

# FE Week

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# ASSESSMENT NIGHTMARE AS LEARNERS CAN'T COMPLETE

➤ Lack of end-point assessment means some apprentices can't finish their courses, sector leaders reveal

JUDE BURKE @JUDEBURKE77

EXCLUSIVE

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# FE Week

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## NEWS

# Cash-strapped college wastes £3m on development plans

JUDE BURKE  
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EXCLUSIVE

A cash-strapped London college spent more than £3 million on plans to develop one of its sites that never came to fruition, *FE Week* has learned.

Lambeth College, which has been in such severe financial difficulties that the FE commissioner warned earlier this year it was “no longer sustainable” unless it merged, submitted detailed proposals to redevelop its Vauxhall site to Lambeth council in September 2016.

But the plans for the run-down, which included a new skills centre, a hotel and flats, were pulled six months later.

A Freedom of Information request by *FE Week* has found the process cost the college £3.228 million.

This was spent on “project development and decant costs in connection with the development of the Vauxhall site” over 2015/16 and 2016/17.

“This is an ongoing project and is currently the subject of a revised bid to the London Economic Action Partnership,” it said, referring to the local enterprise partnership for London.

“The plans are to develop the whole site as

an FE entity, with one third of the original scheme being retained and two thirds being revised to result in the expansion of FE facilities.”

But our questions on what the money was spent on were denied on the grounds that it would be “prejudicial to the financial viability of the ongoing project as a whole”.

Monica Box, the college’s interim principal, also refused to say where exactly the money had gone.

“Monies spent to date will support the ongoing proposals for the site which will produce a significantly higher degree of education and training usage,” she said.

“The change of plan was to facilitate more FE-based estate on the site.”

The Vauxhall campus was formerly home to the college’s construction and engineering courses, and is the second largest of Lambeth’s three sites, at 16,700 square metres.

According to the planning application submitted to the council, the proposal was for “demolition of existing college buildings and the erection of a mixed-use development of six buildings ranging from six to 26 storeys in height”.

These buildings included a “new college facility”, a hotel of “up to 184 bedrooms”, which was intended to be a training hotel, and up to 232 residential units.



Flytipped rubbish outside the derelict campus

©SWNS

Lambeth College said at the time that the existing college buildings – deemed to be “no longer fit for purpose” and failing to “meet employers’ needs” – would be replaced with “a groundbreaking education and training facility with a focus on construction, hospitality and science and technology”.

The scheme, which would have involved partnership with the construction firm Carillion, and Arlington Real Estate Ltd, was also set to “benefit from up to £22.25 million” in funding from the LEAP.

The existing site has been standing empty since it was closed in August 2016, and was recently targeted by flytippers, although the rubbish has now been cleared.

Lambeth, which was rated ‘requires

improvement’ at its most recent Ofsted inspection, is planning to merge with London South Bank University, although proposals have yet to go out for consultation.

*FE Week* reported last month that plans for a “back door” takeover of the college by the university, through changes to its governance, had been delayed.

Sir David Collins, the former FE commissioner, reported on the college in March, based on a visit in September 2016, made after a “significant deterioration” in the college’s finances, caused by poor financial management.

*FE Week* asked LSBU if it was behind the withdrawal of the college’s redevelopment plans, but it declined to comment.

# No news is bad news on permanent boss for IfA

PAUL OFFORD  
@PAULOFFORD

Attempts to recruit a permanent chief executive of the Institute for Apprenticeships are still ongoing, six months after the process was launched.

*FE Week* learned at the start of this academic year that the latest round of interviews would be taking place over three weeks up to the end of the first week of October.

A spokesperson said at the time that there had been “strong interest” and the search was in its “latter stages”, with interviews planned for a “number of candidates”.

But this week an IfA spokesperson could not confirm an appointment had been made, and claimed the “recruitment process is continuing” and that “an announcement will be made in due course”.

The search for a full-time successor to outgoing boss Peter Lauener, who is also coming to the end of his stint as chief executive of the Education and Skills Funding Agency, began in April.

The original closing time for applications was late May.

*FE Week* understands the initial delay with launching the recruitment process had been because the government wanted the IfA to

have a permanent chair in place before they advertised for a CEO, who was eventually announced as Antony Jenkins

It was then revealed that the position would be on a fixed-term contract of up to five years, with a salary of up to £142,500.

The initial recruitment round proved to be fruitless, with apparently no suitable candidates identified, so the IfA turned to headhunters in July.

The wait for a permanent chief executive is of particular concern at a time when the sector is crying out for leadership, amid mounting teething problems with the new levy system.

Things have come to a head with last week’s revelation that apprenticeship starts had plummeted by 61 per cent since May, compared with the same period last year.

The IfA has many key responsibilities, including developing and maintaining quality criteria for the approval of apprenticeship standards and assessment plans, which it also publishes, and quality-assuring the delivery of end-point assessments.

Its recently launched website says that it has “been launched to ensure that all apprenticeships are top quality”, and will “focus on ensuring apprentices have the skills, knowledge and behaviours needed to make a significant contribution to their job role, sector and employer”.



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# Budget 2017: Non-levy funding looms large

PAUL OFFORD  
@PAULOFFORD

The autumn budget will be delivered by the chancellor on November 22, and leading sector bodies have made requests to benefit colleges, and independent and adult learning providers. *FE Week* looks at the key recommendations.

Sorting out major problems dogging non-levy apprenticeship funding is a high priority.

In its pre-budget submission, the Association for Employment and Learning Providers has called for “an open debate” on funding non-levy apprenticeships after April 2019.

Teething issues with the new levy system have been compounded by the saga surrounding funding for apprenticeships in non-levy-paying firms. A second procurement process descended into farce last month, after the first, which was massively over-subscribed, was scrapped.

Only employers with an annual payroll of at least £3 million currently pay the levy, while smaller firms also have to contribute to training costs for the first time, through a 10-per-cent co-investment model. This should involve the government paying 90 per cent of costs from leftover levy revenue.

The Association of Colleges also fears the system isn't working and called in its submission for “a review of the rules”, which it said grant levy-paying employers control of 110 per cent of funds generated through their levy payments.

This figure is a reference to levy-payers, which get a 10 per top-up of the funds in their digital account, so in theory they can spend 10 per cent more than they pay.

This situation “gives larger employers the first call on training funds” and “squeezes” smaller non-levy paying employers into “second place”, the AoC warned. It called for the proportion they control to be reduced to 75 per cent “to release funds to address failures in the training market”.

Last week, it was revealed that total apprenticeship starts since the levy launched were down 61 per cent, compared to the same period last year.

The AoC also wants a crackdown on school sixth forms, reflected in the Sixth Form Colleges Association's plea for “a competitive process for establishing new sixth-form provision”.

“It would be sensible for regional schools commissioners and councils to be asked to review sixth forms which are particularly small and/or underperforming,” read the AoC's submission.

“There has been no rationalisation of school sixth-forms for more than 20 years as a product of ideology and DfE neglect,” it added.

It also wants a review of the struggling university technical college programme.

The AoC and Havering Sixth Form College challenged the DfE last year over its decision to fund a new sixth form at Abbs Cross Academy and Arts College in Hornchurch, Essex.

One standout demand, this time from the adult learning provider membership body Holey, is for the creation of a special adult basic skills fund for low-skill sectors, to ease anticipated home-grown recruitment problems post-Brexit.

It thinks this should work alongside a new cross-department post-16 education, skills and employment strategy.

Delivering “better value in a post-Brexit economy” also motivated the AELP to ask the government “to consider whether all ESFA

non-schools funding and programmes should be subject to open tender”.

People also want the DfE to review compulsory 16-to-19 English and maths resits policy, which the AoC supports in principle but warned are “not working”.

The AELP wants “equitable funding” for additional English and maths provision for apprenticeships.

It previously drew attention to “the large differential in post-16 funding between English and maths taken as part of an apprenticeship (£471) and that available for the same subjects in the form of classroom provision (£724)”.

“Our research shows that many providers deliver the learning at a loss within an apprenticeship and AELP believes that all English and maths delivery for apprentices

should be funded as a minimum at the equivalent stand-alone rate,” it explained.

