. We have a diverse, enthusiastic student community, taught and supported by well qualified, passionate and dedicated staff. Our three main centres in Westminster are all modern, easily accessible and purpose built, offering high quality teaching and learning facilities.

Due to the promotion of the current post-holder, we have an exciting opportunity for an inspirational senior leader to take on the role of Assistant Principal for Business Support Services.

You will work closely with the Principal, Governing Body and the Service Management Team to deliver our aspirations and plans for a truly outstanding adult education service in central London, inspiring, challenging and empowering our learners and the surrounding communities.

You will strategically lead the Service's business support teams for admissions, funding and data management, ICT and marketing, delivering and supporting the strategic objectives of the Service, within a fast changing environment.

You will have significant senior level experience of raising standards, the ability to motivate successful and effective multi-disciplinary teams and work

collaboratively with a range of partners both internally and externally in a manner that supports the ambition and values of the Service.

You will have the commitment, drive and ambition to achieve high expectations and standards, making a real impact to the progress of our learners and our work with employers and key stakeholders.

In return, the Service offers a competitive salary, employment benefits including a public sector pension scheme and opportunities for Continuous Professional Development.

Job description and application forms are available from www.waes.ac.uk/vacancies. If you are experiencing problems downloading or have an enquiry regarding a particular vacancy please contact HR by emailing recruitment@waes.ac.uk quoting the relevant reference number.

Please quote reference number: **ED/WAES/769** in all correspondence

Closing date for applications: 23 October 2017

Assessment and interviews: week commencing 6 November 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 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

Contact Details:

Sarah Brooks
01226 246583
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



Pearson

Keep your apprentices on track

To learn and succeed, apprentices need simple,
clear support and navigation.

We offer a range of online and physical resources
to help you manage your apprentices' training
and ensure smooth sailing.

We know Apprenticeships.

Speak to us at **quals.pearson.com/apprenticeships**

ALWAYS LEARNING



EXPERTS



DAMIEN PAGE

Dean of the Carnegie School of Education, Leeds Beckett University

In defence of the principal

Principals are often maligned, but they're only mirroring government policy, argues Damien Page

It is not hard to find criticism of college principals: academic literature is littered with it, the trade press is awash with it, social media thrives on it, and the staffrooms of colleges mutter it constantly. Principals are greedy, overpaid, uncaring, narcissistic, ignorant of pedagogy, anti-autonomy, and a barrier to professional practice. In short, principals embody the worst excesses of neoliberalism.

Yet what is forgotten is the difficulty of being a principal. The environment is unstable, perpetually in turmoil, tossed on the winds of fortune by ministers that never quite know what to do with the FE sector. Colleges are complex organizations containing myriad tensions, be they financial, human and technological.

When people engage in disparaging commentary about principals, they forget about the external environment. Their criticism often positions principals in a vacuum where they are masters of their own fiefdom, governing capriciously for personal gain.

“**These are not the voluntary acts of managerialist despotism that they may at first appear**

Yes, principals may make massive cuts to their staffing and they may impose new contracts that increase contact hours or make more use of zero-hours contracts; they may even create environments where teachers are continually surveilled and evaluated. But let us remember that these are not the voluntary acts of managerialist despotism that they may at first appear. The principal acts not in a context of governmental concern for the FE sector but in a context where FE is an afterthought, an easy target of austerity cuts that create little public outcry.

Colleges are not isolated outposts in control of their destiny. They can be merged as a result of area reviews, they can have whole sections of a curriculum removed through

financial strangulation, they can have GCSE retakes foisted upon them to the detriment of vocational education. The principal's sole responsibility is the survival of their college and the education of their students, and if that is threatened they must take whatever action is necessary, and pacifism in the face of an invading force is rarely successful.

Principals must engage fortune on its own terms: neoliberal responses for neoliberal times, autocracy for an autocratic government. The lamentations of academics' insightful criticism of policy in peer-reviewed journals have not halted the march of funding cuts to colleges; the wailing of the left-wing press at the redundancies resulting from forced mergers has not stalled the march of devastation. No, principals are the ones keeping the neoliberal wolf from the door and ensuring students continue to be educated. The question is how. Machiavelli had a clear answer to this question: “I believe also that he will be successful who directs his actions according to the spirit of the times, and that he whose actions do not accord with the times will not be successful.”

