

# FE Week

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Exclusive **JUDE BURKE** @JUDEBURKE77

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## NEWS

# Non-levy procurement results imminent

**BILLY GAMDEN**  
@BILLYGAMDEN

The results of the second non-levy tender for apprenticeship funding were expected shortly after FE Week went to press on Thursday.

We reported last week that the Education and Skills Funding Agency had postponed the release of the procurement following extended delays and an ultimately aborted first attempt, claiming it needed more time to evaluate the “high volume” of applications.

Representatives were unable to say when the results of the £650-million tender round would be published, but FE Week understands their release is imminent.

“It’s obviously good news if the postponed non-levy tender results are announced soon, but it is frustrating that the government has not said anything publicly about this to reassure providers,” said Mark Dawe, the chief executive of the AELP.

A spokesperson for the Department for Education said that as it is still “a live procurement”, it would not comment further.

The ESFA first notified the sector about the postponement on November 17 via its tendering website.

It claimed it had been “pleased to receive”



such a high volume, following a “very positive response to ... this procurement”, and was “currently finalising the evaluation process”.

“In accordance with paragraph 8.2 of the Invitation to Tender, the agency is making a change to the procurement timetable as set out in paragraph 8.1,” it added.

“The intention to issue award notifications to successful and unsuccessful potential

providers is postponed, and will not now be issued on November 21.”

The postponement was frustrating for providers but did not come as a surprise; the whole process has been controversial for its timing, complexity and the volume of information that was required.

In the end, providers had submitted nearly 1,000 official clarification requests.

The first procurement process for the 98 per

cent of employers which are not subject to the levy was paused in April and then scrapped, as it had been “markedly oversubscribed”.

The DfE announced at the time that the “new procurement bid window will close at the beginning of September 2017”, with new contracts awarded in early December, and delivery from January 1.

The next tender was launched on July 28 by skills and apprenticeships minister Anne Milton, leaving hundreds of providers disappointed.

She claimed there were several “critical differences” from the previous one, including new value caps and award limits to “ensure greater confidence that awards are set at realistic levels”.

The cap on the old tender for large existing providers was £5 million, but there was no cap the second time around.

“We recognise that we didn’t get the previous procurement exercise for apprenticeship training provision for non-levy-paying employers quite right,” she conceded.

“Not only was it hugely oversubscribed, it did not achieve the right balance between stability of provision, promoting competition and offering choice for employers.

“We want the sector and employers to have certainty and clarity.”

NOT TO BE MISSED

## UPCOMING EVENTS

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## NEWS

# NUS campaigning on learners' travel costs

PIPPA ALLEN-KINROSS  
@PIPPA\_AK

The National Union of Students is campaigning for free or subsidised travel for FE learners to tackle the “huge problem” of poor transport for students.

The ‘My FE Journey’ campaign is also asking learners to share their experiences of the struggles they face reaching their provider, particularly concerning cost or poor services, and organisers are urging union branches to meet with senior leadership and transport companies to lobby for change.

The NUS vice-president for further education, Emily Chapman, described transport as a “huge problem” for students and apprentices that presents “a significant barrier to education”.

“Students suffer from poor, unreliable services on public transport and most receive no financial support,” she said.

“Our FE Journey campaign will lobby for subsidised or free travel for post-16 learners and apprentices ensuring everybody can access and succeed in education, and transport to and from

their place of learning is no longer a barrier.”

Apprentice’s travel costs have been on everyone’s lips recently. In a draft version of the Labour manifesto, leaked in May to our sister paper Schools Week, the party was planning to cover the cost of apprentice travel.

It estimated that apprentice travel costs an average of £24 a week, around a quarter of what those on the minimum wage will earn, a figure taken from the National Society of Apprentices, part of the NUS.

Shadow skills minister Gordon Marsden said the party would cover transport for 16-to-19 starts, at a cost of around £99 million, after he committed in March to funding apprenticeship travel at FE Week’s Annual Apprenticeship Conference. However, the pledge was left out of the final version of the manifesto, and the party refused to comment on the leaked version.

The Conservatives also committed to cutting travel costs for apprentices in their manifesto with “significantly discounted bus and train travel” to encourage more young people from disadvantaged backgrounds to take up the qualifications.

However, FE Week reported at the start of November that there has been no evidence so

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nus national union of students

far that these discounts have been implemented in the wake of the election in June. A spokesperson for the Department of Transport said the government was still “exploring options” and would set out plans “in due course”.

The NUS has been collecting the views of students through its ‘FE Unplugged’ campaign for the past two years, the issue of transport costs and quality crops up repeatedly around the country.

The new campaign was launched in response, asking local student unions to join forces and demand change, lobbying local

transport companies to offer discounts and improve services, councils to provide funding for transport discount schemes and college leadership to improve bursary offers.

According to the NUS, the union at Mid Kent College successfully won extra bus services, better subsidies and improved transport services after petitioning the local council and inviting local politicians and transport providers to speak to students at the college.

Learners can fill in a survey online to share their transport experiences, and have the chance of winning £150. For more information about the campaign, visit <http://bit.ly/2A5jRoZ>

# A third of employers unaware of off-the-job rule

PAUL OFFORD  
@PAULOFFORD

EXCLUSIVE

The government should make sure employers are aware of the 20-per-cent off the job training rule, sector figures have said, after nearly a third were shown to be oblivious.

In a survey of just over 800 employers with apprentices currently on their books, the Learning and Work Institute found 32 per cent did not realise they had to allow their apprentices one in five days of training off the job.

A further 23 per cent did not know that this training time should be included in an apprentice’s contracted hours of employment.

Teresa Frith, a senior policy manager at the Association of Colleges, described the findings as “disappointing but not surprising”.

“Whenever there’s a big reform of education and training rules, employers struggle to keep up,” she said. “Colleges make considerable efforts to keep the employers they deal with up to date, but the task is huge and the activity is only funded if employers actually send apprentices for training.”

Dr Fiona Aldridge, the LWI’s assistant director, said improving awareness “should be a priority for government, with training providers having a key role to play in supporting this”.

“It is concerning, both for quality and for apprentice pay, that nearly a third of

apprentice employers appear to be unaware of the off-the-job training requirement and nearly a quarter are unaware that this should be paid,” she added.

The National Society of Apprentices, which helped with the survey, claimed the findings follow a “depressingly familiar” theme, of “apprentices not receiving the training they’re entitled to”.

“It is time for some evidence that this unacceptable situation is being taken seriously,” a spokesperson said.

According to the government’s guidance, off-the-job training must amount to “20 per cent of the apprentice’s contracted employment hours across the whole apprenticeship”.

In final apprenticeship funding rules for

providers from May 2017 to March 2018, training is defined as “learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship”.

The Association of Employment and Learning Providers called as long ago as April for the 20-per-cent minimum to include time teaching compulsory English and maths resits.

It also wants blended learning to be properly recognised within the definition, as “well supported distance learning should be supported and not discouraged”.

“It is still relatively early days for the 20-per-cent requirement amidst a raft of changes, and we would expect many more employers to be aware by the end of 2017,

but we fundamentally disagree with its imposition as a rigid rule,” its boss, Mark Dawe, said.

A Department for Education spokesperson admitted it had “more to do”.

“We are undertaking a wide range of engagement activity to ensure employers of all sizes are aware of providing at least 20 per cent off-the-job training for apprentices. This makes an apprenticeship distinct from other work-based learning,” she said.

“Throughout the implementation of our reforms, we have continued to engage with thousands of employers and training providers, helping them to understand the benefits of this route.”

Awareness of the rule was found in the survey to be strongest in the education, IT & telecoms, hospitality, and leisure sectors, but much lower in media, marketing, advertising and sales.

The LWI commissioned the research, which involved 2,000 employers in total, including those without apprentices, after the government’s 2016 apprenticeship pay survey suggested one in five apprentices were paid less than their legal minimum wage entitlement. The government will from April increase the apprentice minimum wage from £3.50 to £3.70 per hour.

“The aim of the survey was to find out more about why there appears to be a problem with apprentice pay non-compliance,” said its chief executive Stephen Evans.

L&W LEARNING AND WORK INSTITUTE

**Apprentice Pay: sticking to the rules**

November 2017

Dr Fiona Aldridge

## NEWS

# Inaugural AAC Apprenticeship Awards launched

PIPPA ALLEN-KINROSS  
@PIPPA\_AK

FE Week and AELP are proud to announce the launch of the inaugural AAC Apprenticeship Awards, which will be held at this year's Annual Apprenticeship Conference to recognise the very best in apprenticeship provision.

The awards mark the fourth year of the apprenticeship sector's biggest conference, run in conjunction with AELP and the Department for Education, which will also include six route summits, keynote speakers from across industry, government and civil service, and over 100 practical workshops.

Shane Mann, the managing director of FE Week's parent company, said the awards were "a great opportunity to celebrate the amazing work of employers and providers in the apprenticeship sector".

"This is a fantastic chance for all providers to receive some well overdue recognition for their efforts in providing world class apprenticeship learning opportunities for people across the UK," he added.

The conference programme will be created in partnership with the DfE, and in a close working relationship with bodies including AELP, the Institute for Apprenticeships, the University Vocational Awards

Council and the Association of Colleges, to ensure it "opens the door for even more professional bodies to gain valuable insight and knowledge of what is happening in the apprenticeship sector".

The AAC Awards include regional and national accolades, and regional winners will have the chance to compete for the national crown in their categories.

Regional winners will be announced at the FE Week and AELP parliamentary reception hosted by former skills minister Robert Halfon, now the chair of the education select committee, during National Apprenticeship Week next March.

The regional awards include recognition for providers in the categories of engineering and manufacturing, business and administrative, social care, childcare and education, construction, sales, marketing and procurement and digital.

