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## BIG GUNS LINE UP TO WIN T-LEVELS

- › DfE launches pre-tender 'market engagement' with awarding orgs
- › Fear a winner-takes-all battle will put the big 2020 launch at risk

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See page 14

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EDITION 247



London AEB funding model flips from quals to outcomes

Page 10



Consultation on 'new' register of apprenticeship training providers

Page 6



Discrimination concerns over spiralling SEND transport fees

Page 7



Nursing bosses demand degree apprenticeships levy reforms

Page 8

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# Vast extent of debts at Hull College exposed

JUDE BURKE

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An impoverished college which took a £54 million bailout did so after declaring a deficit of close to £13 million in a single year.

The revelation emerged from Hull College's long-delayed 2015/16 accounts, which were finally published this week following pressure from FE Week.

There have widespread demands for greater transparency on the college's dire financial situation, and last year's accounts are still firmly under wraps.

The college "generated a deficit in the year of £9,329,000 before taxation" in 2015/16, compared with a much smaller loss of £492,000 the previous year. In addition to pension liabilities this left it with an overall deficit of £12.8 million.

As a result, its reserves had

plummeted to negative £7,827,000 over the year, according to the accounts.

The college did not comment on the situation before FE Week went to press.

"How did they get in this mess?"

That's something I'd really like to know," asked Emma Hardy, one of three local MPs and a member of the influential commons education select committee.

"What safeguards or checks were not in place to allow the college to get into such financial difficulties? Why weren't things identified earlier or problems dealt with earlier?"

Information about the college's finances has been thin on the ground since the FE commissioner began his intervention 18 months ago.

His report, published last January, said the college had a "cumulative deficit of around £10 million over the past four years", and a "further deficit in excess of £1 million" was forecast for 2016/17.

News of the £54 million bailout only

became public after a representative from the college let it slip at last week's University and College Union congress in Manchester.

It's believed to be the highest single payout from the restructuring facility, but neither the college nor the government would confirm the figure, citing a confidentiality agreement.

Julie Kelley, UCU's regional official, told FE Week that the college has refused to say where the money was going or what strings were attached.

"The only thing they will say is that a condition of the grant is that they have to get their staff costs under control," she said.

"But because we don't know what the underlying financial issues are we have no clear picture of how the college has gotten into the state that it's gotten into."

In addition to the as-yet-unpublished 2016/17 accounts, there is no sign of governing board meeting minutes on the college's website.



It took three days to respond to a request from FE Week to see those minutes, and when the documents arrived they were heavily redacted.

Whole sections, including the CEO's update, were marked "closed, commercially sensitive".

A spokesperson defended the secrecy, insisting it "takes an honest and open approach to all our communications".

"However, the terms of our grant agreement imposes certain restrictions on the disclosure of any information deemed not for public release at this point in time," he said.

Any redactions were made "to minimise any breach of the agreement" or to its legal obligations on redundancy consultations.

Staff at the college are currently fighting leaders over plans to slash

more than 200 full-time staff, and seven days of strike are planned for later this month.

Meanwhile, Mark Dawe, the boss of the Association of Employment and Learning Providers, hit out at the government over the lack of transparency surrounding this and other similar deals.

"How can it be that government funding of £54 million to a public body isn't fully in the public domain?" he asked.

However, a spokesperson for the Department for Education defended the need for confidentiality over funds awarded to colleges from the restructuring facility.

"Publishing this information before the end of the programme could prejudice commercial interest," she said.

# Highbury tumbles two grades from 'outstanding'

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Highbury College has dropped two grades from 'outstanding' in an Ofsted report that brands its teaching "uninspiring" and raises concern over low attendance.

The verdict is a serious blow to a heavily criticised leadership team led by Stella Mbubaegbu, who maintains that the college has "already embarked on our journey back to 'outstanding'".

In addition to her role as principal of the Portsmouth provider, she is also a director of high-profile FE bodies: Collab Group and the notorious Gazelle Colleges Group.

Ofsted rated the college 'requires improvement' overall, in a report that gives grade threes in headline fields including effectiveness of leadership and management, quality of teaching, learning and assessment, 16-to-19 study programmes, and apprenticeships.

It was 'outstanding' when Ofsted last inspected in 2011.

"Leaders and governors have been slow to reverse the college's decline in performance," the new report warned.

Leaders' and managers' "evaluation of the quality of provision, particularly teaching, learning and assessment" is "overoptimistic", though governors were recognised for having a "good oversight" of most areas of the college.

Inspectors warned that "overall performance has declined and they have not been effective in challenging and supporting senior leaders to stem this decline".

"Too much teaching is uninspiring and attendance at most lessons is low."

Too few teachers and assessors "encourage students on study programmes and apprentices to gain the skills and knowledge they need to achieve well".

The report recognised that the college, which taught almost 7,000 learners last year, was "undergoing a period of some turbulence" at the time of the inspection.