What is required from leaders is that they choose a strategy that is congruent with the context. Machiavelli himself was a product of his times and *The Prince* was written in a dangerous context of intrigue, political manoeuvring, torture and assassinations. It was no time to recommend virtue, fairness and pacifism; it was a time to choose behaviours and strategies that could adequately combat the dangers of political life.

Principals, then, similarly need to select their actions according to the context, adopting a bullish neoliberalism to combat the invading horde of neoliberal governmental aggression. If colleges are forced to operate within a marketised topography, principals would be foolish if they didn't in turn ground their strategy within the most marketised strategy of marketisation possible; when they are faced with performativity, the prudent strategy is to fashion the most performative institution they can create. In this context the principal who survives, whose college survives, is the one who becomes a paragon of neoliberalism.

In times characterized by ferocity of competition, where colleges have become players within the commodified education marketplace, where the government imposes throttling systems of performativity, where the sector continues to be stripped of resources, there is no place for lambs; there is only a place for foxes and lions.

This is an abridged version of a chapter in The Principal: Power and Professionalism in FE, edited by Marie Daley, Kevin Orr and Joel Petrie.



GEMMA GATHERCOLE

Head of funding and assessment, Lsect

What's the T-levels plan?

FE Week's resident policy expert dissects the DfE's latest document

More than a year after the post-16 skills plan, and seven months on from the announcement of more funds to support its implementation, the DfE has published an update in the form of its T-levels action plan. But what does this action plan tell us, what are the next steps and, critically, which questions remain?

My overriding takeaway from the action plan is consultation: a word that gets no fewer than 10 mentions and is critical to successful implementation. However, what I think is more interesting is what's open for consultation and what seems to be fixed. This will be the first opportunity for the sector and for employers, who weren't part of the independent panel, to have their say.

The consultation will be launched by the end of 2017 and will cover a range of issues from the implications of this policy for current provision, to design principles for the T-levels themselves. I am sure they will be widely welcomed.

I also note a subtle change of tone in this action plan, which I'm sure will be welcomed, from the focus on consultation, to the need to discuss implications with a wide audience including providers and awarding organisations, making this the most inclusive document yet on the skills plan proposals. The planned “college-based route” is now called the “provider-based route”.

Perhaps of most interest to providers is the announcement of who will be able to offer provision and when. Although the intention to phase in the T-levels by sector and by the number of providers available to deliver has been openly discussed, the action plan explicitly sets out that phasing. Only a small number of providers will offer the first three pathways from 2020 and selected providers will offer the first routes in 2022.

The majority of providers will only offer T-levels from 2024. But which providers are these? We'll have to wait a little longer to find out, as the DfE will publish further information later in the autumn for the 2020 process, and in spring 2018 for 2021.

There are also four big questions that remain largely unanswered and answering them will be crucial to the success of the policy.

The first is on bridging provision – where is the policy and does it really support learners

to move between the academic and technical pathways? There is only one mention in the action plan and that's “coming soon”. Without the existence of bridging provision or understanding of how students move between the pathways, the policy risks creating silos that serve to limit ambition rather than support progression.

“**I note a subtle change of tone, which I'm sure will be welcomed**

Regarding the “transition year”, or more specifically, what provision will be available for those not yet ready for level three study, what does the policy cover and does it have to be a year? Here we're better served by mentions in the plan, and there is reference to research already undertaken.

But the detail is what matters here, so there will be much for the promised consultation to deliver on, and while the timetable focuses on the development of T-levels, it's important that this transition year is available for implementation.

And what of plans for level four and five provision: what does the plan look like, when is it going to be delivered and how will it support progression? Getting this right is hard, as the action plan recognises provision at this level is more complex, offered by a wider range of providers and supporting a wider range of learner ages and needs. However, our skills shortages do not start and end with young people; we have shortages among technician-level staff and in some sectors a rapidly retiring workforce. There's little progress to be seen in the action plan and not even a promise to consult. More work is needed.

Finally, and perhaps the most critical question yet: how many young people will be able to make an informed choice about whether to follow an academic or technical route at 16? Is this binary divide practical?

I look forward to reading the long-awaited careers strategy promised for the autumn; perhaps I'll even be able to answer my own question.