Other regional categories include apprenticeships promotion campaign of the year, apprenticeship provider of the year and apprentice employer of the year.

Each regional winner will also receive a pair of tickets for the awards dinner for the national awards, which will be held on March 22.

Winners of the outstanding contribution to the development of apprenticeships prize in both the individual and employer/provider

categories will also be announced at the dinner.

The AAC Conference will run from March 21 to March 23 at the International Convention Centre in Birmingham.

Nominations for the AAC Awards open today and will close on January 8, 2018. To nominate a provider or employer, or for information about the awards and conference visit [www.feweekaac.com](http://www.feweekaac.com)



Shane Mann

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## BUDGET 2017

# Chancellor invests almost £50 million in improving GCSE maths resits results

BILLY CAMDEN  
@BILLYCAMDEN

The government has set aside nearly £50 million to improve its controversial GCSE maths resits policy, following lobbying from FE leaders to get the rule changed.

The chancellor presented his autumn budget in parliament this week and announced various new forms of funding for FE (see boxes).

One of the most surprising boosts was a £48.5 million investment into GCSE maths resits – signalling that ministers have, in part at least, listened to concerns that the policy is not working and needs radical change.

The pot was made up of £8.5 million for new pilots to test “innovative approaches” to improve resits and £40 million to establish ‘further education centres of excellence’ to train maths teachers across the country.

“The budget announces support for maths, given its crucial role in preparing the next generation for jobs in the new economy,” the Treasury said.

It revealed the pilots would run for two years, and information on the providers who participate will be released by the Department for Education “in the future”, along with more details about what they will explore.

## Major adult retraining scheme

Plans to invest £76 million into retraining adults who want to work in the digital and construction sectors were explained ahead of the budget.

The Treasury will roll the fund out in a new “formal partnership” with the Confederation of British Industry and the Trades Union Congress, which will oversee a new national retraining scheme.

“As a first step, £36 million will be invested in digital skills courses using AI, so that people can benefit from this emerging technology as they train for digital tech jobs in one of the fastest growing sectors across Britain,” a spokesperson said.

A further £40 million will be invested in construction training programmes across the country, she explained, to train people for jobs such as groundworkers, bricklayers, roofers and plasterers.

“In order to build the homes the nation needs, it is vital there are enough construction workers with the right skills to meet this challenge,” she said.

This partnership will be expanded a later date to oversee retraining for other priority sectors, the spokesperson said.

There will be 20 centres of excellence, but further information about where they will be located and when they will come into play will be decided “in due course”.

Since 2013, all 16- to 19-year-olds without at least a grade C in GCSE maths or English have had to enrol in courses alongside their main programme of study.

This requirement was tightened in 2015 to require all of those with a grade D – now a 3 – in those subjects to sit a GCSE course, rather than an equivalent stepping-stone course such as functional skills.

But after last year’s GCSE results showed huge numbers of learners aged 17 and older failed to improve their grades in resits, many in the sector renewed calls on the government to scrap the policy.

Just 17.6 per cent of 86,310 students resitting maths achieved A\* to C, and only 19.8 per cent of 106,770 learners resitting English hit the benchmark.

David Hughes, the chief executive of the Association of Colleges, has lobbied hard with the DfE to abandon the policy. He told FE Week that more money was “excellent news”.

“I’m very pleased they have been listening to the feedback we have been giving them on the need to understand what works for GCSE resits and support colleges to get this right,” he said.

But Gordon Marsden, Labour’s shadow skills minister, described the announcement as a “fudge”.

“It sounds all very worthy but it is not going to deal with the issue of people having to resit,” he said. “There is no commitment in there to actually stop the resits and introduce functional skills. I think this is a fudge because of the competing views of skills ministers and Nick Gibb who, of course, is absolutely wedded to the GCSE resits policy.”

He said people will be will “concerned” that there was no mention of tackling resits in English in the budget.

Mr Hammond also used his budget speech to reveal that colleges will get £600 for every extra student who studies maths at level three.

This was part of a £177 million maths bundle and applies to all level three maths provision, including core maths qualifications.

AELP’s chief Mark Dawe previously said the resits policy is “leading to mass failure” and the government should “abandon it now and instead focus on functional skills being a good alternative”.

“The social mobility agenda will have been better served if the new investment in post-16 level three maths had also been accompanied by addressing the inequitable funding in the functional skills alternative at this age for maths and English,” he told FE Week after budget.



Philip Hammond

## £20m for T-levels, but it’s not new money

Philip Hammond announced the government would invest an extra £20 million to help colleges prepare for the introduction of T-levels, but this is not new money.

“We are introducing T-levels and today I announce a further £20 million to support FE colleges to prepare for them,” he told the nation during his budget speech.

It was first thought this cash injection would come on top of the £50 million Justine Greening revealed in July, that is to be available from April 2018 for “capacity building” ahead of the

launch of the new technical qualifications in 2020.

It was also believed it was in addition to the annual £500 million investment in T-levels announced by the Treasury in March, which will come into play from 2022.

But the Treasury has now confirmed it is not new money, and the DfE has agreed: the £20 million is part of the £500 million announced in the March 2017 budget.

The department could not provide any more details at the time of going to press.

## Apprentice minimum wage boost

The national minimum wage for apprentices will rise again in April, from £3.50 to £3.70 per hour.

The 20-pence increase was a recommendation from the independent Low Pay Commission, which the chancellor subsequently accepted in the budget.

This is a 5.7 per cent rate increase, above UK inflation which rose to three per cent in October, and is larger by proportion than all other

minimum wage groups.

For 18- to 20-year-olds, the increase is from £5.60 per hour to £5.90, while 16- to 17-year-olds will see their minimum wage go up from £4.05 per hour to £4.20.

And for 21- to 24-year-olds, it is going up from £7.05 per hour to £7.38.

The apprentice minimum wage increase follows a 10p rise in April earlier this year.

## 16-to-19 disappointment

FE leaders branded the autumn budget as a “missed opportunity” after pleas for extra 16-to-18 cash failed to get significant investment.

Support Our Sixth-Formers, backed by various organisations including the AoC and the SFCA, was one of the most prominent campaigns in the build up to the budget and demanded a £200 “SOS uplift” in 16-to-18 per-pupil funding rates.

But Philip Hammond refused to grant their wish.

“We should not let the government of the hook on their failure to deal with the fundamental underfunding of 16-to-19

education,” said James Kewin, the deputy chief executive of the SFCSA.

“Funding schools and colleges properly and allowing them to deliver the qualifications that are most appropriate for their students, would be a less eye-catching, but far more sensible, way to proceed.”

David Hughes, chief executive of the AoC added: “Unfortunately, Mr Hammond has chosen to make short-term decisions which tinker at the edges.

“The chancellor missed the opportunity to address the chronic underfunding of all 16- to 19-year-olds in education and training.”

## BUDGET 2017



## KIRSTIE DONNELLY

Managing director, City & Guilds

# Hooray for a budget bursting with skills

**The budget offers important steps in the right direction but, with the current policy churn in FE, we need to make all these initiatives join together in a coherent way, argues Kirstie Donnelly**

If you go on numbers alone, it was a good budget for the FE sector. The word “skills” appeared 11 times in the chancellor’s statement and a further 33 times in the red book. Philip Hammond announced a series of measures designed to, as he put it, ensure “that our workforce is equipped with the skills they will need for the workplace of the future”.

It’s certainly welcome to see skills development get the focus it deserves. From Hammond’s pledge of additional funding to help teachers prepare for T-levels to the £34 million investment in construction training, these are important moves that have the potential to make a real difference. While we lack much detail, a National Retraining Scheme in partnership with the TUC and the CBI suggests to me that the government is taking the issue of skills gaps and shortages seriously. Next week the long-awaited industrial strategy will be published, hopefully providing further detail on some of these measures.

I was pleased to see the chancellor respond to Sir Adrian Smith’s recommendation about improving access to core maths qualifications at level three, with the £600 premium for schools for every extra pupil who takes it. No one would argue with the fact that numeracy is an essential skill both for success in the workplace and in life, but GCSE and A-level maths aren’t the only measures of competency. Yesterday’s announcement signals a welcome move away from this type of thinking, so now is the time to start promoting core maths as a real alternative. I hope that there will be equal open-mindedness about maths options at 16 to stop the wasteful cycle of GCSE retakes.

It was also positive to see the chancellor acknowledge that the apprenticeship levy is a work in progress, with his commitment to working with employers to make it “effective and flexible”. As we know, business reaction to the levy has been mixed, and figures have shown a 61-per-cent drop in apprenticeship starts year on year. This is a huge worry and we need to consider how best to ensure the

levy achieves its goals. One change I hope the chancellor will consider is broadening its remit to cover funding for upskilling and reskilling existing workforces, or to provide real work experience.

“**Next week the industrial strategy will hopefully provide further detail**”

Overall, the budget has important steps in the right direction. But there’s a caveat: there’s an awful lot in the pipeline on skills, from digital training to plans to tackle STEM shortages. As well as the industrial strategy, we are imminently expecting the careers strategy, along with a discussion paper as part of the response to Matthew Taylor’s review. It’s wonderful to see so much enthusiasm for reform of provision, but we need to make sure the basics are in place and that all these initiatives join together in a coherent way. As our ‘Sense and instability’ review of 30 years of skills policy found, Britain has experienced consistent policy churn to little gain.

Policymakers have repeatedly failed to learn from history and prized short-term change over getting the skills system right in the long-term. Trying to do everything at once, without allowing changes the time to bed in, is misguided. If the measures announced this week are to achieve what they are meant to, we need collaboration and consultation with the wider delivery sector and for policymakers to think about the bigger picture, rather than rushed action across the board.