"Leaders were tackling significant financial challenges but had yet to reverse the decline in performance of the past few years," it said.

The college declined to comment on its current financial position, but according to the 2016/17 ESFA accounts, it had a deficit of £1,663,190.

Ms Mbubaegbu preferred to focus

on the more positive elements of the report.

"We are enormously proud of our students and pleased that Ofsted recognises their motivation, work-related skills and their enjoyment of

learning," she said.

"The improvements outlined in the report are well underway and we have already embarked on our journey back to 'outstanding'. Our focus will remain on enabling all our students to succeed."



Stella Mbubaegbu

Inspectors did recognise that "students and apprentices are well behaved, confident and respectful, and a strong culture of safety permeates the college".

Managers "maintain a strong focus on promoting equality of opportunity and creating a culture that welcomes diversity", resulting in a "respectful and harmonious college community".

But efforts to improve the quality of teaching "have had limited success".

Ms Mbubaegbu is listed as a director of Gazelle Colleges Group, which is still active according to Companies House but no longer appears to have a working website.

The group, registered at Highbury College Portsmouth, was subject to an FE Week investigation in 2014 which revealed how the five founding member colleges had each paid more than £530,000 to the group since it was launched.

But it had drastically scaled down its operations by January last year, when we reported that its membership numbers had fallen from 23 colleges to six.

Despite its problems, the college still describes itself on its website as "a key member" of Gazelle.



News

Two colleges rated gold for outstanding HE provision

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Two colleges have been given a gold rating for their higher education provision in the latest Teaching Excellence Framework awardvv.

Sparsholt College and Myerscough College both received the highest possible rating, meaning they deliver “consistently outstanding teaching, learning and outcomes”.

They are among 46 colleges to have received recognition for the quality of their HE provision in this year's ratings.

“Outstanding teaching, excellent support and progression to further study or employment are the cornerstones of Sparsholt and these are the criteria we are proud to be judged against,” said Sparsholt principal Tim Jackson.

The Hampshire college offers land-based HE provision accredited by the University of Portsmouth.

The TEF award “demonstrates that the expert teaching teams, outstanding resources and facilities deliver outstanding outcomes for our students,” Mr Jackson added.

Alison Robinson, Myerscough's principal, said its rating was a “testament to the quality of our talented teaching staff and the excellent programmes we offer”.

The college, in Preston, offers degrees in the land-based and sports sectors, accredited by the University of Central Lancashire.

“Our students graduate not only with a qualification that is highly industry relevant, but with the skills they need to forge a successful career in their chosen field,” Ms Robinson said.

David Hughes, the chief executive of the Association of Colleges, said the results “confirm what we already knew, that colleges up and down the country are delivering high-quality higher education which matches the best”.

The TEF awards were introduced by the government in 2017 to measure the quality of teaching and learning at HE institutes.

Institutions can be ranked gold, silver or bronze, based on an independent panel's assessment of official data, including retention rates, employment outcomes and student satisfaction, along with a detailed statement from the provider.

In addition to the two gold medals, 24 colleges received silver medals and 15 received bronze medals.

A further five received provisional awards, meaning they meet national quality requirements but don't yet have enough data to be fully assessed.

Employers use just 10% of levy funds in first year

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Employers have used just one tenth of their apprenticeship levy funds in first 12 months after its introduction.

The education minister Lord Agnew admitted to Parliament that between May last year and the end of this April, levy-paying employers “drew down £207 million from their apprenticeship service accounts for new starts”.

This amounts to just 10 per cent of the ring-fenced apprenticeship budget which has been set by the government “regardless of how much levy receipts are each year”.

He explained that this budget was set at £2.01 billion for the 2017-18 financial year, to “fund new apprenticeship starts in levy and non levy-paying employers and to cover the ongoing training costs of apprentices that are already in training”.

As the apprenticeship programme is demand-led, and employers “can choose which apprenticeships they offer, at what level and when”, actual spend to April 2019 “is still unknown”.

“We will publish details on aggregate apprenticeship spending in our departmental end-of-year accounts as part of our normal financial reporting cycle,” he continued.

Levy money goes into a pot, which payers then have two years to claim back to spend on apprenticeship training.

But despite the low amounts used so far and mounting concern that many public and private sector organisations won't be able to spend all their cash within a strict timeframe, the government would not comment on whether it would look at extending beyond 24 months.

“We have already extended the amount of time employers have to spend their levy from 18 to 24 months, and have introduced the ability for connected employers to pool their funds, to make the system as effective as possible,” a spokesperson said.

The Confederation for British Industry previously convinced the government to extend to two years.

And the NHS Employers group has warned MPs that the health service needs longer than that to use up the £200 million apprenticeship levy

payments it is shelling out annually, and wants wider reform (see page eight).

“My view is that the government does need to get the key business groups and levy payers together and discuss with them what things they think are going wrong with the implementation of the levy,” said education committee chair Robert Halfon.

The former skills minister added he would like to hear from more employers about their concerns, before deciding whether more than two years is necessary.