EXPERTS

Dear Dr Sue



Dr Sue, director of policy and external relations at Hoxley, answers your questions on college governance, backed by her experience as principal of Canterbury College and in senior civil service posts in education and skills.

Q1: GCSE GRADE 5

You have previously urged colleges to set the new GCSE grade 5 as their entry criteria for English and maths. We debated the issue but went with management's recommendation of grade 4. Were we wrong?

Answer:

I wouldn't go as far to say you were wrong and I don't think a single college in an area can take a solitary stance. This has to be done with all your feeder schools and other colleges. However, I think it is a lost opportunity to collectively raise achievement.

The changes were brought in to raise standards and while I appreciate that many educators in our colleges don't like the focus on end examinations and cannot see why grading has been changed to numbers, it is now in operation and we need to work with it.

The basic issue is that schools are judged on how many of their pupils get "5s" and 5+ is better for pupils' prospects, so setting entry requirements at grade 4 (and letting pupils know that nine months before they take their exams) sends the wrong message.

This undermines schools when they are saying and working with children to get a grade 5 or above. This is an area where schools and colleges need to work together and not undercut each other.

Q2: VALUING GOVERNORS

Is the government prepared to acknowledge and value the work governors do in supporting adult education?

Answer:

It does sometimes feel like that the sector isn't valued. This year, however, there has been much more interest in adult education. *The Financial Times* and the *Economist* have both covered it. The Joseph Rowntree Trust is calling for five million adults to receive support for basic skills and all three political parties talk about lifelong learning in the post-Brexit world.

We are waiting for DfE to announce what the National Retraining Scheme will look like and we still have the commitment to English and maths entitlement for adults.

But this is not enough. We still do not have a national ESOL strategy or a political narrative on adult education, when both Scotland and Wales do.

On whether governors are valued, we know that DfE is doing further work on governance and we are always told that government does value the work they do. But it would be good to see some evidence of that, maybe in speeches or annual letters – something for the minister's speech in November perhaps?

Q3: LINK GOVERNOR

How can I as a link governor spot where teaching quality may be declining before poor results make it apparent?

Answer:

You need to follow the relevant policies. Before you make a visit, you should look at recent performance data and the latest self-assessment report and speak to the head of that subject area

about any issues you think you may come across. One of the purposes of the visit is to triangulate information given to you and reality.

When you make your visit, speak to the teacher and the students; both are normally forthcoming with information especially when they are not happy. If you feel that the class lacks focus or students are not confident in talking about their goals, discuss with the programme lead whether this is normal. Remember you are not there to inspect but to feel secure that the senior leadership has a handle on any issues you encounter.

“ Remember you are not there to inspect

BOOK NOW FOR
FREE ENTRY

JOIN THOUSANDS OF YOUNG PEOPLE PLANNING A BRIGHT FUTURE AT
THE SKILLS SHOW 2017

16-18 NOVEMBER
NEC BIRMINGHAM

worldskillsuk
GO FURTHER, FASTER

DOWNLOAD THE FREE APP

• Get involved with our Have a Go experiences
• See presentations from industry leaders

• Sign up for education, training, and live job vacancies
• See competitors battle it out in the WorldSkills UK

#SKILLSSHOW17

worldskillsuk.org

Supported by
Department for Education

CAMPUS ROUND-UP *with Samantha King*



Growth industry: Roger Clarke, centre, accepts the award

Cornwall college cultivates farming award

Duchy College has beaten the likes of Waitrose to take home the national Feeding Britain's Future employer award. The college, which is part of the Cornwall College Group, was nominated for the award for running a two-week programme to give young unemployed people an experience of farming.

Participants had a week of practical training at the college, including tractor driving and working with livestock, before undertaking a week of work experience on local farms.

Jane Milligan, an employment adviser at the Department of Work and Pensions, nominated the project's leaders, Roger Clarke, the team leader for work-based agriculture, and skills

tutor Andrea Hickman, for the award.

"Roger and Andrea were open to supporting the group to realising their individual potential, regardless of their backgrounds, previous history, achievements or lack of," she said. "Each was given a chance to be an individual and a chance to shine and learn new skills in a fully supported environment."

The awards are run by the DWP in partnership with the Institute of Grocery Distribution.