Investment in skills is smart at any time, and it’s especially critical right now, with so much uncertainty around Brexit. Let’s hope the chancellor’s plans can make the difference – so we should all work together and using our collective expertise to make sure they do make that difference and have long lasting impact.



## PROF SANDRA MCNALLY

Director, LSE’s Centre for Vocational Education Research

# Mr Hammond: Take care with FE funding

**With the UK’s poor economic forecast doing few favours to the skills budget, government must ensure it’s putting money into policies that will actually raise overall productivity, argues Sandra McNally**

While the chancellor acknowledged the importance of education and skills in his budget speech, the bleak outlook for the economy makes it difficult for him to deploy the resources that are needed. Bad and worsening economic conditions affect FE as they do everything else. Falling tax revenue means that the government has less scope to invest in public infrastructure. And uncertainty reduces firms’ incentives to invest.

There was no increase in core funding announced for either schools or FE colleges. This means that real spending per student will continue to fall. Economic research shows that school resources affect student outcomes and the magnitude is bigger for those from disadvantaged backgrounds. The cumulative effect of lower spending over time will make it hard for educational institutions or parents to compensate. FE colleges should expect more students to turn up needing to resit GCSE exams, but they will have fewer resources to give them the remedial teaching that’s needed.

Specific measures that provide incentives for greater take-up of post-16 maths seem sensible (at least in principle), but this doesn’t seem directed at the margin of greatest need – which must surely be those who do not even get a good GCSE maths grade and repeatedly fail thereafter.

“**Although the policies seem to meet a clear need, they should be evaluated in terms of results**”

The financial help with T-level preparation is welcome but small in relation to any sensible benchmark – such as the number of level three learners, the overall size of the FE

budget and, indeed, the amount announced to prepare for Brexit.

There were a number of announcements made that target specific areas such as teacher training and distance-learning courses in digital skills. Although such policies are well intended and seem to meet a clear need, they should be evaluated in terms of results.

Rigorous evaluation of government policies is a core objective of a research institution such as ours. Policies need to be evaluated according to whether they actually increase skills, lead to employment with good prospects and raise overall productivity. One hopes that the government is designing pilots or targeted policies in a way that will enable such evaluation.

In view of the decline in adult training (as documented, for example, in a recent CVER blog post), it is good to see an announcement of a retraining scheme for adults. It is also good that the apprenticeship levy will be kept under review as it is far from clear whether it will achieve its objectives of increasing skills in the most appropriate way for the economy.

In other countries, apprenticeships are a form of entry to the labour market and targeted at young people. This is not the case in England, where most apprentices are over 25. Whether this actually helps adult workers themselves (in terms of higher wages) or improves firms’ productivity is an empirical question – and another research issue for my department.

Other countries offer tax credits as incentives for firms to invest in training. This was recommended by the LSE Growth Commission but has not yet been taken up in the UK. Whereas investment in research and development is risky, investment in training is not risky for the economy, although it may be to the firm if the worker moves elsewhere. There are various ways in which this risk can be addressed in practice.

Promoting firms’ investment in training would help to overcome the barriers of affordability that prevent individuals from investing in their own training. It could cover the full distribution of firms rather than be so focused on large firms – as is the current set-up of the apprenticeship levy and associated incentives. It is particularly important that measures are in place that provide incentives for the development of low and middle skills, hence enabling investment that supports the workers most exposed to the changes in the economy expected to arise from technological advances.

## NEWS

# Sheffield College chief executive resigns

PAUL OFFORD  
@PAULOFFORD

The chief executive of a large general further education college in the north of England has resigned, the latest in a series of senior departures across England. The Sheffield College confirmed today that Paul Corcoran “has decided to resign” from his senior role, which he had held since June 2015.

A spokesperson for the 16,000-learner college said it had accepted his resignation, and installed principal Angela Foulkes – who only joined the college in September – as its acting chief executive and accounting officer.

“We wish Paul well and would like to thank him for his contribution to the college, which remains focused on its top priority of transforming lives through learning and providing an inspirational experience for students,” said Richard Wright, the chair of the college’s board.

Ms Foulkes was only appointed principal in June this year, having previously been vice-principal for curriculum and support at the Manchester College.

She has 25 years’ experience in the further education sector, holding senior leadership roles in a range of London colleges and as vice-principal at Barnsley College.

She took over at Sheffield from Heather



Paul Corcoran

Smith, who retired after 33 years at the college.

“Angela brings a wealth of experience, knowledge and expertise as we progress with investment in teaching and learning, and strongly position the college to respond to national changes in vocational education, training and skills,” said Mr Corcoran at the time.

He and his senior team launched a consultation over the summer on controversial proposals for a staffing shake-

up, after Jason Pepper, who was executive director for finance and resources, left in June.

He had been in the role from 2009, and was replaced by Kate Platts.

Bella Abrams also only started as chief information officer in April this year.

The plan for the consultation was to “reduce 40 senior leadership, managerial, business support and administrative posts, affecting 45 staff”.

But at the same time they wanted to create

“54 jobs by appointing 40 new roles and filling another 14 posts by lifting a recruitment freeze on vacancies”.

A local paper, The Star, reported on unease among employees about the way the restructure was being handled.

“We are reviewing our staffing needs and the curriculum so they align to significant changes in vocational education and to ensure that the college is strongly positioned for the future,” said Mr Corcoran.

“Any job losses are regrettable. However, under the proposals we would create a significant number of new roles.”

The college, which has been allocated £12.4 million for 2017/18, was rated ‘good’ by Ofsted when Mr Corcoran started as CEO in 2015, but slipped to ‘requires improvement’ in January last year.

The “effectiveness of leadership and management” was one of the headline areas rated grade three in the 2016 report, which rated apprenticeships and provision for learners with high needs as ‘good’.

The college refused to comment this week on whether the turnover of senior staff amounted to a crisis of leadership.

“It is not the college’s policy to comment on individual employment matters. The college is fully confident of the executive team who are committed to the organisation’s vision of transforming lives through learning,” a spokesperson said.

## Learndirect’s apprenticeship achievement rates decline

BILLY CAMDEN  
@BILLYCAMDEN

Learndirect’s apprenticeship achievement rates have continued to fall, Ofsted has found in its first monitoring visit to the provider since its shock grade four earlier in the year.

Inspectors revisited the nation’s biggest FE provider at the end of October, and noted several improvements while highlighting various other areas of concern.

Crucially, its apprenticeship achievement rate has fallen again for 2016/17, continuing a trend over the last three years.

It was at 57.8 per cent in 2015/16 – below the ESFA’s minimum standards threshold of 62 per cent, resulting in a notice of concern.

It is not yet known what Learndirect’s final overall achievement rate is for 2016/17.

“Managers of the apprenticeship provision have established successfully systems and procedures to enable them, for the first time, to be confident about how they monitor and report on the progress of apprentices,” Ofsted said.

“This improvement was not established quickly enough to prevent the final overall achievement rates for apprentices in 2016/17 being even lower than in the previous year.”

Learndirect received an overall ‘inadequate’ rating from Ofsted, including for apprenticeships, after it was inspected in March.

The National Audit Office is currently investigating it and the Department for Education, after it was claimed it had been offered special treatment, by allowing it to keep its contracts until July 2018, even though a grade four would usually result in automatic termination within three months.

In its first report, Ofsted criticised managers at the provider and said that around a third of learners on apprenticeships “do not receive their entitlement to off-the-job learning” and fail to develop “the skills they require to progress to the next step in their career”.

Today’s monitoring visit report said it still “remains unclear” what off-the-job training has taken place at the provider.

Senior leaders have overseen the “phased introduction” of a new policy to clarify how assessors are expected to plan and record apprentices’ off-the-job training, but this did not start until two months after the grade four.

Almost half of apprentices are “identified as being behind target, and a further fifth are at risk of falling behind target”.

“Managers have begun to use this information to identify actions for

improvement and support, but it is still too early to see the full impact of these actions,” the report said.

Inspectors did however praise directors for exerting “greater control and oversight” over the performance and quality of provision over the last few months.

“Managers have developed a set of challenging performance indicators to measure the success of their actions,” they wrote. “They are starting to use these effectively to manage the performance of their staff and subcontractors.”

However, the quality-improvement plans for the apprenticeship programme and the adult learning provision “do not take account of these indicators”, and are “too focused on the completion of actions and the development of processes”.

As a result, these plans “do not provide managers with an effective means to drive improvement, or a means to evaluate success”.

Learndirect was handed around £45 million to deliver adult education training this year.

The DfE has so far refused to tell FE Week the provider’s apprenticeship funding allocation for this academic year, after it was omitted from the government’s allocation spreadsheet for 2017/18 because contracts have not yet been signed or fully allocated.

Ofsted inspectors said the pace of improvement to Learndirect’s adult learning provision has been “quicker”, and its impact has been “greater”, than that of the apprenticeship provision.

Adult learning managers “acted quickly” to implement a range of initiatives immediately after the inspection that began to address the main areas of weakness.

They have “introduced successfully a new system for monitoring the attendance of learners, so they can now intervene more swiftly at the many centres where attendance is still too low”.

### Learndirect Ltd

Re-inspection monitoring visit report

Unique reference number:	55141
Name of lead inspector:	Charles Searle HMI
Inspection date(s):	31 October – 1 November 2017
Type of provider:	Independent learning provider
Address:	Deering House





## NEWS

# 3m starts look ever more out of reach

JUDE BURKE  
@JUDEBURKE77

FROM FRONT

The government's commitment to three million apprenticeship starts by 2020 is increasingly out of reach, exclusive FE Week analysis of new statistics has revealed.

Average monthly starts are 17 per cent lower than where they need to be to hit that target by that year.