It also wants a £200 increase to the national funding rate for 16- to 19-year-old learners.

“We estimate that increasing the rate to £4,200 per full-time student would cost £244 million per year to implement,” said the SFCA, which “could be partly funded by using the underspend in the DfE's budget for 16-19 education”. This amounted to £135 million in 2014/15 and £132 million in 2015/16

“We estimate that increasing the rate to £4,200 per full-time student would cost £244 million per year to implement,” said the SFCA, which “could be partly funded by using the underspend in the DfE's budget for 16-19 education”. This amounted to £135 million in 2014/15 and £132 million in 2015/16.

➤ Increase the national funding rate for 16- to 19-year-olds by £200

➤ Introduce a competitive process for establishing new sixth form provision

➤ Introduce a VAT refund scheme for sixth-form colleges

➤ Introduce a capital improvement fund to help successful SFCs develop their estates



Bill Watkin

➤ Announce the preparation of an adult education, skills and employment strategy with equal status to the industrial strategy

➤ Create an adult basic skills Brexit fund for low-skilled sectors so they can recruit staff from the resident UK population

➤ Pledge additional new funding for an adult-led national retraining scheme linked to an extended right to request time off to train

➤ Expand loans and allow the existing adult-fee loans programme to fund units of qualifications



Sue Pember

➤ Review rules that grant levy-paying employers control of 110 per cent of their funds

➤ Carry out targeted reviews of school sixth-forms and university technical colleges

➤ Look again at 16-to-19 compulsory English and maths resits policy

➤ Set a target to increase public spending on education to five per cent of GDP by 2025

➤ Introduce an immediate £200-per-student uplift in funding in 2018-19 to improve education and support

➤ Ensure there is adequate funding for the T-level transition year, and for three years of study for those who need it

➤ Simplify the high-needs funding system to provide more clarity for those with learning difficulties and disabilities



ASSOCIATION OF COLLEGES

➤ Extend child benefit and other social security payments to young people taking apprenticeships

➤ Develop learning accounts to test approaches that could encourage more adults to invest in learning and training

➤ Support local authorities to invest in support for transport up to 18



David Hughes

➤ A greater and sustained commitment to the outcome-effective traineeship programme

➤ Equitable funding for additional English and maths provision within an apprenticeship programme

➤ An open debate on how non-levy apprenticeships should be funded after April 2019

➤ Full commissioning of the adult education budget as a means of reskilling adults for sustainable employment post-Brexit



Association of Employment and Learning Providers



Mark Dawe

## NEWS

# DfE urged to redirect 16-to-19 underspend

PIPPA ALLEN-KINROSS  
@PIPPA\_AK

The 16-to-19 education budget was underspent by £106 million last year, and campaigners now want the DfE to direct the money back to colleges.

The skills minister revealed the dramatic underspend after a question in Parliament from Green MP Caroline Lucas, but insisted it was due to low student numbers.

Representatives from school and college associations have now warned it would be “indefensible” if the overspend were not now returned to the system ahead of the upcoming autumn budget.

“Budgets for 16- to 19-year-old education are set on the basis of the established funding formula which uses student number estimates,” said Anne Milton in her reply.

“As in 2014-15 and 2015-16, student numbers and associated costs were lower than these estimates in 2016-17, which resulted in a lower spend of £106 million.

“This represents 1.8 per cent of the budget that was available for reallocation. Because this was a result of lower student numbers, it did not affect funding per student.”

A similar question from Nic Dakin MP in July revealed there had also been underspends in the 2014/15 and 2015/16 financial years, of £135 million and £132 million respectively.

The coalition of school and college associations behind the Support Our Sixth-Formers campaign are now urging the government to redirect the underspend back to schools and colleges ahead of the forthcoming budget.

“We know now that £373 million of funding intended for sixth-form students has not been made available to educate these young people over the last three years,” said James Kewin, the deputy boss of the Sixth Form Colleges Association.

“Our students are already chronically unfunded compared with other countries and other phases of education, so for schools and colleges not to receive all the money that has been set aside for sixth form education is indefensible.”

The general secretary of the Association of School and College Leaders general secretary, Geoff Barton, echoed the call.

“This is the third year in a row that the government has underspent the money allocated for sixth form funding, at the



same time as our schools and colleges are experiencing the greatest ever cuts to their sixth form budgets,” he said.

“In order to prevent an even further widening of the gap between state and independent 16-19 outcomes, this money should be returned to our sixth forms.

“The upcoming budget presents a perfect opportunity to remedy this inequality before it does irreparable damage to the life chances of our young people.”

A DfE Spokesperson said it was investing nearly £7 billion into 16-to-19 education and training.

“The 16-to-19 budget is based on a forecast of student numbers and set funding rates per student. Final spend always depends on actual numbers and can be an overspend or

underspend in any given year,” he added.

“This does not affect the amount of funding for each student. In the same way that funding rates per student stay the same if there are fewer students than expected, we maintain rates at the same level even if there are more students.”

Last week it emerged that the chairs and principals of 140 colleges had written an open letter to Theresa May to beg for more funding for 16- to 19-year-olds.

They wrote: “Our students are now in danger of studying an impoverished curriculum, which has already reduced in breadth and choice, and cannot prepare our young people to take their place in employment and compete in a global economy.”

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## NEWS

# EPA crisis point: The learners who can't complete

JUDE BURKE  
@JUDEBURKE77

FROM FRONT EXCLUSIVE

End-point assessment has hit crisis point – as FE leaders warn that the first wave of learners are reaching the end of their courses without a final test in place.

*FE Week* has crunched the latest government stats and found 790 apprentices started on various standards in 2016/17 without an organisation in place to deliver final exams.

Added to those who began in 2014/15 and 2015/16, the total number of apprentices on courses without assessors is 1,460.

Sue Pember, the director of policy at Holesx, labelled the situation “shameful” – and has heard from an ITP, which *FE Week* has agreed not to identify, that there are a number of learners who have been unable to complete.

“I am hearing that apprentices have actually finished their programme but have been unable to complete and qualify because there is no end test in place,” she told *FE Week*.

A representative for the AELP said he understood that this related to an “early-approved standard that still doesn’t have an EPA ready”.

Sallyann Baldry, a consultant for the

Federation of Awarding Bodies, said another EPA organisation had been “very quickly contacted” after it was approved, as there were “learners waiting for assessment” – even though it had said in its submission it wouldn’t be ready until next April.

As a result, the organisation in question has “had to work flat out to tool up far more quickly than it had originally planned”, and was now expecting to be ready in November.

The DfE declined to comment on the claims.

Stephen Wright, the FAB’s chief executive, told *FE Week* that if it were true that even one learner had reached the end of their apprenticeship without being able to sit a final exam, “the credibility of the whole apprenticeship system” would be “called into question”.

Teresa Frith, a senior policy manager at the AoC, said the “slower-than-anticipated progress” in finding EPA organisations was “equally frustrating for the learners, employers and colleges”, but suggested that “transition issues” such as these were inevitable in the move to standards.

A spokesperson for the Institute for Apprenticeships said that “99 per cent” of apprentices were covered by assessors.

“We actively monitor apprentices’ progress towards the stage of end-point assessment,

| Apprenticeship starts type | 2014/15 | 2015/16 | 2016/17 | All    |
|----------------------------|---------|---------|---------|--------|
| Starts with EPA            | 160     | 3,880   | 22,950  | 26,990 |
| Starts without EPA         | 220     | 450     | 790     | 1,460  |
| Total starts               | 380     | 4,330   | 23,740  | 28,450 |
| Total % starts without EPA | 58%     | 10%     | 3%      | 5%     |



and ensure there is coverage in place,” he said.

“Currently 99 per cent of all apprentices who are due to complete end-point assessment within the next 12 months are covered by an end-point assessment organisation.”

*FE Week’s* own analysis of the latest apprenticeship figures shows that the proportion of starts on standards without at least one organisation in place to deliver the EPA has fallen – from 10 per cent in 2015/16, to three per cent in 2016/17.

But because the overall numbers are up, so too is the number of apprentices on courses without assessors – from 450 who started in 2015/16, to 790 in 2016/17.