"This programme really does help to get the basic skills in place in order get a foot on the ladder and to start a career within the sector," said Mr Clarke.

Ain't no mountain high enough

A member of staff from London's Mary Ward Centre is trekking to Everest in an effort to raise money for student bursaries to help people who can't afford course fees.

With a fundraising target of £20,000, Sue Cragg, the head of adult and community education at the adult education college, will walk for 12 days to reach Everest's base camp.

The centre runs classes in everything from ukelele and zumba to psychology and enamelling, with courses costing around £100.

"Working at the centre you see the difference that doing a course makes in people's lives, particularly for those unable to

afford the fee," Ms Cragg said. "People gain more confidence and feel less isolated, and it's getting people qualifications and back into work or into better jobs."

Leaving for the expedition on November 2, Ms Cragg has been in training for the past year, taking yoga and strength and conditioning classes, walking five miles a day and going on training holidays to the French Alps and Italy.

She has already raised £330 of her target through an online fundraising page, which will be used to heavily subsidise or cover the cost of class fees for struggling students.



Craggs among the crags of Italy's Aosta Valley

Execs build bridges with students

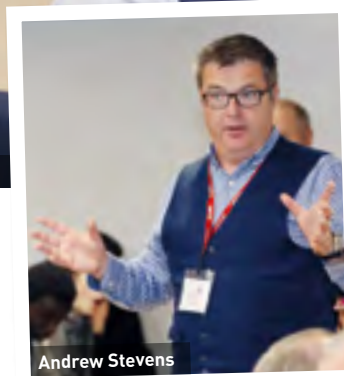


Shenaaz Chenia, left, and Charlie Mullins

More than 80 apprentices and construction trade students from London South East Colleges have had the chance to speak with some of the UK construction industry's biggest names during a recent Q&A session.

Hosted at the college's Bromley campus, aspiring construction workers had the chance to ask a panel of six chief executives and managing directors questions on anything from what qualities they look for in employees to how to maintain a positive online footprint.

Among the panellists were Charlie Mullins OBE, the CEO of Pimlico Plumbers, Shenaaz Chenia, the managing director of Saint Gobain, and Andrew Stevens, the CEO of



Andrew Stevens

technical and digital education providers CNet Training – who chaired the panel.

"Construction is becoming a multifaceted industry

and employers only want to take on 'good people'," said Stevens. "They want the best possible candidates and they are willing to train them to become experts in their field. That's how it works."

"I have an interview for an apprenticeship coming up pretty soon and the panellists gave me some great ideas today," said Scott, a motor vehicle student. "It was very interesting and they made some brilliant points."



Just about managing: The first students

Leeds Trinity gets the first degree

Leeds Trinity University welcomed its first ever cohort of degree apprentices this week.

The new course has taken on 15 apprentices currently employed at Leeds Teaching Hospitals NHS Trust, who will all study towards a level six degree apprenticeship in chartered management, accredited by the Chartered Management Institute.

Lasting three to four years, the course combines university study with work-based learning specific to each apprentice's job role, from nurses and pharmacists to human resources workers and estate managers.

"This apprenticeship, and the many others we are currently developing, will

create new opportunities for people from all backgrounds, including those currently underrepresented in higher education," said Helen Wright, the university's apprenticeships manager.

"This is a great opportunity to develop professionally, combining work-based learning with study to progress their careers."

The degree apprenticeship is designed for businesses and employers looking to develop their employees in supervisor, senior management and first-line manager roles.

The CMI also announced a new senior leadership master's degree apprenticeship this week, aimed at senior executives and business leaders.

College ref tackles Lords over sports stereotypes

A college referee campaigning to get more women into football has taken her crusade to Westminster, reports Samantha King.

Sunderland College's sports development officer, Lucy Oliver, was invited to speak at the House of Lords through her involvement with Women in Football – a group of professional women with strong links to the football industry, which celebrates its tenth anniversary this year.

The group counts among its members Dame Heather Rabbats, former non-executive director and board member of the Football Association, and Eva Carneiro, Chelsea FC's former doctor, who were both in attendance to encourage support for the diversification of football.

"It is the aim of the FA to double the participation of women and girls in football by 2020, and in order to do that, we need the full weight of the government behind us," Ms Oliver explained. "This is the first time the issue has been brought before the House of Lords and we hope that this has created a real buzz around the topic which will provide a catalyst for further change and ultimately, equality in football."