Previous start figures had only been available on a quarterly basis, but the Department for Education has now released a monthly breakdown as part of its final statistics for 2016/17 this year, published November 23.

Worse yet, starts have even shown their first fall since 2013/14, and the government's flagship target – first introduced in 2015 and reiterated in this year's manifesto – is in trouble.

A spokesperson for the DfE insisted that "progress should not be judged on the basis of a few months' worth of data" and that it remained "committed to reaching three million apprenticeship starts in England by 2020"

She declined to comment on whether it was still confident it would reach that target.

She did say that feedback the department had received from employers has shown they were "taking their time to plan ahead and maximise the opportunities the apprenticeship levy can bring" and "they plan to increase their demand



Analysis by FE Week.

Source: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/661181/Monthly\\_apprenticeship\\_starts\\_from\\_201415\\_to\\_201617.xlsx](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/661181/Monthly_apprenticeship_starts_from_201415_to_201617.xlsx)

for apprenticeships".

Mark Dawe, the chief executive of the Association of Employment and Learning Providers, urged the government to take action to boost numbers, including "appropriate flexibility of off-the-job training", and removing the charge for non-levy paying employers training apprentices aged under 25.

"Without these actions, we do not believe the government will reach their manifesto commitment," he said.

In order to hit the target, there would need to

be an average of a least 50,000 starts a month.

But the average over the first 28 months stands at just 41,470 a month.

A further 1,880,300 starts are needed, meaning the average needs to increase by 42 per cent, to 58,760 per month over the remaining 32 months.

But with fewer starts in 2016/17 than in either of the two previous years, that's looking increasingly unlikely to happen.

There were 494,000 starts last year, down from 509,400 in 2015/16 and 499,900 in 2014/15.

The drop was all at level two, which was

down 11 per cent compared with the year before, while starts at higher levels were both up: four per cent at level three, and 35 per cent at level four and above.

These figures also confirmed the widely-held belief that starts rocketed the month before apprenticeship funding changes took effect, including the introduction of the levy and employer co-payments. Things fell off a cliff the following month.

There were 78,000 starts in April this year – almost double the same month last year – but by May they had tailed off to 12,900.

Provisional figures published last month revealed that starts in the final quarter of 2016/17 were down a massive 61 per cent compared with the same period the year before (revised to 59 per cent in these final figures).

The education secretary Justine Greening later admitted to an education select committee hearing that the government had anticipated this dramatic drop.

The levy has had more than its share of teething problems, but it's not time to bin it yet, says Kathleen Henehan

The apprenticeship levy got off to a troubling start: figures show a 59-per-cent fall in starts during its first three months. This seems to confirm fears that it would place incentives into the hands of large employers who don't typically hire apprentices, and put stumbling blocks before the smaller employers who rely on them.

It is far too soon to write off the levy for good, but there are steps the government can take to get starts back on an upward path, and ensure the new system doesn't sacrifice quantity for quality.

Some of these are pragmatic and short-term: work with providers to troubleshoot procurement problems, collaborate with smaller employers to prevent delays in co-investment payments, and build in a safety net for non-levy allocations during the first two years of the new funding system. Others require a step-change in the way information is collated and published.

First, it's important to recognise the volatility inherent in a system that places employers squarely in the driver's seat. We don't quite know which types of businesses will hire apprentices, at what level, or even whether the 45 per cent of levy-payers who have yet to register an account will do so, or whether they do nothing and treat the levy as a tax. This matters if unspent levy funds could, after their two-year expiration, be used to subsidise training for non-levy-payers who have already been struggling under the new system.



## KATHLEEN HENEHAN

Research and policy analyst, the Resolution Foundation

## Don't write off the levy yet, but do make these changes

Some of this uncertainty can be alleviated through more streamlined and detailed data releases. Currently, figures are published in a series of different spreadsheets, often on different websites, and at different dates.

Bringing these sources together, and allowing for cross-tabulation, will help us understand where trouble is brewing. Allowing analysts to spot potential problem areas could bring interventions forward before training providers lose access to longstanding contracts and smaller employers their access to apprentices.

We also need to ask what we'd like the levy to achieve. Its aims are, on the surface, to shift training expenditure from government balance sheets to the private sector, and to meet the much touted three million apprenticeships target. But it should also be explicitly focused on building up a strong skills supply – vital

in post-Brexit Britain – and providing young people with the education and training not just for a job, but for a career.

“**This gap from level two to higher apprenticeships must be bridged**”

Despite shining examples of apprenticeships which allow non-university-bound young people a pathway into skilled, rewarding careers, figures indicate that less than a quarter

of level two apprentices move to the next level. Apprenticeship starts have been dominated at level two recently, and in sectors that offer lower levels of pay. More positively, there has also been growth in degree and master's-level apprenticeships, albeit from a low base.

There is a chance that putting employers in charge could simply reproduce the occupational hollowing out that we're seeing in the wider labour market – where growing shares of younger people filter either into high-skill, high-pay jobs, or low-skill, badly paid ones, with a reduction in the middle.

This gap from level two to higher apprenticeships must be bridged. This requires some sector-based soul-searching on what is and isn't an apprenticeship, and a more deliberate approach to funding: should we prod employers to invest in mid-level skills? Will additional funding incentives for apprenticeships at level three do the job?

As well as focusing on the right mix of apprenticeships, there are steps that could address quality concerns quite quickly – such as requiring at least one end-point assessment organisation is in place before an apprentice starts their programme.

Then there are steps that might take a little more thought: with data sources like Longitudinal Educational Outcomes available, we may want to debate incentives for hosting apprenticeships associated with continued education and training or perhaps strong employment prospects.

Big reforms always have bedding-in challenges. But with the right adjustments the government can ensure these are temporary glitches, rather than permanent problems.

## UVAC CONFERENCE

# Debate rages over management apprenticeships

JUDE BURKE  
@JUDEBURKE77

The Institute for Apprenticeships has defended the rise in management apprenticeships, amid stark warnings about the fate of those at level two from the boss of the Association of Employment and Learning Providers.

“The number one reason for our lower productivity has been analysed as leadership and management,” said Dame Fiona Lendrick, an IfA board member, during the morning panel session of the University Vocational Awards Council conference in Birmingham last week.

“And that’s why some of the things we’re talking about today, particularly talking about the degree apprenticeship and investing in people in terms of the right management is so important, not just for individuals, not just for the company, but for the economy at large.”

However, AELP’s Mark Dawe disagreed, calling for a debate on how they are funded, particularly in light of the ongoing government commitment to social mobility.

“Someone having access to level two and moving on to a level three, that to me is what social mobility is about,” he said.

## IfA: “A broad spectrum of apprenticeships”

The Institute for Apprenticeships’ strategic guidance sets out its commitment to boosting social mobility.

But will it take action if the inexorable rise in management apprenticeships gets in the way of this commitment, by edging out those at level two?

Dame Fiona Kendrick insisted that opening up “the whole apprenticeships brand across the spectrum” was the key to boosting both social mobility and productivity.

“At this moment we have got a broad spectrum of apprenticeships coming through, and it’s very clear there is a shift more to the higher levels, but we’re certainly not seeing that to the detriment of the level ones and twos,” she said.

The question of whether there can be too many management degree apprenticeships is “a tough one to answer”.

“What we do know is that we have to seriously upgrade our management capability,” she said, but any growth in this area should be “managed in a fair and well-distributed way”.

Nor does she think that apprenticeships would replace all management training.

“Every employer is quite clearly different, and every employer will have their own strategies on how they’re going to develop and train their managers. In certain cases, employers will continue to put funds in to do that.”



Mark Dawe

“When we’re talking about restricted resources we have to decide what the government pays for, what the employer pays for, what the individual pays for. There will have to be a debate, because there’s not enough money to cover all of this.”

Without changes, he warned, “you can say bye bye to level two”.

But, speaking to FE Week following the

## Higher education: Different sector, same issues

While apprenticeships are a new field for the HE sector, many of the issues raised during the UVAC conference were far from new.

Nicola Turner, head of skills at the Higher Education Funding Council for England, said one of her biggest concerns is qualifications being taken out of degree apprenticeships.

“It’s not what employers want, it’s not what apprentices want,” she said.

Ongoing delays to the non-levy procurement were described as a “complete nightmare” by at least one delegate. The issue particularly affects universities as many of them don’t have an existing contract for delivering to smaller employers.

And Chris Cherry, a senior associate at the Strategic Development Network, said that the 20-per-cent off-the-job training rule was causing a particular challenge at higher levels.

A number of delegates discussed the difficulty of managing employer expectations amid ongoing delays to standards being approved for delivery.

However, one HE-specific issue was raised throughout the day: the difficulty of getting other university colleagues on side, and to adapt their usual systems and ways of working to meet the demands of employers.

For this, Neeta Barot, the business development manager at London South Bank University recommended getting someone higher up at the institution – such as a vice chancellor – to act as an advocate.

panel, Dame Fiona said that while there was a “very clear” shift to higher-level apprenticeships, it wasn’t “at this moment in time to the detriment of the level twos and threes”.

She insisted that the move towards them would “drive both productivity and social mobility”.

A focus on management apprenticeships “at least in the short- to middle-term” has “got to be good for the overall country”, she said, “but we need to make sure that that is managed in a fair and well-distributed way”.

The panel session, which also included Adrian Anderson, UVAC’s chief executive, and Nicola Turner, head of skills at the Higher Education Funding Council for England, focused on the future of degree apprenticeships.

The programmes, at levels six and seven, are very new, with the majority having only started this September.

But the most popular higher- or degree-level standards in 2016/17 were both in management: the level five operations/departmental manager, and the level six

chartered manager degree apprenticeship.

The management framework soared in popularity over the same time period, to become the second most popular.