Just under a third of all approved apprenticeship standards – 61 out of 194 – have yet to find a single approved final assessment organisation, while a further 57 have only one.

At the opposite end of the spectrum, some of most popular standards have multiple assessment options – including 19 for the team leader standard, which had the third highest number of starts in 2016/17, at 1,910.

Mr Wright attributed the lack of EPA for some standards to “several factors”.

Some are “so niche” that they are unlikely to “ever be financially viable”, he said, while others “have assessment strategies that are inappropriate or impractical”.

| Top five most popular standards                    | Level | All starts to July 2017 | EPAs |
|--|-------|-------------------------|------|
| Retailer   | 2     | 2,180                   | 10   |
| Installation Electrician / Maintenance Electrician | 3     | 2,170                   | 1    |
| Team leader / supervisor                           | 3     | 1,910                   | 19   |
| Infrastructure Technician                          | 3     | 1,560                   | 3    |
| Customer Service Practitioner                      | 2     | 1,530                   | 10   |

| Standards with most EPAs (top 10) | Level | EPAs | Starts by July 2017 |
|-----------------------------------|-------|------|---------------------|
| Team leader / supervisor          | 3     | 19   | 1,910               |
| Operations / Departmental Manager | 5     | 16   | 770                 |
| Adult Care Worker                 | 2     | 11   | 460                 |
| Commis Chef                       | 2     | 11   | 300                 |
| Hospitality Team Member           | 2     | 11   | 790                 |
| Lead Adult Care Worker            | 3     | 11   | 280                 |
| Retail team leader                | 3     | 11   | 520                 |
| Customer Service Practitioner     | 2     | 10   | 1,530               |
| Hospitality supervisor            | 3     | 10   | 250                 |
| Retailer                          | 2     | 10   | 2,180               |

|                           | Standards to July 2017 |     |
|---------------------------|------------------------|-----|
| At least one start        | 128                    | 66% |
| No starts                 | 66                     | 34% |
| Total standards available | 194                    |     |

| 92 end point assessment orgs (most EPAs - top 10) | EPAs |
|---|------|
| NOCN  | 36   |
| Pearson Education Limited                         | 30   |
| City and Guilds                                   | 27   |
| NCFE/CACHE  | 20   |
| Highfield Awarding Body for Compliance (HABC)     | 17   |
| Innovate Awarding Limited                         | 17   |
| DSW Consulting                                    | 16   |
| BCS, The Chartered Institute for IT               | 13   |
| BIIAB   | 11   |
| Occupational Awards Limited                       | 11   |



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## NEWS

# Major redundancies at Somerset Skills & Learning after AEB debacle

BILLY CAMDEN  
@BILLYCAMDEN

A large community learning provider in Somerset that was particularly hit hard by the adult education budget fiasco is likely to close six centres and make over 50 redundancies in the coming months.

Somerset Skills & Learning, which currently teaches around 10,000 students and employs around 200 staff, was left £1 million short of the funding it needs to stay afloat last month after the ESFA made massive cuts.

The provider, which is ranked 'good' by Ofsted, was at first faced with a 97-per-cent cut in September – a figure which would have meant imminent closure.

However, following a campaign to lobby MPs and ministers, the ESFA U-turned on funding to private providers, and SS&L was given 75 per cent of its required funding on a "transitional" basis.

But Susie Simon-Norris, SS&L's chief executive, told *FE Week* that a "radical" restructure was still in the pipeline.

"We have had to make some very tough decisions over the last few weeks in an effort to keep SS&L a going concern," she said.

"A radical restructure has been proposed and this would sadly mean losing almost a third of our staff and closing six centres to reduce our overheads. We have no choice – the funding cuts have left us in a very difficult position."



Susie Simon-Norris

allocation despite a "successful" AEB tender – 97 per cent less than the £3.4 million it received in 2016/17.

But on October 2 the provider was told its allocation for 2017/18 had been raised to just over £2.4 million.

It was one of many private providers to receive letters from the ESFA, confirming that extra cash had been found to bring most private providers' AEB funding up to the value of 75 per cent of the amount they had last year.

"We also need to drastically reduce our delivery of community learning courses, a terrible blow for Somerset," said Ms Simon-Norris.

"We still don't think the government



Somerset's MPs meet to discuss the matter

realises that by reducing our funding as they have done, Somerset's community misses out on vital and unique community education, so we are determined to keep lobbying to have this reinstated.

"We are the only county in the south-west to have had our community learning budget stripped; this is unfair to Somerset and something we intend to fight for."

The organisation will continue to deliver apprenticeships, traineeships, maths, English, digital skills and business-related courses across Somerset, but will partner with community-based organisations to deliver learning in the community.

"Although we are proposing to reduce the

numbers of centres to reduce overhead costs, we will continue to deliver locally across Somerset by utilising other venues," she added.

"The saddest and most difficult part however, is having to let loyal, long-standing and hard-working staff members go. Through no fault of the organisation's, many people will be losing their jobs just before Christmas and I put this firmly at the door of the funding body which has failed to understand the impact of the cuts to our community and the service our staff provide. It is devastating."

Staff are currently in redundancy consultations and centres are likely to close in the coming months.

# Apprenticeships are 'fragile' training, research shows

ALIX ROBERTSON  
@ALIXROBERTSON4

Relying on employer involvement makes apprenticeships a "fragile" form of training, according to new research.

A new study by Oxford University's department for education and the World Innovation Summit for Education (WISE) has reviewed apprenticeship participation on a global scale, and suggested they "play an important role in supporting young people to make the transition from school to working life", as well as "supporting adults in advancing their skills or acquiring new professions".

However, the research also found that relying on the active participation of employers means the apprenticeship model is "more vulnerable to political and corporate pressures" than classroom-based forms of learning, because its success depends on businesses and government overcoming differences in how each "views, finances and engages with" apprenticeships.

Titled 'People and policy: A comparative study of apprenticeship across eight national contexts', the paper said learning delivered by state-sponsored colleges acting without direct employer support was a "more secure" option. For apprenticeships to work and produce



successful, qualified apprentices, employer engagement was deemed to be "crucial", found the researchers, Maia Chankseliani, Ewart Keep and Stephanie Wilde.

"Therefore, having strong incentives for employers to participate in programme provision is vital," they said.

The government's apprenticeship levy, introduced in April, means large employers now have to foot the bill for their apprentice training in England.

All employers, including schools, with a payroll of over £3 million have to pay 0.5 per cent of it into a central pot each year, while grave funding problems have also been

experienced by non-levy payers.

The money can then only be reclaimed for spending on apprenticeship training.

Reforms to apprenticeship funding in England have faced considerable challenges.

The Confederation for British Industry this week called for an "urgent" reform of the levy system for example, after an unprecedented 61-per-cent fall in apprenticeship starts since May.

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

The research found that in England and other countries such as Australia, policy changes have led to apprenticeships being perceived as "a form of 'magic dust', which can be sprinkled on almost any vocational education and training problem, and offered to any young person who wants one".

Evidence from England shows that apprenticeships struggle if they are branded as both a prestigious route to gaining certain kinds of skill and as a "social inclusion mechanism", the study found.

Researchers also warned against attempts to relabel other forms of activity as apprenticeships, but praised efforts in England and Germany to work towards delivering graduate-level apprenticeships as a response to the "threat" posed by growth of higher education.

Rapid technological change may lead to employers having to contemplate creating "more of their own skills in house", the study said, suggesting the idea of higher-level apprenticeships has "arrived at just the right time".

The research is based on assessments of apprenticeship frameworks in eight countries: Australia, Denmark, Egypt, England, Finland, Germany, India and South Africa.

The World Innovation Summit for Education (WISE), an initiative of Qatar Foundation, will be held in Doha in November.



# Minister of State for Skills and Apprenticeships to speak at AoC Annual Conference & Exhibition 2017

14 - 15 November, The ICC Birmingham

The Association of Colleges is delighted to announce that Rt Hon Anne Milton MP, Minister of State at the Department for Education and Minister for Women will be speaking on day one of AoC's Annual Conference and Exhibition.