The government had hoped that the levy would force more employers

to invest in training, and help it hit its manifesto target of three million apprenticeship starts by 2020. But starts have actually fallen since its launch.

They were down a massive 40 per cent in February on the same period in 2017, as revealed by latest provisional government statistics.

There were 21,800 starts reported for the month, compared with February 2017's provisional total of 36,400, according to the Education and Skills Funding Agency's monthly apprenticeship statistics update.

This represented this biggest year-on-year percentage drop since last August.



Strike action continues to bear fruit

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The University and College Union is continuing to win concessions in the current round of college strikes, as it gears up for an autumn of discontent on pay.

Bosses at Capital City College Group reached a deal with staff to end a long-running pay dispute, just days after UCU members voted unanimously to escalate action nationwide if the Association of Colleges failed to meet 2018/19 pay claim demands.

Meanwhile, a strike at Havering College in east London went ahead as planned this week, the last concerning this year's pay claim.

Staff walked out on June 7 and were due to strike for a second day after FE Week went to press.

A spokesperson for the college said exams had been held as scheduled “with the support and hard work of both academic and business support staff”.

Strikes at the three colleges that make up the Capital City College Group – City and Islington College, Westminster Kingsway College and the

College of Haringey, Enfield and North East London – were called off on June 5.

Bosses offered staff a “modest, non-consolidated payment” and more secure contracts.

A payment of £500 per full-time member of staff came in addition to the one-per-cent increase recommended by the AoC last September.

CCCC's group chief executive Andy Wilson said in a tweet that it was “good to reward colleagues for contribution to merger and long-standing substantive hourly-paid more secure contracts”.

Andrew Harden, UCU's head of FE, said that the group has also committed to further pay talks when Mr Wilson leaves and a new chief executive is in post come the next academic year.

Members have “made it clear” they will ballot for strike action again if the “promised negotiations over a new local pay bargaining framework does not result in a meaningful pay award for 2018/19”.

There are now no further strikes over this year's pay settlement planned at any college before the summer recess.

At the union's Congress in Manchester on May 31, members voted unanimously to support a motion asking the AoC to “make an early offer

that meets members' expectations”.

They also threatened to “ballot members nationally for escalating strike action” if its demands weren't met.

The joint FE unions, which include Unison, Unite, GMB and the National Education Union as well as UCU, have submitted a claim for a five-per-cent raise or £1,500, whichever is higher.

The AoC had refused to come to the table over next year's claim while disputes over this year's are ongoing, but soon backed down.

A third wave of action at 10 colleges or campuses over the one-per-cent offer the AoC made for 2017/18 was announced early in May.

Four have now reached agreements, with Sandwell College agreeing a “sector-leading” deal worth more than six per cent over three years.

A strike over job cuts at Bradford College was called off at the last minute, after it agreed to reopen its voluntary redundancy scheme.

Elsewhere, staff at Hull College are planning a seven-day walk out later this month over plans to slash jobs.

They will strike for an initial five days from June 18, and then again on June 26 and 27.

The college announced in March it

Colleges involved in UCU disputes	Deal agreed
Hackney Community College	No
Tower Hamlets College	No
Sandwell College	Yes
Epping Forest College	No
Lewisham Southwark College	No
Lambeth College	No
Capital City College Group	Yes
Havering College	No
Bradford College	Yes
Hull College	No

would have to cut the equivalent of 231 full-time posts in a bid to balance the books.

Staff have already staged a three-day walkout over the proposals, which the union says would result in a third of the workforce being cut.

UCU's regional official Julie Kelley said the latest action is necessary as “the college is not responding to our concerns about the impact these cuts would have for staff, students and the local community”.

A college spokesperson said it would do “everything possible” to avoid disruptions to exams while the strike is on.

“It is disappointing and unclear why this decision has been taken, following recent positive meetings outlining the successful reduction of proposed compulsory redundancies,” they claimed.

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- » and the Value of Partnership.

*Attendance at the AELP National Conference offers great value to AELP members*



News

# Only a quarter of prospective T-level pioneers were successful

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Only a quarter of the providers which applied to offer T-levels in 2020 were successful, and many of those left off the list are confused about why.

Names of the 52 providers that will pilot the prestigious new technical qualifications were announced by the Department for Education late last month.

A spokesperson told FE Week they had selected from more than 200 expressions of interest.

But while 26 colleges made the cut, many – including New City College in London – were told they weren’t eligible as they had grade two ratings from Ofsted.

Published criteria had stated that providers rated either ‘good’ or ‘outstanding’ were eligible to apply.

Gerry McDonald, the college’s group principal and chief executive, said the decision “contradicts the policy messages we had been given”.

The college had been “very active in the development of T-levels”, with both the college and employer partners “getting prepared” and “keen to move forward”.

“I am confused by this decision and I will be following this up with the department,” he said.

Other big college groups to have missed out include NCG and Capital City College Group, both of which applied.