And levy-funded apprenticeships at higher or degree level jumped by a massive 424 per cent in September on the previous month, according to experimental Department for Education statistics, although it’s not clear which standards or frameworks these relate to.

Dame Fiona said the IfA wanted to “shift the apprenticeships up from levels one and two much more into the four, five and upwards”, and that degree apprenticeships were “absolutely key to this”.

Mr Dawe called degree apprenticeships “a game-changer” that had given apprenticeships a “brand” that “will lift us up”.

“There will be some very sharp-elbowed middle class parents knocking everyone else out of the way to get their kids into a non-debt apprenticeship with a degree and a salary,” he cautioned. “Why wouldn’t you do that?”



Dame Fiona Kendrick



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ALWAYS LEARNING



## EDITORIAL

## Maths GCSE investment adds up



The extra £48.5m in the budget to support college students pass their GCSE maths is to be celebrated – and it's an important signal.

It's to be celebrated because it's recognition that colleges need investment to make new policies succeed.

Too frequently, new policies, like the English and maths condition-of-funding requirement, are thrust upon colleges without a thought to the cost of successful implementation.

But it seems with the T-level investment announced in the April budget, and now this extra £48.5m, the message has at last got through to the Treasury.

And it's an important signal because it means the policy is here to stay.

This won't be a popular thing within the sector to say, but the GCSE resit policy is better than no policy. It's typically misunderstood: it's only those that nearly passed (grade D or 3) that colleges must ensure study again towards improving their GCSE by at least one grade.

Employers (even colleges and apprenticeship providers) typically demand an A\*-C at GCSE (or now a 4-9) before interview. It's not in our gift to change that, so if colleges don't help their students get a GCSE they can't progress into quality jobs.

And where the budget didn't deliver on an increased rate for 16-to-18s, don't rule out the DfE redistributing internally to pay for it.

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

## BUDGET 2017 TWEETS:

**Gordon Marsden MP** @GordonMarsden

Hammond says #Budget2017 he will give £20 million to FE Colleges to bring in T Levels but no time frame given. It is a fleabite compared to cuts Colleges have suffered - and FE needs far more funding to support CPD for staff which we've pledged

**Robert Halfon MP** @halfon4harlowMP

Delighted that @PhilipHammondUK announces maintained funding for @The\_TUC @unionlearn which provides great skills and training for workers and is something @Conservatives @ToryWorkers shld sppt and be proud of

**David Hughes** @AoCDavidH

Pleased to see support from Chancellor for @unionlearn Good news in Budget which failed to properly address long term skills needs we face as a country #Budget2017

**Women's Budget Group** @WomensBudgetGrp

Additional £34m for building construction skills. Let's make sure some of that goes towards encouraging more women into this sector #Budget2017



## Baker clause: Schools must let FE in from January

**JUDE BURKE**  
@JUDEBURKE77

The "Baker clause", which obliges schools to let FE providers advertise their services to pupils, will take effect from January, according to guidance published this morning by the Department for Education.

The amendment to the Technical and Further Education Act, which came into law in May, was proposed by the former education secretary Lord Baker, who acknowledged the move was likely to be universally hated by schools.

"From January 2, 2018 all local authority-maintained schools and academies must give education and training providers the opportunity to talk to pupils in years 8 to 13 about approved technical qualifications and apprenticeships," the DfE said.

"Schools must have clear arrangements in place to ensure that all pupils have opportunities to hear from providers of post-14, post-16 and post-18 options at, and leading up to, important transition points."

All schools must also publish a policy

statement outlining how providers can access them, the rules for granting and refusing access, and what providers can expect once granted access.

According to an example statement published with the guidance, providers could be allowed to leave copies of their prospectus or other relevant literature in a careers resource centre in the school library.

Lord Baker, the architect of the controversial UTC programme, proposed his amendment while the bill was passing through the House of Lords in February.

He accused schools of "resisting" those who tried to promote more vocational courses to their pupils, and insisted that "every word" of his proposed clause was needed because it would be "met with great hostility in every school in the country".

The decision by the minister for the school system, Lord Nash, not to challenge the amendment, was met with surprise as it is considered unusual for the government to accept an amendment in this manner.

The amendment also went unchallenged when the bill was passed – meaning that the requirement became law.

Malcolm Trobe, the deputy general

secretary of the Association of School and College Leaders, said that schools were "accustomed" to responding to new requirements at short notice "and will no doubt make the necessary arrangements accordingly".

"This is an issue which has divided opinion in the past, but the matter has now been settled by this law," he said.

"It is important that these requirements are incorporated into the broad provision of careers and education advice in schools, so that young people have the full range of information available to them."

It will be up to schools "to determine how these access arrangements are best organised", which he said "colleges and other post-16 providers will need to understand".

There is still no sign of the government's long awaited careers strategy, however.

Skills minister Anne Milton outlined the four main pillars of the strategy during a speech to the Careers Education and Guidance summit in London on November, during which she said the strategy would be published "shortly".

She later promised delegates at the AoC annual conference on that it was on its way.

## COMMENTS

### New ESFA boss admits levy 'challenges'

The non levy paying employers continue to go unmentioned and remain disadvantaged. It's a shambles and the reforms are affecting thousands of SME's and Providers who are attempting to pick up the pieces. Employer consultation with the ESFA usually takes place with large employers who cannot represent the views of The Wider SME market, the policy team asked for my views months ago; needless to say I've heard NOTHING.

Lawrence Barton

### ESFA 'postpone' results of second attempt at non-levy apprenticeship tender due to 'high volume' of applications

Again more delays, more time wasted, more staff in danger of losing employment. A Gov Department that needs to be sorted, if this was in general employment, businesses would be firing people at the very top for mismanagement. I only hope that we hear sooner than later, so we can prepare our employers for the journey they have to undertake.

KR

Hopefully there will be a sector wide revolt if ESFA decide to go a 3rd bidding round for this. Enough is enough – they have more than they need in terms of bids/data to make decisions on (the point of the 2nd bidding round was to refine applications to more manageable levels).

Graham

### Revealed: 3 million apprenticeship target slipping away

I have two items to say 1 If the Non Digital Levy is delayed much more this will not help 2 I have 6 providers who have starts but no contracts and Primes will not work with them until they are clear on what contrasts they have so more delays. That is just mine and 129 Apprentices so in fact there are possibly another 2,000 out there.

Steve Lawrence



**LEWISHAM  
SOUTHWARK  
COLLEGE**



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Noon Friday 5th January 2018



# Head of Work Based Learning

GCS/582

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**Gower College Swansea**  
**Coleg Gŵyr Abertawe**

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Investments such as the £1.3bn Swansea Bay City Deal and proposed Tidal Lagoon project will invariably help shape the skills agenda across the region. The post holder will play a pivotal role in helping to ensure that the College supports employers in the region with the appropriate skills to maximise the opportunities that these projects bring.

By strategically developing relationships with key funding organisations and stakeholders in both Wales and England, you will work as a collaborator and innovator, securing future growth for the College whilst planning and monitoring performance across college to ensure a quality service meets the needs of employers

and our learners.

With previous experience of managing sizeable WBL contracts, the successful candidate will possess outstanding performance management and communication skills to drive provision and hit targets - whilst never compromising on quality

The post holder will utilise Labour Market Intelligence to ensure that the College understands and responds to employers' skills needs, both now and in the future. Gower College Swansea is committed to safeguarding and promoting the welfare of young people and expects all staff to share this commitment. Appointments are subject to an enhanced DBS.

**Closing date: 5pm on Wednesday 6th December 2017**

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## Shooters Hill Sixth Form College "Inspiring Young People"

Are you an outstanding Teacher or an innovative Support Worker? Our inclusive, dynamic and creative ethos provides an imaginative workplace in which you will be supported to develop your knowledge and practice throughout your tenure. We are extremely proud of our diverse workforce and welcome applications from people of all backgrounds.

**NQTS or Experienced Teachers with QTS/QTLS for academic year 2017/2018:**

**FT Teacher of Carpentry & Joinery** | Ref: TVCJ1117 (City & Guilds & Open Awards)

**PT Teacher Media** | Ref: TVM1117 (BTEC Level 1, 2 & 3)

- Final Cut Pro 7 & X
- Adobe Suite
- SLRs and lighting

Salaries will be based on Inner London Teachers Pay Awards.

**The ideal candidates will need to demonstrate commitment to:**

- Delivering innovative curriculum programmes, quality teaching and pastoral systems in an FE learning environment.
- Practically contributing to an ethos that supports and challenges all students to achieve excellence.
- Embedding cultural and academic diversity in all aspects of their work.
- An understanding of and commitment to equal opportunities.

**Support Staff roles:**

**Director of MIS** | Ref: SSDM1117

**Scale PO8 (£51,465 – £54,480)**

- Extensive and expert knowledge of ESFA funding methodologies
- Excellent technical and communication skills
- Ability to analysis data

**Service Manager: LSA Team** | Ref: SSSM1117

**Scale SO2 (£30,324 - £31,998 - to be pro-rata at 41 weeks)**

- The ability to work independently and to tight deadlines
- Commitment to collaborative team work
- Ability to communicate clearly and logically via written and verbal methods

**For an application form and further details, apply online at [www.shootershill.ac.uk](http://www.shootershill.ac.uk) and click "work with us". Alternatively contact our Human Resources Department via email on [recruitment@shc.ac.uk](mailto:recruitment@shc.ac.uk) or by telephone on 020 8319 9725.**

**Closing date: Wednesday 6 December 2017 at 12 noon.**

Interviews will take place week commencing 11 December 2017.

Ideal start date 2 January 2018, but negotiable depending on the chosen candidate availability.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. All successful candidates will be required to undertake an Enhanced Disclosure and Barring Service check.