Anne Milton was appointed Minister of State at the Department for Education on 12 June 2017 and elected as MP for Guildford (revised boundary) in 2010.

As Minister of State for Apprenticeships and Skills, her responsibilities include apprenticeships covering the apprenticeship levy, traineeships and institutes of technology, technical education and skills, including T-levels, post-16 funding and adult education.

She joins Rt Hon Jeremy Corbyn MP, Ofsted Chief Inspector Amanda Spielman, Chief Executive of Ipsos MORI Ben Page, plus 5 more keynote speakers from the world of government, business and education.



Jeremy Corbyn MP



Amanda Spielman



Ben Page

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# Employers happier with ITPs – but colleges catching up

JUDE BURKE  
@JUDEBURKE77

Private training providers have once again proved to be more popular with employers than colleges, according to government research – though the gap is narrowing.

A huge 88.1 per cent of the more than 60,000 employers surveyed said they were satisfied with independent training providers, according to the Education and Skills Funding Agency's latest employer satisfaction survey, based on training in 2016/17, while 84.6 per cent said the same of colleges.

Those scores – based on the median rating for the 202 colleges and 288 private providers with sufficient employer satisfaction feedback to be counted in the FE Choices data – are both higher than last year's, indicating that overall satisfaction is on the up.

But while the private providers' score has increased by 4.2 percentage points, colleges are up by 9.7 points.

Mark Dawe, the chief executive of the AELP, said the survey results – along with Ofsted ratings – were further evidence that it

## Employer satisfaction - median score

|         | ITPs  | Colleges |
|---------|-------|----------|
| 2016/17 | 88.1% | 84.6%    |
| 2015/16 | 83.9% | 74.9%    |

was a "complete myth" that ITPs were "poor quality".

"It is really frustrating to still hear people, including government officials, ignoring their own evidence, referring to too many poor quality providers when for yet another year, independent training providers are scoring so highly in this survey," he said.

"Independent providers score highest for their flexibility and responsiveness to employer's individual needs but this is an area where there is still room for some improvement."

He urged the government to heed employers' calls for "greater flexibility" in its approach.

Julian Gravatt, the deputy boss of the AoC, said the survey results "reveal the hard work colleges put in every day".

"However, there is more that can be done,

especially in light of our decision to leave the European Union," he added.

"Colleges are transformational and help people make the most of their talents and ambitions by driving social mobility, helping businesses improve productivity and aiding economic growth."

The proportion of employers which said they were either "likely" or "extremely likely" to recommend their training provider to others is also up, to 86 per cent, an increase of six percentage points on last year.

In fact, scores across all providers and all measures are up compared with last year, by two or three points.

However, the survey highlighted a number of differences across company size and type of training.

Medium and large organisations,

those with at least 50 staff members, were "generally more satisfied" than organisations with fewer than 10 employees, who were "generally less positive than average".

The survey also found that employers using providers to deliver non-apprenticeship training were "consistently more positive" than those delivering apprenticeships.

But it did also note that just three per cent of employers were delivering non-apprenticeship training – whereas 99 per cent of employers were using providers to deliver apprenticeship training.

"Employers delivering apprenticeships to 16- to 18-year-olds only were least positive about the training," the survey found, although those with "both young and adult apprentices" were "significantly more positive".

The majority – 67 per cent – of employers said they did not pay towards the cost of their training, while 24 per cent said they did. Perhaps worryingly, eight per cent said they did not know if they were paying or not.

The survey, carried out between April and July 2017, represented the views of more than 60,000 employers and was based on training in 2016/17.

# 'DfE must employ civil servants from colleges' says AoC boss

PIPPA ALLEN-KINROSS  
@PIPPA\_AK

The chief of the Association of Colleges has publicly criticised the Department for Education for trying to reform the FE sector using civil servants who have "never been into a college".

Speaking at the first day of the Federation of Awarding Bodies conference today, David Hughes said he was "really worried" about whether the DfE and Institute for Apprenticeships had the "capacity and knowledge" to reform the sector.

He also asked the government to hire more civil servants who had been through the college system.

"Every civil servant that is working on this is fantastic," said Mr Hughes, who is himself a former senior civil servant.

"They are keen, they are eager, hardworking, they are putting a lot effort into it, but with the humility to know they don't know much about this sector and about skills."

He said he suspects they all studied A-levels and a degree, and that "lots of them have never been into a college".

"They have been out and about visiting and we are supporting them with literally hundreds of visits to colleges," he said.

"All of that's fantastic, isn't it? But you know, come on DfE. Why have we got a lot in which every one of them says 'oh well I don't really know much about this'?"

"Why would you do a reform programme with a bunch of people who don't know much about it? Wouldn't you try and find people who know something about it? Wouldn't you recruit from the sector which depends on it? Wouldn't you then try and set a career path, and reward programme to keep people there?"

Mr Hughes was the provider services director of the Skills Funding Agency in 2010 and 2011.

He went on to lead the National Institute of Continuing Education, which became the Learning and Work Institute, before taking over as chief executive of the AoC last September.

He used his speech at the conference in Leicester to criticise the government for rewarding civil servants' good work on FE by moving them onto other projects, thereby losing valuable experience.

"They were rewarded by saying 'fantastic, you can now leave'," he joked. "They were rewarded because they were such good civil servants they could go and do something else."

He also encouraged delegates to support T-levels, telling the conference that "we have no option but to make this work".

"What's the other option? Just to turn away from it? I couldn't live with myself, literally, if we did that because I know that there are young people whose talent and ambition is being quashed by the system," he said.

The first three T-levels were announced



David Hughes

last week by the education secretary.

Qualifications in digital, childcare and education, and construction will be taught by a small number of providers from 2020.

The DfE's wider action plan, due to be published imminently, will set out how the new "gold standard" vocational qualifications will be developed and delivered.

"What this gives us a chance to do is to give

them a real opportunity in life to advance their ambitions and aspirations and life chances," Mr Hughes told delegates.

"I think we've got to take that and we've got to work properly, honestly and with integrity with the department and with employers and with each other too."

The DfE had not responded before going to press.

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WORLD SKILLS 2017

# WorldSkills 2017: Team UK

**BILLY CAMDEN**  
@BILLYCAMDEN

Team UK retained its top-10 position at WorldSkills this year, after our competitors bagged one gold, three silvers, three bronzes, and 13 medallions of excellence in Abu Dhabi.

Our competitors went home with their heads held high after pulling in a medal haul that betters rivals Germany and over 45 other nations, at the “Olympics of skills”.

Picking up Team UK’s gold was Kaiya Swain, who was voted the world’s best young beauty therapist.

The 22-year-old, who trains at Sussex Downs College and runs her own business called Kaiya Rose Beauty, said she “couldn’t describe” how she felt after winning the top prize.

“The competition was so tough this year, the girls were all brilliant and I kept saying ‘I won’t win, I won’t win’ but I’ve just gone up and got gold,” she added.

“I’m in shock and just so happy. This is the first medal I’ve ever won so this means more than anything in the world.”

Kaiya celebrated her gold medal at a spectacular closing ceremony in front of 15,000 spectators tonight at the du Arena, which was broadcast for the world to see.

Team UK’s silver medallists included architectural stonemason Archie Stoke-Faiers, 22, from Weymouth College, car-painter Daryl Head, 21, from Thatcham Automotive Academy, and visual merchandiser Catherine

Abbott, 21, from East Berkshire College.

“I was happy with what I did by the end but the competition was so fierce I didn’t think I’d get anything but I’m so happy I did,” Catherine said.

“Over this two-year process I’ve missed so many weddings and birthday parties to train but it has all been worth it in the end. Second best in the world is pretty crazy.”

And picking up our three bronze medals were plumber Dan Martins, 20, from EAS Mechanical, cabinet-maker Angus Bruce-Gardner, 22, who trains at Waters & Acland, and auto-repairer Andrew Gault, a 20-year-old from Riverpark Training and Development.

“I’m still in shock,” said Angus as he left the podium. “To be honest I thought I’d be low down on the list. It is pretty impossible to put into words what I felt like walking up to that stage.”