Only three of the 21 providers involved in the T-level work placement pilot will be offering new the courses in 2020.

These are Blackpool and the Fylde College, Truro and Penwith College, and Access to Music, an independent training provider.

Among those to have missed out was

Colleges in work placement pilot	T-level provider in 2020?
Yeovil College	No
RNN Group	No
Hertford Regional College	No
Burnley College	No
Access to Music	Yes
Bolton College	No
Havering College	No
Myerscough College	No
Newham Sixth Form College	No
Preston’s College	No
Reaseheath College	No
Shrewsbury Colleges Group	No
South Thames College	No
Manchester College	No
Trafford College	No
Sunderland College	No
Truro and Penwith College	Yes
Blackburn College	No
Blackpool and the Fylde College	Yes
The College of Haringey, Enfield and North East London	No
Tameside College	No

grade two Bolton College. Its director of curriculum Sharon Marriott described the decision-making criteria as “utterly flawed”.

By using ‘outstanding’ as a yardstick, she said, the DfE had “virtually excluded the sector who are expected to deliver the T-levels”.

Peter Mayhew-Smith, principal of grade two South Thames College, was “disappointed” not to have been chosen.

In January this year the Education and Skills Funding Agency invited expressions of interest from providers which wanted to become the first to offer T-levels.

As well as the ‘good’ or ‘outstanding’ criterion, applicants needed at least ‘satisfactory’ financial health to be eligible.

If there was “significant interest”, however, the agency said it would apply additional checks to reach a “manageable number” of candidates, including giving priority to grade one providers.

It would also take steps to ensure there were providers across the range of types, and from the DfE’s opportunity areas, as set out in the government’s social mobility action plan published last December.

Of the 52 providers chosen, 32 are ‘outstanding’ and 14 are ‘good’, while a further six don’t have a current Ofsted rating.

Five of these are academies that were rated ‘outstanding’ before they converted, and the sixth is a university technical college that has yet to be inspected.

“The 52 colleges and providers were picked to deliver the first wave of the new T-levels based on published criteria set out earlier this year,” a DfE spokesperson said.

“This set out that successful colleges must, among other things, be ‘good’ or ‘outstanding’”

Just three T-levels will be launched for teaching in 2020/21, in digital, construction, and education and childcare.

Full roll-out has been delayed until 2023, amid concerns about the planned pace of implementation.

But education secretary Damian Hinds has refused a request from his permanent secretary to delay the pilot to 2021 and is “convinced of the case to press ahead”.

# Consultation on ‘new’ register of apprenticeship providers

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The government is preparing to launch its consultation on the design and development of the revamped register of apprenticeship training providers.

Employers and providers have been denied the opportunity to win a place on to RoATP ever since the third and most recent application window shut at the end of October.

The application process has since been put under review and will not officially reopen until September, but hardly any news about how this is going has been forthcoming.

However, according to a new job advert, the Education and Skills Funding Agency will launch a consultation on the refreshed register soon.

“The design and development of a new register of apprenticeship

training providers that acts as market entry gateway and delivers and maintains a healthy delivery marketplace for employers and learners alike; and is fit for purpose in terms of providing assurance to the accounting officer and employers,” the advert states.

“This will be through consultation and is planned to launch in September 2018.”

It is now eight months since the government paused applications, though some bodies have enjoyed special treatment during this period.

FE Week revealed in April that 36 teacher-training organisations joined the register during a secret application window.

The ESFA allowed for an “extenuating circumstance” following a “disastrous” previous round which saw most of these applicants get rejected.

A spokesperson claimed that the special window was to ensure there

are enough accredited ITT providers in place to deliver the postgraduate teacher apprenticeship from September 2018.

Other employers and providers wanting to join the register have to wait until September to apply,

as confirmed by Rory Kennedy, the Department for Education’s director of apprenticeships, at FE Week’s Annual Apprenticeship Conference in March.

He said the review of RoATP was not expected to be completed until the summer, even though it started in

November.

He was hesitant to give a “flavour” of some of the outcomes of the review, though the DfE would “welcome views on” whether the window approach is the “right one” or “should we be talking about a rolling approval basis”.



# Discrimination concerns over spiralling SEND transport fees

## EXCLUSIVE

PAUL OFFORD

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A local authority has been accused of breaking government guidelines on college transport charges, and parents of children with special educational needs or disabilities are worried about discrimination.

St Helens council provoked an angry response from local families, after it announced that 16- to 19-year-old SEND learners will have to pay over £1,700 every year for transport to their colleges or the special-needs sixth-form where many will study from September.

Natspec, which represents specialist further education providers, believes this contravenes a requirement on local authorities to ensure special-needs learners have reasonable choice over where they study.

"The DfE post-16 transport guidance is clear that LA policies must act reasonably and take into account the needs of different groups, particularly

young people with SEND," said its chief executive Clare Howard.

"While we accept budgets are stretched and councils may not be able to provide free transport, elements of the St Helens policy do not appear to follow the guidance, in particular the requirement to give young people reasonable choice of education provision."