Closer to home, Ms Oliver – who has been a referee for 13 years and is an FA ambassador – has introduced a number of initiatives to build the



Lucy blows the whistle on the gender divide

confidence of young women taking part in sport at Sunderland college.

Since her appointment as sports development officer three years ago, she has brought in a Women's Football Leadership Programme and the Women & Girls

Football Hub as part of her role to develop the college's sporting offer.

"We have to change the way people view male-dominated sports from an early age, so it's absolutely integral to educate and engage with young women at the earliest opportunity," she explained. "The work I do at Sunderland College is an important aspect of Women in Football's campaign, and it means we're giving the younger generation a chance to cast inequality and under representation in football to one side."

"We have come a long way in football in terms of promoting



Lucy Oliver

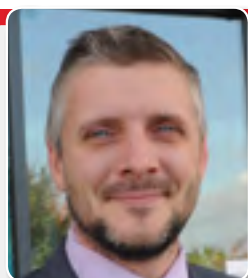
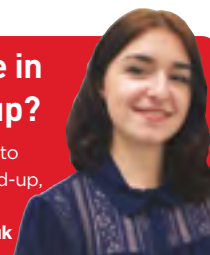
female participation and challenging gender stereotypes, but we still have a long way to go before we can honestly say the issue has been fully tackled. One day, it will seem ridiculous that it was even considered unusual or controversial for women to be involved in football."



With principal Ellen Thinnesen, left, and sports students

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



David Malone

Vice-principal of curriculum and quality, Telford College

Start date October 2017

Previous job

Assistant principal at Dudley College

Interesting fact

David is currently training for his first marathon, which he is running in Paris next year.



Duaine Taylor

Head of learning and development, the Axis Academy

Start date August 2017

Previous job

Training manager for Axis Cleaning and Support Services

Interesting fact

He has a passion for photography and can often be found photographing sunrises and sunsets.



Gina Bubbins

Director of business development, Bedford College Group

Start date August 2017

Previous job

Director of business development at Bedford College

Interesting fact

She loves going on holiday and one of her favourite spots is Dubai.



Nicholas Ford

Associate director, Ease Training

Start date September 2017

Previous job

Chief executive of the Ernest Cook Trust

Interesting fact

His first claim to fame was taking command of a Royal Naval warship, before heading for a successful career on the land.



Dean Hingley

Compliance manager for learning, diversity & development, Develop Training Ltd

Start date September 2017

Previous job

Quality officer at Energy and Utility Skills

Interesting fact

Dean is a keen angler targeting big carp. In 2009 he caught a "scar fish" at Les Graviers Lake in France, which weighed 89.5lbs.

Movers & Shakers

...

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

FE Week

ANNUAL APPRENTICESHIP CONFERENCE AND EXHIBITION 2018

ICC, 21-23 MARCH 2018,
BIRMINGHAM

On the back of the tremendous success of AAC 2015, 2016 and 2017, the fourth Annual Apprenticeship Conference and Exhibition is set to be our biggest event yet.

AAC 2018 is the calendar's one truly not-to-be-missed three-day policy and practice conference dedicated to apprenticeships.

New for AAC 2018:

- Six specific one day route summits: Business and Administrative | Social Care, Childcare and Education | Sales, Marketing and Procurement | Engineering and Manufacturing | Construction | Digital
- Over 100 workshops across three days
- Free to attend exhibition and seminar sessions
- AAC Apprenticeship Awards and Gala Dinner

Super early bird tickets available now. Save up to 40%. Group booking discounts available for bookings of 3 or more.

REGISTER TODAY AT FEWEEKAAC.COM

#FEWEEKAAC18

AAC
2018

CONFERENCE PARTNER



STRATEGIC PARTNER



For sponsorship & exhibition enquiries visit feweeaac.com or email aac@feweeak.co.uk. Early-bird exhibition prices available until end of October 2017.

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

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next edition

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Spot the difference To WIN an FE Week mug



Spot five differences. First correct entry wins an FE Week mug.
Email your name and picture of your completed spot the difference to: news@feweeak.co.uk.
Last Edition's winner: Stephen Ram Kissun, NOCN