Team UK finished 10th overall, ahead of Germany which was joint 12th with Finland. The British team was the smallest one to make the global top 10. No international medals table was provided ahead of going to press.

Thirteen other members of Team UK were awarded a medallion of excellence for reaching the international standard in their skill.

These included Elizabeth Forkuoh in restaurant service, Betsy Crosbie in mechanical engineering CAD, Josh Hunter in bricklaying, Jordan Charters in painting and decorating, Conor Willmott in joinery, Alexander Wood in jewellery, Bridie Thorne in hairdressing, Ruth Hansom in cooking, Adam Ferguson and Will Burberry in



Kaiya Swain

landscape gardening, Tom Revell and Sam Hillier in mechatronics, Josh Peek in welding, Joseph Massey in aircraft maintenance, and Shane Carpenter in IT network admin (cyber security).

This year’s competition was seen by many as a litmus test for the UK’s ability to cope when Brexit kicks in from 2019.

Neil Bentley, chief executive of WorldSkills UK, said the nation’s young people have done the country “proud”.

“If we celebrate Team UK’s success and use it to inspire others to follow in their footsteps

– the future of the UK is in safe hands,” he added.

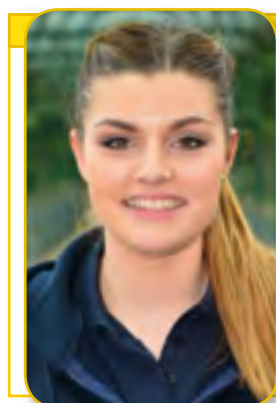
Apprenticeships and skills minister Anne Milton, who visited the competition to support the team this week, called upon parents to take note of the results.

“I have been blown away by Team UK,” she said. “They have done fantastically well – this is the UK competing on the world stage for skills and achieving great things.

“There will be huge celebrations when they come home. To get to this level is brilliant.

“There is a message here for parents:

## WELL DONE TEAMUK



Beauty  
therapy

Kaiya Swain



Architectural  
stonemasonry

Archie  
Stoke-Faiers



Visual  
merchandising

Catherine  
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ALWAYS

# UK strikes gold in Abu Dhabi



Daniel McCabe



Daryl Head

university is not the only option. The opportunities are boundless if they overcome any bias that they might have. We must ensure that the young apprentices here become an inspiration to others."

Having triumphed through regional heats, a national final, EuroSkills in Gothenburg, a Team UK selection process and months of intensive training, 34 young apprentices completed four days of competition at the 44th WorldSkills finals from last Sunday (October 15).

They were part of more than 1,200

young people, from over 50 nations, who are specialist in 51 different disciplines from hairdressing to aircraft maintenance plumbing to 3D Games design, who competed for gold, silver and bronze medals.

China led the medal table with 15 gold medals, seven silvers and eight bronzes. Korea came second on medal points with eight golds, eight silvers, and eight bronzes. Switzerland was third on points, winning 11 golds, six silver, and three bronze. First placed was China, followed by South Korean, with Switzerland third.



Team UK



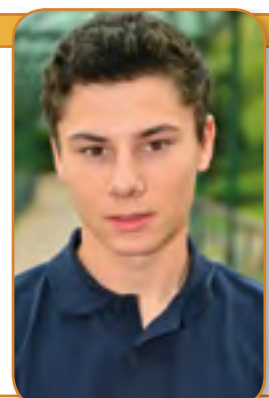
Car painting  
Daryl Head



Cabinet making  
Angus Bruce-Gardner



Autobody repair  
Andrew Gault



Plumbing and heating  
Daniel Martins

## through Apprenticeships

[son.com/apprenticeships](http://son.com/apprenticeships)

LEARNING



## EDITORIAL

## Simply not good enough



It is a disaster if even a single apprentice has reached what should be the end of their studies in this new wave of apprenticeship standards and finds there's no end-point assessment.

It's disastrous for the credibility of what we hope will become a universally revered form of training, and worse yet, crushing for the learner who has invested faith in their apprenticeship and been let down by the system.

The government has been warned: we reported in December that more than half of the approved standards still had no approved assessment organisation, and the clock was ticking down to the first learners' completion date.

The former top skills civil servant Dr Sue Pember said at the time it was "morally wrong" to let learners even being training without an approved awarding organisation in place.

She is now among the very senior sector figures who are saddened now that it looks like some learners really won't be able to complete.

This isn't good enough and simply wouldn't happen with equivalent academic qualifications.

**Paul Offord, Deputy editor**  
news@feweek.co.uk

**WORLDSKILLS 2017  
ABU DHABI TWEETS:**

**Justine Greening** @JustineGreening

Best of luck #TeamUK @worldskillsuk for tonight's @WorldSkillsAD closing ceremony - fantastic role models representing UK.

**Gill Morrison** @mozza\_123

So proud to be supporting my amazing Son @DanM3D and all of #TeamUK @WorldSkillsAD Good Luck everyone...Enjoy every moment x

**Sussex Downs College** @sussexdowns

She's only gone and done it!!!! Huge congratulations from all of us to Kaiya #TeamUK

**Steph McGovern** @stephbreakfast

Meet #TeamUK - amazing young people who are hoping for medals in the skills Olympics. Competing in 51 different disciplines! @worldskillsuk

**Coleg Sir Gar** @ColegSirGar

Yes!!!! #TeamUK #TeamUK #TeamUK #TeamUK #TeamUK #TeamUK #TeamUK #TeamUK #TeamUK #TeamUK #TeamUK #TeamUK #TeamUK #TeamUK #TeamUK #TeamUK Let's get trending!



## Condition-of-funding costs four providers £100k+

**PIPPA ALLEN-KINROSS**  
@PIPPA\_AK

**F**our providers have been stripped of more than £100,000 due to the controversial English and maths condition-of-funding rule, although one is questioning the ruling. The ESFA deducts funding from providers for students who do not achieve at least a grade C (now 4) in GCSE English and maths and then do not enrol in the subjects for their further education courses.

The original rule stated that any student who failed to enrol would be removed in full from funding allocations for the next-but-one academic year.

However, the condition was relaxed from 2016/17, with the penalty halved and only applied to providers at which more than five per cent of students did not meet the standard.

The DfE decided earlier this month to extend this five-per-cent tolerance indefinitely "in recognition of the continued efforts of institutions" to achieve the targets.

Lambeth College faced the highest deductions this year, losing out on £231,162 after it failed to meet funding conditions for 209 students in 2015/16.

"Problems in 2015/16 arose from higher recruitment numbers than planned and the need to recruit additional staff," said a spokesperson for the college.

"For subsequent years, numbers have been closer to plan and therefore the same issue has not arisen.

"As in all colleges, any reduction in funding causes operational difficulties."

Cornwall College had the second highest deduction total, with £211,946 removed from its allocation for 329 non-compliant learners.

Newcastle-based provider group NCG had the highest number of learners who did not meet the condition, and had £156,884 wiped from its funding for 463 students.

However, it has a total of 13,356 students, putting its proportion of non-compliant students at 3.5 per cent, apparently well within the tolerance limit.

A spokesperson for NCG said it was "checking the figures" with the ESFA but are yet to receive a response.

A spokesperson for the DfE said it would be looking into NCG's concerns.

"This is an exceptional case based on the merger of two colleges, where one of the colleges had been above the five-per-cent tolerance," they said. "As a result of this merger, NCG has gained around £10 million in funding overall.

Manchester's YMCA Training became the only independent learning provider in the top five biggest fines, losing out on £102,385, with 103 learners not meeting the funding conditions.

A fifth provider, Birmingham Metropolitan College, was deducted £97,522 for 456 non-compliant learners.

Analysis of latest 16-to-19 allocation data for this academic year revealed that in total, 19 general FE colleges were deducted £1,211,930 under the condition-of-funding rules.

A further 45 ILPs shared losses of £673,456, and 39 local authority providers were fined £377,498. No sixth-form colleges were penalised.

These figures are an improvement on last year, when £2,842,016 was deducted across 26 general FE colleges.

City of Liverpool College alone lost almost £500,000.