The DfE's post-16 transport to education and training guidance calls on local authorities to "ensure" young people have "reasonable opportunities" to choose the most suitable education establishment, taking into account SEND requirements.

An investigation last year by FE Week found that two thirds of councils now charge post-16 SEND learners for transport. It is feared this is deterring many from travelling longer distances to attend courses that would better suited to their needs.

The annual charge by St Helens – a metropolitan borough council – is £300 higher than the costliest county council, Hertfordshire, and is among the highest



Chris Valentine-Smith with his son Ethan

charges in the country.

Liz Maudsley, a senior policy manager at the Association of Colleges, is unhappy at the figures involved.

"We are very concerned to see the exceptionally high travel costs for SEND learners being charged by some. In our view, this contravenes DfE guidance that SEN learners should have a choice in where they study," she said.

"We will continue to raise this issue with DfE."

Chris Valentine-Smith has a 16-year-

old son Ethan with Down's Syndrome and autism. He is supposed to be transferring from September to Mill Green Special Needs Sixth-Form College in St Helens.

"I can understand that the council needs to make a charge, but the amount they're asking is totally unreasonable. There is no way we can afford to pay, so it's going to jeopardise his future education. It really feels like SEN learners are being heavily discriminated against," she said.

"Most neighbouring authorities charge nothing, including Wigan council, which has a far more humane approach. It seems like there's a postcode lottery going on."

Wigan council does not charge and FE Week understands it is currently funding transport for a post-16 SEND learner to attend Mill Green.

A letter sent to the council by parents of St Helens SEND learners, including Mr Valentine-Smith, claims they are being discriminated against.

It said the £1,700 charge they face "compares to public transport charges for a non-SEN student of approximately £250 for a bus pass for a year".

"So a SEN student is being asked to pay approximately £1,450 more than a non-SEN student directly as a result of their disability in these cases."

"Many students and families will not pay the full charge, as there is a 75-per-cent discount for families entitled to free school meals, who are in receipt of universal credit / income support, or the highest level of working tax credit," a St Helens spokesperson said.

"The public consultation noted that the average cost of a place on authority provided post-16 transport is over £5,100 per student. As such, even following the introduction of charges, the authority will continue to provide a significant subsidy (on average £3,400 per place) towards the overall cost."

The DfE has been approached for comment.

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## News

# Nursing bosses demand degree apprenticeships levy reforms

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Nursing degree apprenticeship start targets will be missed without urgent reform to how the apprenticeship levy can be spent, MPs have been warned.

There has been an extremely slow take-up so far, with only 30 starts up to the end of January this year, the Commons education committee was told in a specially convened hearing.

"Without the flexibility in the levy, to be blunt, we are not going to get there," said Danny Mortimer, the chief executive of NHS Employers, referring to Public Health England's desire to get 2,400 people enrolled on the programme.

Overall, PHE wants "17,000 nursing associates having completed additional



Theresa Britt and Danny Mortimer

training" via degree apprenticeships "to become registered nurses".

NHS Employers represents employers in the health service, and told the education committee through written submission in March that the NHS needs longer than the standard two years to use up the £200 million apprenticeship levy payments it is shelling out annually.

"A particular frustration among my

members is that we see an inflexibility with the apprenticeship levy as a matter of policy which means that it is a very expensive way of training a nurse," Mr Mortimer added.

"The current policy and the Department for Education does not at present accept the difference between a nursing degree apprenticeship and other degree apprenticeships.

"They will not allow the flexibility

in terms of the release of time for the students to train properly and meet the standards set by the Nursing and Midwifery Council.

He said that nursing degree apprenticeships generate an additional £35,000 or £40,000 of cost per student every year for training every year over their four year duration.

Much of that cost comes from the cost of paying the wages of the supervisor or mentor overseeing the work on wards of apprentices.

"We have just disclosed this week that the provider section of the NHS was £900 million overspent last year, so that £140,000 to £150,000 per student over four years isn't readily available other than through the levy."

Janet Davies, the chief executive of the Royal College of Nurses, was also outspoken.

"There are some real challenges

around ensuring that we have a proper learning environment where students can be students and also patients are kept safe," she told MPs.

"The number one challenge is probably cost. To be a true apprentice, you need consistent supervision. Within an apprenticeship you have the cost of the salary and that cost of the supervisor."

Nursing degree apprenticeships were announced by health secretary Jeremy Hunt in November 2016, involving new nursing associate and full, registered nurse apprenticeships, lasting two and four years respectively.

There is also a nursing associate role, where associates work alongside healthcare support workers to deliver care, in order to free existing nurses up.

However, there had been only 20 starts on the registered nursing standard and 10 for nursing associates by the end of January.

A Department for Education spokesperson said: "The government is committed to increasing the number of nursing apprenticeships – we fund up to £27,000 per nursing apprentice. We have also created a new programme for nursing associate apprentices to broaden the routes into the profession.