# MIS Consultant

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FE Associates is the UK's most progressive further education and skills specialist, dedicated to offering expert insight, collaboration and guidance from an unrivalled network of sector-leading experts. Due to an increase in demand we are looking to strengthen our team of salaried consultants and are inviting applications from leading edge practitioners with relevant experience in MIS. You must have experience of working in a successful organisation at Head of Department/middle management level. You will be highly motivated and flexible, conversant with the issues facing FE and at the forefront of your area. Applicants need to be prepared to travel and stay away from home when required. In return we offer a competitive remuneration package and to be part of a friendly and supportive team.

For further information please contact Samantha Bunn on 01454 617707 or email your CV in confidence to [samantha.bunn@fea.co.uk](mailto:samantha.bunn@fea.co.uk)

EDUCATION & TRAINING  
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## Operations Manager – ATS (Advanced Teacher Status)

We are looking for a first-class Operations Manager to play a pivotal role in building and developing the Education and Training Foundation's new Advanced Teacher Status, as well as supporting the continued growth of Qualified Teacher Learning and Skills (QTLS) status.

**The Operations Manager will:**

- Manage and oversee day-to-day operations, accreditation and customer support for ATS
- Recruit, train and manage moderators and reviewers for ATS portfolio submissions
- Contribute to the new ATS e-portfolio development, and resolve technical queries on its use
- Manage the release and certification of ATS results and re-applications
- Oversee customer engagement and support for both ATS and QTLS status.

Reporting in to the Head of QTLS and ATS, you will play a key role working between the teams managing the Society for Education and Training, and our work on Professional Standards and Initial Teacher Education. If this sounds interesting, then please get in touch.

**Applicants must be able to demonstrate the following essential requirements:**

- Degree or equivalent, plus a Level 5+ Initial Teacher Training qualification
- A proven track record in delivering high quality teaching and learning in the FE sector, with experience of delivering initial teacher education and CPD programmes
- Experience using CRM systems, candidate/learner databases, e-portfolio and VLE platforms
- Experience in supporting practitioners or learners in completing assessment e-portfolios
- Excellent written and oral communication, numeracy and data skills

For the full job description and application process, please see [www.etfoundation.co.uk/vacancies](http://www.etfoundation.co.uk/vacancies). Closing date noon 8 Dec 2017



# CHIEF EXECUTIVE OFFICER

## (£47,570 TO £51,395 PA)

**Do you have previous experience in strategic and operational leadership and management in adult and community education?**

**Are you looking for a new and varied challenge?**

The Board of On Course South West CIC (OCSW) is looking to recruit a Chief Executive Officer to strategically lead and develop its' service delivery within the Plymouth area. The Board is looking for an exceptional strategic leader with a proven track record of successfully managing and developing learning within the adult and community education sector. We want to appoint a leader with a talent for business development and entrepreneurship but also one who is not afraid of making difficult decisions to secure a strong and sustainable future for OCSW and its' community. We expect the successful candidate to be able to demonstrate highly developed leadership skills to bring out the best in our staff and students and to show a passion for outstanding and inclusive education whilst demonstrating significant skills to ensure the future financial sustainability of OCSW.

Your duties will include leading the Company in its strategic development as a fully responsive and integrated adult learning service; leading and managing the OCSW Senior Management Team, providing strategic overview and direction on operational matters; overseeing the successful delivery of core contracts with the ESFA and Local Authority; acting as the Company Lead in the development of all new, full cost recovery contracts with local commercial businesses; implementing the OCSW Business Plan, ensuring the delivery of excellence in teaching and learning, and establishing a business model that is cost effective, viable and sustainable; reviewing the delivery and quality of programmes, products and services in line with Company strategic plans, Ofsted Common Inspection Framework and ESFA funding guidelines; overseeing the management of the organisation's financial, human and physical resources within annual budget parameters and according to current laws and regulations; ultimately ensuring that the CIC develops and delivers a clearly identifiable product that positions OCSW as the premier provider of entry level qualifications within the local training and employment market place.

**Essential experience and skills required:**

- Degree/Management Qualification or equivalent, with a minimum of 3 years' experience in a senior management position.
- Working knowledge and experience of local and national strategies for Post 16 education, training and employment
- Proven experience of managing a learning organisation with AEB funding
- A thorough understanding of what constitutes outstanding provision in the area of education and training
- Proven ability to effectively manage complex concepts and problems
- Commitment to achieving results against key performance indicators
- A high level of commercial acumen, and ability to develop new business for the company.
- Proven experience of managing operational budgets
- Proven experience of leading and implementing organisational change
- Ability to establish strong and appropriate relationships with Board, volunteers, staff, stakeholders, external agencies and learners.

If you would like to have an informal discussion about this role, please contact **John Hamblin**, Chair of Board of Directors on **07889 683010**.

**Closing Date: Friday 15th December 2017 @ 12noon.**

**Interviews and assessments: Friday 19th January 2018\***

*\*Shortlisted candidates will receive an invitation to interview in week ending 5th January 2018*

*OCSW is an equal opportunities employer and committed to safeguarding and promoting the welfare of children and vulnerable adults.*

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The Hart Learning Group currently includes: North Hertfordshire College, a further education college with over 3,000 full time students in the full range of sector areas; the Hart Schools Trust, a burgeoning multi-academy trust which supports primary and secondary schools in Stevenage; and Hart Learning & Development, a progressive, national learning and development business that helps business clients of all sizes to engage with emerging talent through apprenticeships and other training.

We have a number of teaching and support vacancies across the Group including maths and English lecturers, engineering and welding lecturers, business lecturers, and employability tutors.

Call us on **01462 424242** for a chat, or visit [hartlearninggroup.co.uk/work-for-us](http://hartlearninggroup.co.uk/work-for-us) to see all of our vacancies and to apply.





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You don't get to lead an industry by following others. You do it by setting standards, challenging conventional thinking and harnessing the energy and talents of people who are passionate about delivering results that matter.

That's what makes JTL special - and why we're now looking for qualified electricians and plumbers to build on our success as the UK's leading provider of apprenticeship training in the building services engineering sector.

There has never been a better time to join us. We work with approximately 3,000 businesses and train more apprentices than anyone else in the building services engineering sector. That takes brilliant resources, of course. But it also takes brilliant people - professionals, like you, who know what it takes to support and inspire the next generation of aspiring electricians and heating and plumbing engineers. We can promise you:

- **Flexible working patterns** - if you like to manage your own time and priorities, you'll fit in perfectly.
- **A competitive salary** - one that recognises and rewards your experience and expertise.
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In short, we can offer you a career environment that few other organisations can match. As long as you have the right technical qualifications and experience, including proven ability to support and mentor apprentices, you will discover the kind of personal and professional growth you've been looking for.

JTL is committed to safeguarding and promoting the welfare of young people and expects all its employees to share this commitment.

*We welcome applicants from all sections of the community. Please note: an online application form must be completed, we cannot accept CVs. Strictly no agencies please.*



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## National Adult Education Budget Operations Manager



**Hiring:** National Adult Education Budget Operations Manager, Full Time Permanent

**Location:** North West with a National Remit

**Salary:** £30,000 - £40,000

**Deadline:** Friday 1st December 2017

Do you have experience managing high-quality classroom programmes including pop-up centres? We're looking to appoint an exceptional, passionate individual to bring their expertise and proven track record to contribute to our ambitious growth strategy.

B-Skill is a national training provider passionate about engaging employers and supporting learners to raise aspirations and achieve goals. Established in 2000, people have been at the heart of our success and we use learning to encourage all people to take pride in their own special contribution to society. We are an Ofsted Grade 2 provider rated in all areas and provide a mixture of vocational and pre-vocational training.

The role requires an ambitious individual able and you must demonstrate you can manage financial and volume targets, deliver

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If you think this exciting opportunity sounds right for you, or you would like to find more about the position, please email your CV and covering letter to [emma.storey@b-skill.com](mailto:emma.storey@b-skill.com)

[www.b-skill.com](http://www.b-skill.com)



## Shooters Hill Sixth Form College

*"Inspiring Young People"*

As part of the ongoing development and growth of our engineering and apprenticeship provision at HLC, we are seeking to appoint to the following post:

### FULL TIME LECTURER / COURSE TUTOR IN MECHANICAL / MANUFACTURING ENGINEERING

Salary £23,908 - £31,557 depending on qualifications and experience

To deliver a range of subjects to mainly full time 16-19 year old students, engineering apprentices and HNC students studying Engineering qualifications at Levels 2, 3 & 4. Subjects being sought include computer aided design and manufacture, including CNC setting and operating. The ability to also deliver subjects in automation, robotics and control technologies would be advantageous.

The ideal candidate will be fully qualified (minimum HNC) and have relevant work / industrial experience within the engineering industry.

Those without teaching experience, but willing to train towards, are welcome to apply.

HLC is committed to safeguarding including the Prevent Duty and promotes the welfare of all learners and expects all staff to share this commitment.

Visit our website at [www.hlcollege.ac.uk](http://www.hlcollege.ac.uk) email [personnel@hlcollege.ac.uk](mailto:personnel@hlcollege.ac.uk) or telephone (01432) 365429 for job descriptions and application forms.

Closing date: Friday 8th December 12.00pm

Interview date: Wednesday 13th December (am)



### FT Curriculum Leader: Science Programme Area Ref: CLS1117

**Salary Scale: Leadership Band (L3 £48,816 - L7 £53,194),** inclusive of inner London weighting allowance with a possibility of more for an exceptional candidate.

Governing Body and Senior Leadership Team of Shooters Hill Sixth Form College are seeking to appoint a dedicated, outstanding and inspirational Curriculum Leader for the Science Department to lead and develop our A-Level, BTEC and GCSE provision, which includes A-Level Biology, Chemistry, Environmental Studies, Geography, Geology and Physics, BTEC Level 2 & 3 Diploma in Applied Science and GCSE Biology, Chemistry and Geography.