*FE Week* revealed a glaring flaw in the way the condition is calculated last year, which makes it impossible for any institution to achieve 100-per-cent compliance, and could even cost them funding.

If a learner drops out of a course after the qualifying period of 42 days, they are counted as "funded", but if they record fewer days studying English and maths during the same period they count as not complying with the rule – even if their last day of attendance on each course is just a few days apart.

Last year, *FE Week* estimated that as many as 9,000 college learners across England could be affected by this failure in the system.

"All providers including colleges can ensure they are not having funding deducted by identifying those who don't yet have English or maths GCSE grade four, and provide them with the opportunity to achieve this standard as part of their study programmes," said a spokesperson for the DfE.

"Providers must ensure this is compliant with the specific condition of funding requirements set out in 16 to 19 condition of funding guidance."

| Institution Name                | Total No. students not meeting the Condition of Funding (2015/16 data) | Actual Condition of Funding adjustment in 2017/18 (after mitigation) | Total Funding Allocation |
|---------------------------------|--|--|--------------------------|
| Lambeth College                 | 209  | -£231,162  | £7,468,784               |
| Cornwall College                | 329  | -£211,946  | £20,320,111              |
| NCG                             | 463  | -£156,884  | £64,082,883              |
| YMCA Training                   | 103  | -£102,385  | £3,937,907               |
| Birmingham Metropolitan College | 456  | -£97,522.00  | £31,372,247              |

Source: '16 to 19 allocation data: 2017 to 2018 academic year' - DfE



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For further information and a candidate pack access our microsite:

<https://cityofbristolleadership.fea.co.uk>. Early confidential discussions are encouraged.

Please contact [Samantha.Bunn@fea.co.uk](mailto:Samantha.Bunn@fea.co.uk) or call [01454 617707](tel:01454617707).

#### Closing date for both roles:

Friday 24th November 2017 at noon

#### Interview Dates:

Vice Principal: Monday 4th and Tuesday 5th December 2017

Assistant Director: Monday 11th December 2017



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**Closing date:** 3rd November 2017

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**Closing date:** Friday 3rd November 2017.



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An application pack can be downloaded from [www.sparsholt.ac.uk/college/jobs](http://www.sparsholt.ac.uk/college/jobs) or alternatively contact [HR@sparsholt.ac.uk](mailto:HR@sparsholt.ac.uk) or the recruitment line: 01962 797438

**Closing date for application: 13 November 2017**

**Interview dates: 7 & 8 December 2017**

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## Job Vacancy: CEO/Principal

The Principal of Kendal College, Graham Wilkinson, who has led the College since 2001, has announced his retirement in May 2018.

The Board is therefore seeking to appoint an exceptional individual who will provide outstanding leadership and strategic management.

The post will most likely be attractive to those already operating at Deputy/Vice Principal or equivalent level, with a strong track record of outstanding achievement and who see working in the magnificent surroundings of South Cumbria as being an exciting next step in their career.

**Salary:** Competitive

Further information and application form can be downloaded from the College website: [www.kendal.ac.uk/careers](http://www.kendal.ac.uk/careers)

**Closing date:** Monday 13th November

**Interview days:** 12th and 13th December



**Kendal College, Milnthorpe Rd, Kendal LA9 5AY, UK**

[www.kendal.ac.uk](http://www.kendal.ac.uk)

**01539 814700**

## The Lincoln College Group

### Director of Apprenticeships and Recruitment

**Post No:** CS0468P

**Salary:** Competitive Package (negotiable)

**Are you ready for an exciting opportunity with a large international college group? If so, come and join our team on a journey to extraordinary!**

The Lincoln College Group operates across multiple sites, across county borders and internationally with a combined income of £61million. We're the largest college provider of apprenticeships within Greater Lincolnshire, starting thousands of learners every year and have embarked on an exciting new venture collaborating with The Grimsby Institute Group (recently graded outstanding by Ofsted) to create Greater Lincolnshire Apprenticeships.

In this role, reporting directly to the senior post holder for the group's education and training, you will lead and inspire the achievement of Lincoln College's strategic ambitions relevant to Apprenticeship training delivery, sales and recruitment.

You will have recent successful experience of leading large scale apprenticeship sales and delivery. You will have drive, energy, passion and enthusiasm with proven results in apprenticeships and adult training programmes. You will be able to prove you can deliver high performance achievement rates, delivering on a budgeted income well in excess of £8m, with the responsibility for a large team of staff spanning apprenticeships, adult education and business development.

If you would like to discuss this great opportunity in more detail and have the ambition and drive to take on this exciting role, please contact Mark Locking – Managing Director (Education and Training Delivery) for an informal chat on 01522 876208.

The closing date for this post is Sunday 5 November 2017.

**Apply online**

[www.lincolncollege.ac.uk/jobs](http://www.lincolncollege.ac.uk/jobs)

[@LCG\\_Jobs](https://twitter.com/LCG_Jobs)

# 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](mailto:jane.dando@jarvis-eu.com)

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





# 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](mailto: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](mailto:info@chs.ac.uk)

# 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](mailto: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](mailto: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.



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

***Less Than Two Weeks to Go!***

## **AELP Autumn Conference 2017**

### **Towards an Inclusive Skills Strategy - 12 months on**

The AELP Autumn Conference, sponsored by City & Guilds, will take stock of the roll-out of the apprenticeship levy so far. We will also look at the T Level reforms, quality issues and overcoming barriers to social mobility. With more elected mayors in place, an update on skills devolution has now been added to the agenda.

### **Speakers**



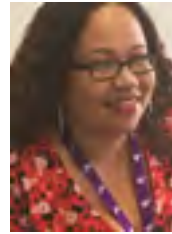
**Martin Dunford  
OBE**



**Mark Dawe**



**Adrian Rowley**



**Lucy Hunte**



**Keith Smith**



**Richard Marsh**



**Ashley McCaul**



**Clare Howard**



**Gemma Marsh**



**Mark Pike**



**Alex Richards**



**Kirstie Donnelly  
MBE**



**Sally Dicketts  
CBE**



**Ian Bamford**



**Chris Jones**



**Richard Guy OBE**



**Sam Blyth**



**Charlotte Bosworth**



**Jennifer Coupland**

Also speaking; Elizabeth Pawlowski, Carillion and Anthony Chalmers, DfE.

2017 has been another year of huge change and our Autumn Conference should help providers navigate the challenges that wait in 2018. You can't afford to miss it!

### **Delegate Fees**

AELP Members - First Delegate: £199.00 + VAT, Subsequent Delegate(s): £155.00 + VAT

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

MEDIA SPONSOR

**FE Week**

## EXPERTS



## DAME RUTH SILVER

President of the Further Education Trust for Leadership

# Healthy organisations need healthy leaders

The whole character of an institution is shaped by its leaders' ethics, writes Dame Ruth Silver

Leadership and mental health are subjects close to my heart and involve questions of trust, openness, civic responsibility and ethical engagement in further education.

The issue is of current concern. In recent years, FE staff have been pushed towards a kind of economic instrumentalism, chivvied by an often bruising accountability system and a culture of constant reform which has seen central demands increase while budgets decline.

Across the education system, but particularly in schools, we have seen emerge a culture of high-stakes testing, punitive inspection and booming bureaucracy. The prevailing sense of uncertainty engendered by decades of reform is compounded by the recurrent need to merge and restructure, which is tough on staff and managers, and can leave a legacy of mistrust.

The result is a learning environment which is often inimical to thoughtful, ethical, human-centred leadership, where staff feel stressed, overworked and under pressure, and where learners lack agency in their learning.

The toll on the mental health of staff and students should be at the forefront of the sector's thinking; they need to prevent pressures from being passed on to teachers and learners, and foster a culture where they remain focused on teaching and learning. We need to remember that education is an ethical practice, and not just an economic transaction.

The FETL-supported project, 'Ethics and leadership in further education', conducted by the University of Hull, has uncovered numerous examples of sector leaders striving to do the right thing. For many of the leaders interviewed, ethical leadership means understanding the teaching environment in their institutions, the needs of students and the issues faced by staff.