## Free school sponsored by NCG closing down

BILLY CAMDEN  
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A free school sponsored by England's largest college group, and which is led by some of its top people, is closing down.

The Discovery School in Newcastle, which cost £9 million to set up, was the brainchild of NCG's former chief executive Jackie Fisher and opened in 2014.

It will shut this year over "capability and capacity issues" that have concerned ministers.

Last July, the school was rated 'inadequate' at its first inspection by Ofsted, while it expects to receive another in its next, imminent visit from the watchdog.

Three high-ranking NCG employees have been "members" of Discovery ever since it opened. Their responsibilities included appointing the school's board of trustees – who ultimately oversaw its collapse and failed to turn it around.

These include NCG's current chief executive Joseph Docherty, its group director of strategic partnerships Chris Payne, and its director of property

services Jeff McCall.

On top of this, Discovery's chair of trustees, is Gerard Garvey – the principal of Newcastle Sixth-Form College, which is part of NCG.

The group has attempted to distance itself from criticism and lay blame with the trustees.

"As sponsor NCG is only responsible for the appointment of the board and has no further powers to interfere in the running of the school," a spokesperson said.

"It is the board of directors of Discovery Learning Ltd that has total responsibility for all aspects of running Discovery School, including the design of the curriculum, the quality of provision, safeguarding of students, and the appointment or dismissal of all staff, including the principal.

"This is a very clear and deliberate legal separation of responsibilities."

Mr Garvey's roles at Discovery and as principal of Newcastle Sixth-Form College are meanwhile "completely separate".

Discovery was heavily criticised by Ofsted, has suffered from low student numbers, and was forced to launch an urgent review of its safeguarding procedures after a pupil was left in London following a school trip to

the capital.

The 14-year-old was left at King's Cross station when the rest of his group boarded the train two months ago.

Mr Garvey helped appoint a new headteacher last July, Gareth Rowe, even though he knew he didn't have the full capabilities for the role.

"Governors asked if the newly appointed headteacher had the experience to deal with the current issues faced by the Discovery School," read minutes from an NCG meeting in June, attended by Mr Docherty and Mr Payne.

"The Newcastle Sixth-Form College principal explained that he did not but they were confident that he had the ambition and capabilities to undertake the role effectively."

This is a crunch time for the nation's biggest college group, which is cutting staff and had Ofsted breathing down its neck during a full inspection last month over poor achievement rates.

The watchdog took the highly unusual decision to extend its visit, suggesting not all went well.

Discovery is a specialist science and technology free school. In a statement, it said the decision to close had been taken "based on well-documented issues at the school including safeguarding problems, poor teaching and leadership and the results of a recent Ofsted which is expected to deem the school 'inadequate'".

A spokesperson for the Department for Education said the school had "let down" pupils, parents and teachers.

## Keeping Carillion apprentices gainfully employed cost £3m

BILLY CAMDEN  
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Finding new work for apprentices stifled by the collapse of Carillion has so far cost the government around £3 million, a National Audit Office report has revealed.

A total of 1,148 trainee bricklayers, carpenters and builders suddenly found themselves out of work when the outsourcing giant went into liquidation on January 15.

The government launched an attempt to find them new jobs almost immediately and the Construction Industry Training Board, an "arm's-length body" of the DfE, assumed responsibility for finding alternative employers.

The apprentices had their wages paid until they were placed into new work.

An NAO report, which focused on the role of the government in preparing for and managing the liquidation of Carillion, has now revealed the official receiver expects to incur costs of around £3 million as a result.

"The special managers expect to incur around £9 million in other costs

that would not be incurred during a conventional liquidation and which must be borne by the taxpayer and not the creditors," the report explains.

"One of these costs involves the CITB finding other providers for Carillion apprentices' training. Carillion had 1,148 apprentices when it collapsed. At the end of March, 729 (64 per cent) had found or started work, or returned to education; 329 (29 per cent) remained without work, but are being paid by the official receiver; and 90 (eight per cent) could not be contacted.

"The official receiver expects to spend around £3 million in total on costs associated with apprentices."

Gillian Cain, head of apprenticeships at CITB, said that 924 apprentices now have new jobs.

"Our efforts to help Carillion apprentices find new work are unwavering," she added. "Our dedicated team are constantly in touch with learners and working with employers, colleges and training providers, to create new job opportunities.

"We are optimistic we can place the remaining learners looking for employment as we enter our peak recruitment phase."





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# London AEB funding model flips from quals to outcomes

**BILLY CAMDEN**  
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The adult education budget in London will soon be doled out according to learner outcomes, rather than according to whether they simply earn their qualifications, the mayor has announced.

Sadiq Khan said the GLA would work in “close consultation” with training providers before deciding on technicalities, when he confirmed the shift in the launch of his ‘Skills for Londoners’ report this week.

It is the first ever skills strategy produced by London, made before City Hall takes responsibility for the AEB in 2019/20, worth roughly £311 million per year.