You will be highly motivated and learner-centred with the ability to lead and manage a team of committed staff delivering programs in the subject areas listed above. You will have responsibility for leading quality improvement strategies designed to secure excellent outcomes and progression rates for all learners of Science, promoting the highest standards in teaching, learning and assessment in these popular subject areas.

Applicants must have a teaching qualification; and at least, a degree level qualification in a Science related subject. As an absolute minimum, you will need to evidence good to outstanding teaching results personally.

This is an excellent opportunity for a committed and ambitious professional to join our management team in which a common sense of purpose and high expectations of what students can achieve is our key driver. In particular you must ensure that the curriculum area provides excellent teaching and learning that stretches, challenges and enables our students to achieve their personal, educational and employment goals.

The Head of Curriculum is expected to be proactive in promoting the College values with all stakeholders and to work with professionals across the College to ensure each individual student's needs are addressed academically, pastorally and tutorially.

If you feel you have the expertise to make a significant contribution to our continued success then we would like to hear from you.

**For an application form and further details, apply online at [www.shootershill.ac.uk](http://www.shootershill.ac.uk) and click "work with us". Alternatively contact our Human Resources Department via email on [recruitment@shootershill.ac.uk](mailto:recruitment@shootershill.ac.uk) or by telephone on 020 8319 9725.**

**Closing date: Friday 1 December at 12 noon.**

Interviews will take place week commencing 11 December 2017.

Ideal start date 2 January 2018, but negotiable depending on the chosen candidate availability.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. All successful candidates will be required to undertake an Enhanced Disclosure and Barring Service check.



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## EXPERTS



## GEMMA GATHERCOLE

Head of funding and assessment,  
LSECT

# Ofqual's app is a step in the right direction

If you've ever tried working with Ofqual data, you'll want to feed back on their new app, writes Gemma Gathercole

When Ofqual tweeted from its 'Shaping the qualifications landscape' event, you'd be forgiven for rolling your eyes at another protestation of how complicated the qualifications system is. This time, however, it was using the analogy to introduce a new app to help users to explore the system. So, what is this new app, who is it for and, more importantly, does it provide any clarity?

It's important to establish at this point that the data Ofqual uses is not new; it's already published in other places and other formats. But what is new is the way it is published, and the watchdog's intent to be more dynamic and allow users to navigate it in new ways. For someone who is quite used to and happy with manipulating spreadsheets this information doesn't do what I'd like, but I suspect I'm not the intended audience.

The new app shows the volume of certifications in the past 12 months sorted by sector subject areas (SSA) and then by awarding organisations (AO). Where the SSAs and AOs are a limited number, this is still easy to read, but it can be harder for more popular SSAs, for example 'health and social care', which has a number of AOs.

But I suspect a more fundamental question is this: if a user is relatively inexperienced in the taxonomy of qualifications, will they know where to look? For example, if I were an employer and wanted to see the volume of plumbing qualifications, to pick on an example used by others in the past, this visualisation wouldn't help. First of all, I'd need to know that plumbing belongs to the 'construction, planning and the built environment' SSA and the 'building and construction' sub-sector.

In the broadest sense, this app does present the information in a way that is easier to explore, but I remain uncertain as to whether it will help people navigate the qualifications system.

So, what's missing and how could the information be better presented? This is the \$64,000 question. There is a lot of data already available, if you want to navigate a series of different spreadsheets and reports. The answer to what information is needed is just as complex, as there are many potential users,

so Ofqual's job here is difficult. Adding to this complexity is the fact the apps use of only existing data.

I asked Ofqual why they used the SSA system instead of, say the 15 technical routes in the skills plan. The answer of course is simple: the technical routes do not cover the whole of the qualifications system, so wouldn't be fit for purpose. Qualifications are not yet mapped to those 15 sectors and, as mentioned before, this data is not new.

“ **There is a lot of data already available if you want to navigate spreadsheets and reports** ”

Mapping to the 15 routes isn't straightforward. But you might argue that simplifying the labels attached to the qualifications system would be a step in the right direction of making it easier to explain.

What I would like to see is an app that requires no previous knowledge by the user about how qualifications are classified. Say if I wanted to know who offered plumbing qualifications and how popular each awarding organisation was in terms of certifications, I'd have to go to a number of datasets.

A quick search on Ofqual's Register of Regulated Qualifications will tell me there are 35 plumbing qualifications currently available, but not what the certifications are. Bringing together some of the more disparate aspects of the data Ofqual holds may help get closer to that ambition of helping users to navigate the qualifications system.

Now for the good news, this app is a prototype and Ofqual is looking for feedback on whether it is useful and whether it has presented the data in a helpful fashion. So, if you've tried analysing Ofqual data in the past, I urge you to give feedback on this app. It will only be through understanding what people are looking for that Ofqual will know how to develop this system in future.



## ALI HADAWI

Principal and chief executive, Central  
Bedfordshire College

# Stop trying to control colleges, Mr Corbyn!

Politicians need to stop vying for control of FE and instead focus on accountability, writes Ali Hadawi

Last week Jeremy Corbyn uttered words that made some college principals' hearts sink. While he was generally very supportive of the sector in his speech to the Association of Colleges' national conference, he also harked back to pre-incorporation times, setting out his vision for a model that have colleges work more closely with local education authorities.

But the greater integration that the Labour leader is calling for already exists across the country. The colleges that are working well are already collaborating closely with their local authorities; they are sitting on boards for learner voice, employment and skills, health and wellbeing, and many others. College leaders and senior officers meet regularly to work on joint agendas as a matter of course.

In our case, for example, we work with Central Bedfordshire council and Luton borough council on their plans for job creation, inward investment, community cohesion and housing growth. We have been instrumental in bringing the two authorities together to work on skills needs and community cohesion.

It may well be the case that the colleges that are working less well don't have these kind of relationships. Nevertheless, whether it's the creation of a National Education Service or some other bright idea from central government, more reforms are not the solution.

It seems to me that politicians often mix up accountability and control.

Improved local accountability may well be needed, but the way to achieve this is not by putting colleges back under the control of local authorities. In fact, not only would it add an unnecessary level of bureaucracy – it would be a waste of energy and expense.

I can speak from experience. When I was principal of Southend Adult Community College, we managed to do a great job despite the fact that it was part of the local authority. I was fortunate to work with a team of great people, but I was forced to spend a lot of time shielding the college from the warring councillors of opposing parties who sat on the board. Their fights were rooted in petty political allegiances and ideology, not the real business of education.

The last thing we need is more political meddling in FE, whether at local or national level. As long as education policy is in the hands of politicians, we'll be swung this way and that, with money spent on changes that make no impact on the outcomes that really matter.

The reason why there are still gaps in the economy is not because colleges are autonomous, it's because, in part, we've got the wrong set of measures. By choosing qualifications as the proxy for skills, colleges have become qualification machines.

We should look at the impact of a college on the local economy, so rather than asking how many level two hairdressers it has produced, we ask how many young people have gone into employment. We need impact measures that reflect the business of FE, measuring, for example, community cohesion, skills gaps, aspirations, social mobility, wealth creation, productivity and mental health.

“ **It seems to me that politicians often mix up accountability and control** ”

This is the way to get struggling colleges to work more closely with their local communities: change what they are measured on.

I have no allegiance to any political party. But as long as politicians continue to pull the reins of control, they are barking up the wrong tree.

My experience with politicians and senior civil servants is that they want to get it right. However, we have a vacuum at the FE sector level; there are many highly effective leaders, but we don't have a collective voice.

The sector needs to be better at coming up with solutions to its own problems. Perhaps this is one of our leadership challenges, to start operating as a sector that recognises its value and its impact.

Politicians should expect accountability, but they need to resist the urge to control FE.

## EXPERTS

The chancellor has announced £600 for each additional student studying maths at level three. Paul Glaister explains why core maths is such an important qualification

After nearly four years of much hard work to introduce a qualification that will enable far more learners to develop the mathematical, quantitative and statistical skills to be better prepared for work, life and further study, the government has provided a welcome further endorsement for core maths.

Even though it was highly recommended by Sir Adrian Smith's review of 16-to-18 mathematics, core maths is still less well understood than A-level. So here's an explainer.

## Core maths will raise the skill levels in students across the nation

### What is core maths?

Core maths is a post-16/level three qualification taken alongside A-levels or another level three. It is designed for students to retain, deepen and extend their knowledge and skills from GCSE, as well as studying and applying new level three material relevant to their needs.

The primary focus is on using and applying mathematics and statistics to address authentic



## PAUL GLAISTER

Professor of mathematics education, University of Reading

## Why fund core maths?

problems and real-life scenarios, drawn from study, work and life, with a strong emphasis on problem-solving.

Core maths has three key objectives:

- deepen competence in the selection and use of methods and techniques
- develop confidence in representing and analysing authentic situations and in applying mathematics to address related questions
- build skills in mathematical thinking, reasoning and communication

### Who is core maths for?

It is suitable for students who achieved a grade 4 or above (formerly a C) at GCSE, who do not wish to study AS or A-level but who do want to develop their skills.

There are approximately 271,000 students each year who would not otherwise continue to study mathematics, many of whom intend to go on to further study of quantitative subjects for

which core maths is hugely relevant.

Core maths is for students who need to be equipped for the mathematical demands of other courses and employment, but it is also particularly relevant for those who need these skills to meet the demands of a range of courses in higher education. In fact, over 40 universities this year made a statement in support, and it was publically endorsed by the Russell Group of research-intensive universities.