I think this is right, but it is also important that leaders consider their own mental health and take steps to ensure they understand what drives their own behaviour. This emerged from another FETL-funded project, carried out by specialists in organisational development, 'Working well'. Leading can

be a lonely business, and judgements about leadership can be unforgiving.

It is easy to forget that leaders are people too, subject to the same desires, drives and hopes as everyone else. Healthy organisations need healthy leaders, mindful of their role and relationships, and capable of cultivating their own inner worlds while remembering those of others.

## “ Ethical leadership is about listening

This, to me, takes us to the heart of what makes for a healthy, flourishing place of work and learning. Staff need the chance to shape and lead their work, and learners need a sense of ownership and agency over their own learning. Understanding and having respect for the interiority of others is crucial. The faster the world around spins us, the more beholden it is to leaders to care for the relationships that comprise their institution.

Ethical leadership is about listening, about loyalty to the primary tasks of teaching and learning, and about building better relationships with staff and students. That should be felt in everything that goes on in a college or training provider. The health of a workplace and the wellbeing of the people who comprise it is a whole-organisation issue, but it is leaders who set and carry the tone and it should be a consideration in everything they do. It is essential that they walk like a human, mindful of their role and relationships, attending to their own inner world and its impact on others, while remembering those of others.

Good leaders model the kind of behaviour that they would hope to see in a cooperative, trusting, democratic and humane place of work and learning, one which reflects education's strong, formative role in creating and sustaining a fair, just and democratic society in which the health and goodness of people can manifest themselves.

Dame Ruth Silver is contributing to a webinar series on mental health in the FE workplace, organised by the Mental Health in Further Education Network and running throughout October: <https://mhfe.org.uk/>



## SIMON ASHWORTH

Chief policy officer, Association of Employment and Learning Providers

# Whitehall can't run these reforms alone

The reforms to apprenticeships have so far been demonstrably disastrous, says Simon Ashworth, who is pleading for a serious rethink

April 2019 will be seen as the Big Bang for the government's apprenticeship reforms. This is when smaller non-levy-paying employers will join levy payers on the Apprenticeship Service (TAS), and when – in theory – providers should be free of what the ESFA itself describes as a “clunky” contracting system. We will find ourselves in a much more demand-driven market, where ultimately it will be employers rather than officials who determine which providers grow the most.

Nevertheless, if it is the government's policy that all apprenticeships should be funded by the levy, then mechanisms may be required to control the growth in demand for apprenticeships from levels 2 to 7 from all employers under a finite budget. Of course if ministers are serious about driving social mobility and productivity, we should be talking about how much to increase the budget, not how we limit spending.

I say only that controls may be required because the first six months of the 'little bang' we've been experiencing since this May have exposed flaws in the design of the funding and standards reforms – and have led to the 61-per-cent fall in apprenticeship starts compared with a year ago. So if ministers don't rectify those flaws quickly, constructing TAS models to control demand within a levy-funded budget will become an academic exercise.

For instance, the mandatory ESFA rule that 20 per cent of training under all apprenticeships must take place off the job is deterring private and public sector employers of all sizes, and in our view it is the employer-led trailblazers who should decide what the percentage should be for their particular sector.

Another significant barrier to engaging SMEs which has to be reviewed is the level of employer co-investment towards the cost of the training. AELP's thinking is that a move towards a sliding scale of co-investment might work better; i.e. the higher the level of apprenticeship, the more the employer should contribute. Apprenticeships for 16- to 18-year-olds and at level two for all ages would require no employer contribution, which would be entirely in keeping the government's social mobility agenda while also helping to

meet Brexit skills challenges and improving productivity.

When you throw the industrial strategy into the mix, one has to consider whether the weighting of co-investment according to sector and the funding caps of standards should be part of TAS modelling as well. It may be that a combination of changes will result in the best approach to tackling the issue.

This is why in its pre-Budget submission, AELP has called for the government to conduct a full and open debate with interested stakeholders now on how growth should be managed under TAS. This will give stakeholders the opportunity to submit or comment on models that could achieve the right balance of budgeted provision and employer/state co-investment across employers of all sizes, different sectors, and apprentices of all ages and at all levels.

Given the chequered introduction of the apprenticeship reforms so far, and the two highly controversial tenders for non-levy provision, we believe the job can't be left just to Whitehall, and we will be making our views known on what the optimum solution should look like.

## “ Providers should be free of 'clunky' system

The skills minister said at the Conservative conference that she was hearing two different stories from her officials and from employers/providers about how the reforms were progressing four months after they had started. The country certainly can't afford for her or her successor to be hearing another different story four months after April 2019.

We have to be reaching an agreed approach well before then that makes everyone more comfortable and avoids again the recent fall in the start numbers that we and the Commons public accounts committee were predicting a year ago.

Above all, it must be an approach that better serves our young people's future and enables more smaller businesses across the country to keep offering apprenticeship opportunities, especially in areas where there are few or no levy payers.

## EXPERTS

The AoC's Teresa Frith believes that the chancellor should make tweaks to apprenticeship funding, rather than wholesale changes

Apprenticeships are an increasingly important part of the long-term plan for workforce development, enhanced productivity and social inclusion in England. The government's reform programme is aimed at ensuring apprenticeships in England become more rigorous and more responsive to the needs of employers.

Every part of the system is being reformed and this creates a risk that numbers will fall. Although the levy and public sector targets have generated new interest, many large employers appear to be waiting until they are confident the new standards work. It will take some time for the full impact of the changes to be clear but no-one should underestimate the change and the potential for the overall impact of the programme to be diverted.

In its budget recommendation to the Treasury, the AoC recommends that the DfE should earmark up to 25 per cent of levy funds to ensure access, quality and progression. While any diversion of money away from apprenticeships is risky, there needs to be more investment in access, widening participation and progression, which are all crucial issues for social mobility. The government should consider likely shifts in behaviour and demand before agreeing to use it for broader training objectives with employment.

Budgeting for apprenticeships is opaque, but should be watched closely. There will



## TERESA FRITH

Senior policy manager,  
Association of Colleges

## Levy cash must be used to widen apprenticeship access

probably be an overall underspend in 2017-18, as it's been the pattern for several years and because this is the first year of the new system. Larger levy-paying employers are likely to be cautious while smaller employers may have been put off by new co-financing requirements. Meanwhile colleges and providers have had to struggle with new procurement and allocation systems, both of which have made it harder to access funds.

New schemes typically run on a boom-then-bust cycle but there is an extra twist with apprenticeships because larger employers are likely to act towards the end of 2018, when their funds start being cancelled. Demand is likely to increase as employers and providers get to grips with the new system and the ESFA resolves its teething problems.

There should be a review of the rules that grant levy-paying employers control of 110 per

cent of their funds. It gives larger employers the first call on training funds, and squeezes smaller employers into second place. These arrangements forced the ESFA to cut non-levy allocations this summer, and penalties if the agency overspends make it very difficult to manage the uncertainty.

The new system also transfers control over a large part of the training budget to large employers headquartered in the south-east. Putting employers in control of spending has many benefits but the economy and jobs are changing. Today's employers are getting a larger share of training funds, but may be in sectors that will shrink in future.

They may perpetuate English training patterns which are currently biased towards level two skills in low-value service roles. It would make sense for the Treasury and DfE to scale the offer down to 75 per cent, to release

funds that address failures in the training market. Money should be used to widen access by tackling both gender and ethnic disparities in key sectors. Funding should also support and incentivise progression to levels three and four, and to bolster training in regions or

“ **Larger employers are likely to act towards the end of 2018, when their funds start being cancelled**

sectors where numbers are lower.

We need to recognise that we are trying to do two things with apprenticeships: increase productivity and boost social inclusion. While these objectives are not mutually exclusive, they do require separate thinking and treatment. There also must be more focus on better quality apprenticeships built around strong employer involvement and proper off-the-job training.

Furthermore, we need more apprentices at level three and above, in science, technology, engineering and maths (STEM) sectors. Getting to this point requires more stability and confidence for colleges and training organisations to encourage them to invest.