Having replaced the national funding formula, this will be the first time any FE funding – with the exception of the traineeship programme – has depended on positive progressions into work and apprenticeships.

The move to

outcome-based funding is likely to be controversial among colleges and training providers, which for decades have simply been paid for delivering qualifications.

Speaking with FE Week, deputy mayor Jules Pipe attempted to comfort London providers by saying the change will not be imposed “in a rush”.

“We have made clear we will be doing this very carefully,” he said. “We have assured everybody that there will be no material changes in the first year so there is a smooth handover of responsibility from the Department for Education to City Hall.

“We will be making these changes in close consultation with all providers. We are not about to impose it in a rush.

“We have flagged up our intention and engaged extensively through the task force and the mayor has committed to carrying on working closely with the sector so that everybody has their input.”

The GLA will publish its skills for Londoners framework in July, which Mr Pipe says will include an insight into what the new funding

Jules Pipe



Sadiq Khan testing out his carpentry skills at the launch of his ‘Skills for Londoners’ strategy

methodology could look like.

“We want to build a skills system where everyone is committed to the outcome and changing to a system that has its expenditure guided by outcomes that benefits learners and benefits for people seeking employees,” he added. “We want everybody signed up to that.”

Facilitating this move to outcomes will be one of the main responsibilities of the mayor’s new AEB unit.

A job description for the team includes a line on developing “a more outcomes-focused adult education budget programme, including by ensuring funding incentives drive provider behaviour in London without destabilising the provider base”.

Mark Dawe, the chief executive of the Association of Employment and

Learning Providers, welcomed the switch in model.

“The mayor’s view that a more strategic approach to commissioning the adult skills budget is required and making it more outcome based will generate better results for London’s economy and communities,” he said.

Julian Gravatt, deputy chief executive of the Association of Colleges, agreed with the GLA that the current funding system is “underutilised, fragmented and too focused on qualifications”.

He added that there are a “number of different ways” in which outcome-based commissioning can be implemented and the network of London colleges are “already working with GLA officers on where changes can be made to meet the sensible intentions of the strategy”.

Explaining the decision to switch funding models, Mr Khan said: “National control of the skills system, combined with funding reductions by successive governments, has created a skills system that is underfunded, under-utilised, fragmented, and too heavily focused on delivery of qualifications, rather than quality and outcomes.

“The mayor and London’s boroughs are determined that London should be at the cutting edge of innovation in adult education and skills.

“This will also involve a move, over time, towards outcome-based commissioning to ensure that our focus is on effective skills provision in London that supports adults to gain the relevant skills they need to enter in to and progress in employment.”

## London extends full funding policy to adults earning less than £19,890

Adults in the capital who earn less than the London living wage of £19,890 will have their training fully funded from 2019/20.

The commitment follows an announcement made by Education and Skills Funding Agency last week that low-paid workers across the country would be eligible for free courses in 2018/19, through a one-year pilot.

However, London mayor Sadiq Khan has set the funding threshold significantly higher.

The ESFA’s policy will apply to adults aged 19 and above earning under £15,736.50 per year, based on the Social Mobility Commission’s low-pay threshold of £8.07 and the assumption of a 37.5-hour contract with paid statutory holiday entitlement.

Jules Pipe, Mr Khan’s deputy for skills, promised to increase this threshold to the London living wage.

Speaking to FE Week, he said the GLA made the choice “because of the disparity of living costs in London”.

“For it to have the same effect here in the capital the benchmark would have to

be the London living wage rather than the national benchmark that the government has chosen,” he said.

The change will come into effect when the capital’s adult education budget is devolved next year.

Sue Pember, the director of policy at Hoxex, described the move as a “game changer” which “makes devolution a reality”.

“Well done @MayorofLondon we now need all the other MCA’s to do the same,” she tweeted.

Mr Pipe had been looking into offering other free training for low-paid workers, particularly English courses for speakers of other languages before the ESFA’s announcement.

“We want to be able to widen participation and potential access to people, specifically in low-paid work, to upskill and then advance in their careers instead of getting stuck,” he said.

Adult learners currently have to be on benefits to receive full funding for education courses.

## Deputy mayor defends £3m AEB top-slice plans

London’s deputy mayor has written to the skills minister demanding the government offers up some of the cash it pays staff who handle the adult education budget.

FE Week revealed last month that City Hall plans to top-slice £3 million of its annual £311 million AEB when devolution kicks in next year – attracting criticism from many in the sector who say it will reduce frontline learning.

But the Greater London Authority insists this decision has been forced upon it by the government’s unwillingness to pay for what it sees as necessary oversight.

Jules Pipe, in charge of skills in the city, has this week written to Anne Milton about the issue.

“We have said to the skills minister this week in a letter they should give us the proportion of funding they’ve used in national government for these processes,” he told FE Week, although the GLA would not show us a copy of the letter until she responds.