### How is core maths taught?

Key to students' success in core maths is the commitment that:

- they make to learning through collaboration and problem solving – both vital for future studies and work
  - their teachers make by embracing collaboration between each other and with students, and to teaching through problem-solving.
- Group work and discussion is strongly

encouraged, with content studied and skills acquired through focusing on contexts, developing fluency and confidence in applying mathematical skills, even when applying known techniques and methods to new problem areas, and will include examples from economics, sociology, psychology, chemistry, geography, computing, and business and management.

### How about CPD?

There is a wealth of knowledge and experience in the teaching of core maths across hundreds of schools and colleges, including the highly-skilled core maths leads who provided CPD for early adopters as part of the core maths support programme. The sector will be well-served by this network of professionals.

The level three maths support programme starting in April 2018 will provide high-quality professional development, support and resources for teachers of core maths, as well as those teaching AS/A-level mathematics and further mathematics.

The STEM learning site is an excellent place to find out more and access a rich bank of resources, including problems, activities, contexts and case studies, many of which were developed as part of the CMSP.

### Why is core maths so important?

Core maths will raise the skill levels in students across the nation in using and applying maths, whatever further study, training or employment they progress to. Increasing participation in mathematics after 16 in this way is hugely important to the future productivity of the UK.

**A HUGE THANK YOU**

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## CAMPUS ROUND-UP *with Samantha King*



Heads in the game: the aspiring games designers

### Sunderland learners get on the game

**S**underland College has teamed up with PlayStation as part of a global initiative to develop the next generation of games designers.

The college has become the first FE provider in the north-east, and the second in the country after Cambridge Regional College, to join Sony Interactive Entertainment's global academic programme, PlayStation First, which lets students access the same software and equipment used by professional games designers.

Students on the college's NextGen level three diploma course will also be able to publish their own games to PlayStation users,

and are already working on a 3D puzzle game which will be released in 2019.

"To become an education partner we had to convince Sony Interactive Entertainment that we had the right approach to game development, so it's incredibly rewarding that such an established brand has recognised the talents of our students," said Mike Jaques, the curriculum leader for digital design.

"The games industry needs new talent," said Luke Savage, the senior academic development manager at Sony Interactive Entertainment. "It needs new perspectives, individuals who can push the boundaries and bring us new, innovative experiences."

### Adult student triumphs over TB

**A** learner at Bath College has been named 'Adult Student of the Year' at the AoC national conference.

Rachelle Wabissa, an access-to-higher-education student, received the award because she overcame a range of personal difficulties, including a diagnosis of tuberculosis just four months into her year-long course.

Despite being ill, she continued with her studies and even became a course representative to help support fellow students.

The 22-year-old has now completed her

course, and has a place to study social work and applied studies at the University of Bath.

"It will open doors for me when employers see that I have put my heart and my soul into my education," she said. "I wasn't expecting to win at all. The continued support from my college was a great help and they really pushed me to be the best I could be."

"Her compassion and hard work show, despite the illness she has been struggling with. She's more than deserving of this award," said David Hughes, chief executive of the AoC.



(L-R) BBC Breakfast presenter Steph McGovern, Rachelle and an award sponsor rep from CMI

## Many coats of several colours



Launching the campaign

**B**usiness students from Abingdon & Witney College are attempting to deliver 100 coats and jackets to those in need in the area over Christmas.

The #100coats project has been launched by level two business students, who will use what they've learned about getting messages across and creating visuals during their course to promote the initiative.

The students are aiming to gather at least 100 clean winter coats or jackets by December 13, and are also asking donors to attach a luggage tag with a message to the

recipient of the clothing.

A charity, Oxford Homeless Pathways, will be helping them distribute the clothing, and local business suppliers Aston & James are offering space to store any donations.

"It's really important for our business students to gain real-life practical and employability experience to support their academic studies," said Tracey Lee, a business lecturer at the college. "I'm incredibly proud of their commitment to the campaign which will help keep local homeless people warmer this winter."



Fired up: the students try archery

### Truro College's inclusive sports day

**S**ports students have helped children with physical, sensory and learning disabilities experience their favourite sports at the ProjectAbility festival.

Hosted at Truro and Penwith College, the annual festival is the inclusive arm of the Cornwall School Games, a Youth Sport Trust initiative that gives primary and secondary school children across the region the chance to compete in a range of sporting activities throughout the year.

More than 60 secondary students took part

in the event, in sports including wheelchair basketball, boccia, cricket, football and archery. The college's own sports students helped referee and oversee the running of the games.

"The event was brilliant – the smiles on their faces said it all; we've had fist pumps and high fives," said Steve Hillman, inclusion sports officer at Cornwall Sports Partnership and Special Olympics Cornwall. "A massive thanks to Truro and Penwith College for hosting us."

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

## EU teachers sample the delights of Middlesbrough

A science teacher who received an MBE for his services to science communication brought together 20 teachers from across Europe to Middlesbrough as part of an international STEM project, reports Samantha King.

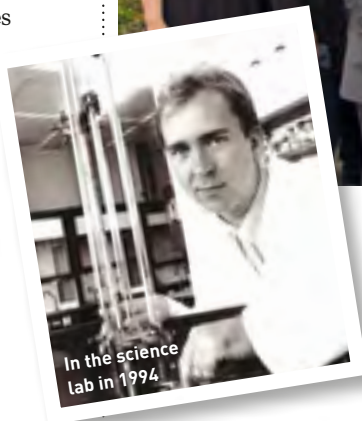
Dr Richard Spencer, an A-level biology teacher and head of science at Middlesbrough College, invited 20 teachers from nine different countries to Middlesbrough, as part of a project to develop 30 new teaching and learning resources for design, science, technology, engineering and maths subjects.

Funded entirely by the European Union at a cost of €352,000, the three-year Erasmus+ project has brought together teachers from Estonia, Greece, the Netherlands, Slovenia, Finland, Portugal, Italy, Germany and the UK, to work in each other's home countries.

"My particular topic is about colour perception in animals and plant pigments," explained Dr Spencer. "We did some brainstorming and looked at different areas of our own curriculum we would quite like to develop something from – colour was one of the things I was interested in. The challenge now is to try and expand that so it's not so niche, and brings in other disciplines as well."



Richard and the Erasmus teachers



In the science lab in 1994

The resources that are developed will be made available to schools and colleges in the UK, as well as in the countries of the international

teachers involved after the project ends in summer 2019.

Beginning in December 2016, the project was first proposed by Estonian design teacher, Merit Karise, who approached Dr Spencer to be the initiative's UK representative during the Varkey Foundation's 2015 global teacher prize, in which they were both finalists.

"There was a bit of a question mark at the beginning around whether I could be involved because there was the Brexit vote," Dr Spencer said.

"I just felt a little bit... you know... using European money for this project. But collaboration is fantastic. We're such an eclectic mix of people. It's really lovely to see these different disciplines being brought together."

As part of the visit, the teachers went on a tour of Newcastle, the college facilities, and even saw the Tees transporter bridge, an example of what he says is "a wonderful feat of engineering".

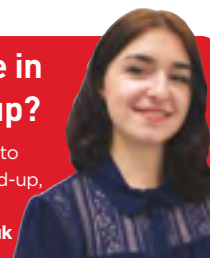


No arm in it: Richard in his natural habitat

Despite receiving an MBE in 2010 and meeting the pope as a finalist in the global teacher prize, Dr Spencer is perhaps most revered by his learners for his classroom dances to aid comprehension, including the DNA Boogie (a take on the Jackson Five song 'Blame it on the Boogie').

## 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)

**John McNamara**

Interim CEO, the Federation of Awarding Bodies

Start date December 2017

**Previous job**

Managing director, Innovate Awarding

**Interesting fact**

John was a qualified pilot in the RAFVR at university, three years before he took his driving test.

**Daniel Sydes**

Principal designate, North East Futures UTC

Start date January 2018

**Previous job**

Vice principal, UTC Reading

**Interesting fact**

Daniel first got into computer science aged 11 – designing his own stickman version of the Legend of Zelda game in Quickbasic on his step-dad's MS-DOS PC.

**Angela Foulkes**

Acting chief executive and accounting officer, the Sheffield College

Start date November 2017

**Previous job**

Principal, the Sheffield College

**Interesting fact**

Angela's hobbies include baking – she made seven Christmas puddings in one go last weekend.

**Bill Meredith**

Acting principal and CEO, Bishop Burton College

Start date October 2017

**Previous job**

Deputy principal, Bishop Burton College

**Interesting fact**

Bill is an avid collector of early 20th century commercial poster art.

**David Clasen**

Finance director, the Institute of Practitioners in Advertising

Start date January 2018

**Previous job**

Executive director, Clasen+Co.

**Interesting fact**

David is fluent in French and is also a semi-professional singer.

# Movers & Shakers

...

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

# FE Week aelp

# AAC

## 2018

# AWARDS

★ Nominations close 17:00 on Monday 8 Jan.

NOMINATIONS OPEN NOW

## AAC APPRENTICESHIP AWARDS 2018

ICC, 22 MARCH 2018, BIRMINGHAM

The inaugural AAC Apprenticeship Awards will be awarded during National Apprenticeship Week 2018 and at the AAC Awards Evening. There will be eight awards that will be judged for Regional Winners and those regional winners will go forward to the National Awards.

For more information visit [www.feweekaac.com/aac-awards/](http://www.feweekaac.com/aac-awards/)

### 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

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

**Difficulty:**  
**EASY**

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

**Difficulty:**  
**MEDIUM**

**Solutions:**  
Next edition

### Last Week's solutions

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

**Difficulty:**  
**EASY**

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

**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@feweek.co.uk](mailto:news@feweek.co.uk).  
Last Edition's winner: Lawrence Bardwell, AlphaPlus Consultancy Ltd