Wednesday, 1 November 2017 | The Principal Hotel, Manchester



Towards an Inclusive Skills Strategy - 12 months on

The AELP Autumn Conference, sponsored by City & Guilds, will take stock of the roll-out of the apprenticeship levy so far. We will also look at the T Level reforms, quality issues and overcoming barriers to social mobility. With more elected mayors in place, an update on skills devolution has now been added to the agenda.

Visit the website to view the agenda  
[www.aelpautumnconference.org.uk](http://www.aelpautumnconference.org.uk)

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**FE Week**

Theme topics will include:

- Levy payer viewpoint - Grafton Merchanting GB
- Public sector roll-out - Health Education
- Government update - ESFA
- Provider perspective - Kaplan
- Traineeships - DfE
- 16-18 funding - Skills for Growth
- Disadvantaged and LLDD - Natspec
- English, maths & digital skills - Carillion PLC
- Government update - DfE
- Work placement challenge - Develop
- Partnership working - WTPN
- Matching the T Level to Apprenticeship Reform - C&G + Activate Learning
- Ofsted update - Ofsted
- Standards and EPA - IfA
- Role of technology in improving delivery - Canvas
- Challenges of EPA - Innovate Awarding



## CAMPUS ROUND-UP *with Samantha King*



Knife life: the organisers

### Security students cut out knife crime

Level three protective services students at Derby College have helped to organise a conference on knife crime for their peers.

Working closely with Derbyshire Police, the group has already helped organise similar events in local schools as part of Project Zao, a Derby-wide initiative to raise awareness in young people of the dangers of carrying knives.

During the conference hosted at the college's Roundhouse campus, the students organised workshop activities for delegates, and heard from guest speakers who shared their own experiences of knife crime.

"The students have done a brilliant job

helping to run this and other Project Zao events and I hope they have helped to inspire fellow students to spread these important messages back in their own curriculum areas," said Chris Allwright, a personal coach team manager at Derby College.

"We have a strong working relationship with Derbyshire Police to open up communications and highlight careers available to our students."

Sergeant Alison Adams, a member of Derbyshire police's community safety and vulnerability unit added: "Our overriding message at these events is celebrate life and drop the knife."

### Much ado about scuba

Brocknell & Wokingham College has partnered with a local diving centre to offer extracurricular scuba diving lessons to students.

This partnership, with the idiveteam diving resort in Berkshire, will enable students to work towards a globally recognised PADI diving qualification at a discounted price.

The course has been added to the college's enrichment programme, and will cover everything from how water pressure affects the body, to the practical skills needed for confined and open water diving.

Sports lecturer Stuart Carrington organised the partnership after discovering a passion for the sport while on holiday.

"The resort is very close to the college – I can see their offices from my window," he said. "Through this partnership we are now Berkshire's only educational facility for PADI diving."

Campbell Christie, the college's principal, added: "As a former diving officer in the Royal Navy, I know how much diving develops self-confidence, leadership, teamwork and camaraderie as well as a sense of wonder for the underwater world."



Taking the plunge: Lecturer Stuart Carrington

### The great round-the-world bake-off



Jessica and "Big Ben-Offee"



Easter Island edibles

Geography lecturer has set students and staff at Winstanley College the task of making geographically-themed cakes to raise money for charity.

Submissions to the sixth-form college's Great Geographical Bake-Off included a Niagara Falls, Stonehenge and an Easter Island head cake, as well as a take on London's Big Ben dubbed "Big Ben-Offee" by lower-sixth student Jessica Booth, who was crowned the winner.

It is the third year the cake competition has run, with the theme varying each year. This time it was famous landmarks.

"I chose to do the Bake Off idea as a charitable act to mix two of my great loves – geography and cake. It's one of my highlights of the academic year," explained Robynne Wood, organiser of the event.

"The first year we did the GGBO everyone assumed I was a judge and a competitive member of SLT recreated Malham Cove complete with cave system to impress me."

After the competition, the cakes are sold to students and staff, and the proceeds go to charity. This year, a total of £100 was raised for the Madagascan Development Fund.



Mitchell, centre, and his coursemates

### Injury is no barrier to excellence

A hairdressing student left paralysed by a motorcycle accident is fundraising for a standing wheelchair to help him train.

Mitchell Chalmers, a first-year student at Bath College, needs to raise £4,900 for the chair, which would give him the extra height and support to lift and cut hair more easily.

Chalmers was 22 when he came off his bike at a motorcross racing event three years ago, suffering severe spinal injuries that left him paralysed from the stomach down.

The accident inspired him to pursue his

dream job as a hairdresser, enrolling on the college's hairdressing course this year.

"One of the biggest struggles is funding equipment to help me do the things I was able to do before. I don't think there's enough help out there," he said.

"It's been hard to find a job since my accident, but I think I'm young enough to try something new and being in a wheelchair won't stop me."

Mr Chalmers has already raised half of his target, and his fellow students are planning a rowing machine fundraising challenge at the college to help him achieve his goal.

CAMPUS ROUND-UP *with Samantha King*FEATURED  
CAMPUS  
ROUND-UP**Childhood studies students enter the great outdoors**

Blackburn College has become the first FE institution in the country to offer a forest school enrichment programme endorsed by the Council for Awards in Care, Health and Education, reports Samantha King.

Introduced three years ago, the college's forest school programme gets level three childhood studies students to take schoolchildren on weekly trips to woodlands and forests, and run enrichment activities like building mud pies, bushcraft and making hot chocolate.

The programme has now been endorsed by CACHE, an awarding body for the care and education sector which is part of the NCFE, after childhood studies lecturer Sue Croasdale submitted evidence of the programme's positive impact on her students' learning and wellbeing.

"We have a lot of students that come to us with mental health issues such as anxiety, and the difference in their mental health and wellbeing has been fantastic," she said.

"We do about three hours in total in a forest school session to give the pupils time to run around and let off steam, and then we have quiet time and a story. We cover all aspects of pupils' development. It's very holistic and very sensory."

The idea of forest schools originated in Denmark in the 1950s, and is studied by



Mucking in: the Danish approach

the college students as part of a module on international perspectives on education. The programme offers them first-hand experience of implementing the approach in a real-life setting, with real pupils.

"We've assigned two children to each student, and they then carry out observations on them. We use a psychological wellbeing scale and the students tick boxes to identify if the children are participating, how they're communicating and what their social skills are like. It gives us a measure of whether forest school is making a difference to those



Campfire cooking

children's lives," Ms Croasdale explained.

"I do have students that don't like getting muddy or wet, but even they can see the value it has for the children."

The programme will count towards the students' work experience quota – which is a total of 750 hours – as well as getting them out of the classroom and learning key skills in a different, more natural environment.

There are plans to roll out the forest school approach with the college's health and social care students, who will take care home residents and dementia sufferers into the outdoors to take part in gardening and even open-fire cooking.

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

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

**Geoff Russell**

Chairman, JTL Training

Start date December 2017

**Previous job**

Chief executive of the Skills Funding Agency

**Interesting fact**

He has just started a BTEC course in photography.

**Jason Howe**

General manager, South West Durham Training

Start date August 2017

**Previous job**

Curriculum manager at Bishop Auckland College

**Interesting fact**

When working on an exhibition in Spain in 2005, he met the previous king of Spain, Juan Carlos, and sat inside a McLaren F1 car.

**Hannah Avoth**

Vice-principal, Totton College

Start date October 2017

**Previous job**

Assistant principal at Totton College

**Interesting fact**

Hannah took part in extreme camping as a teenager – no tents, no maps and the need to gut your own chickens if you wanted to eat.

**Debra Stuart**

Chair, the Training Room

Start date September 2017

**Previous job**

CEO of Premier Global Group

**Interesting fact**

She worked as a fitness instructor for over 25 years.

**Mark Titterington**

Chief executive, EngineeringUK

Start date October 2017

**Previous job**

Global head of corporate affairs at Syngenta

**Interesting fact**

Mark spent several summers coaching football to children with attention deficit disorder.

**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
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### FE Week Sudoku challenge

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

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

**Difficulty:**  
**EASY**

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

**Difficulty:**  
**MEDIUM**

**Solutions:**  
Next edition

### Last Week's solutions

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

**Difficulty:**  
**EASY**

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

**Difficulty:**  
**MEDIUM**

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