“I have no doubt the skills minister is probably sympathetic but she works within the constraints of the wider department and the

treasury. Our lobbying continues to get that funding.”

The GLA is planning to employ over 60 people to handle the AEB, who are all to be funded from a top-slice of the budget of slightly under one per cent. Some will be expected to lobby for unrelated FE cash, such as control of 16-to-18 funding.

Asked why so many administrators are needed in the team, Mr Pipe insisted his authority is not employing a “single person more than necessary”.

He said skills providers are “very keen on greater engagement” and “we need people to be there to do that, they can’t just ring up City Hall and find no-one there at the end of the phone”.

“We need to collate and gather evidence to inform decisions about what providers and what courses are needed in the future, we need proper monitoring for the outputs of the colleges and also greater outcomes in the long-term as well,” he added.

“All of that will need a body of people to do it well.”



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# Profile

Introducing...

# EILEEN MILNER

*Chief executive, the Education and Skills Funding Agency*

**CATH MURRAY**  
**CATH@FEWEEK.CO.UK**

The new head of the Education and Skills Funding Agency is a very busy woman. I've been offered just 30 minutes to find out all about her life and do a photoshoot. Simple.

Poised on the edge of a hexagonal table in a small conference room, Eileen Milner sits in the eye of the hurricane, while three women whirl around, dismantling half of the glass-walled cubicle – moving chairs, unplugging wires, ripping various safety announcements off the walls to create the perfect studio.

She hates photos with a passion, and feels excruciatingly unconformable in front of the lens. But between the photographer, the press officer and I, we manage to cocoon her in sufficient frivolous chat to carry her through. By the time Milner and I are sat across from one another, we have just about enough time left to zip through her career history, and ciao.

But she moves slowly, with purpose, settling into the conversation as if she has all the time in the world.

She won her latest role as the chief executive of the government agency that manages billions of pounds of funding for schools, FE colleges and apprenticeships after cutting her teeth in public-sector senior management in a tricky role at the Care Quality Commission.

The health and social care regulator had just been branded “not fit for purpose” by the British Medical Association when she took up the newly-created post as director of corporate services in early 2014. Part of her job was to “build confidence back into the organisation and to give it a sense of purpose and a sense of future”.

The role was a natural fit for a woman

whose career has the thread of public-service reform running throughout – from academic research to roles in the public and private sector, notably for three years as executive director of Northgate Public Services, a software company with almost exclusively public-sector clients.

Milner's biggest takeaway after almost four years at the CQC was “the confidence that, in the darkest times, and sometimes the bleakest times for people, if you are able to step up as a leader you can make a real difference. I will always be proud of what the team at the CQC achieved, and immensely proud of the people within it.”

No one is claiming the ESFA has lost the confidence of its stakeholders. But it is facing a whole swathe of new challenges, including an entirely new system of funding apprenticeships, devolution of the adult education budget and the nascent T-levels programme.

Nothing is broken, she insists: “Even if things appear broken, they're usually

**“Incremental change rather than revolution”**

not. What you can do is most often a recover a situation and improve it.”

“Incremental change rather than revolution” is her mantra.

“Do small things, do lots of small things, and talk to people about how small things make a difference for them,” she insists. “And actually, bit by bit, brick by brick, you do start to build a different experience – and that's a better experience for people inside the organisation and outside of it.”

Her approach is heavily informed

by an uncompromising public-sector reformer she worked with in Australia, who became one of her role models. Sue Vardon – who was chief executive of various government departments at the state and commonwealth level in Australia for 23 years – has laid out her approach in a book called *A bias for yes*, in which she argues that public services should do a whole lot more saying “yes” to the people they serve, and a whole lot less saying “no”. Her stories include the time she sacked the entire staff of a prison, moved in and ran it with the help of the prisoners, literally locking the cell doors herself every night.

Milner spent time with Vardon back in the late 1990s when she was researching public service reform, first at Sheffield University and the University of North London, then on the ground in Canada and Australia.

“She completely and quickly had to reengineer the whole of the welfare space in Australia,” gushes Milner. “To observe what she did, and the fact that everything was centred on how the system leaves people feeling, how easy it is to work with – I really did take an awful lot from that time.”

One of the ways this manifests in her philosophy for the ESFA, is that she wants the organisation to focus on “how you leave people feeling, and how easy are you to do business with?”

“Public service organisations, by necessity, do complex things, but what they should not appear to those who use them is complex,” she explains.

While she has spent plenty of time working in the private sector, she is staunchly defensive of the public sector and rejects the notion that she wants to make it function more like private business. “I challenge the hypothesis that private-sector organisations are innately slick. They're not. They're just perhaps a little bit better hiding the complexity and some of the muddle that goes on behind the scenes. And they

are inherently not as complex as public service organisations.”

“Purpose” is a word scattered throughout Milner's discourse, in phrases such as “shared purpose” or “social purpose”, although she becomes a little cagey at my attempts to pin that to her Catholic upbringing, going only so far as to admit that this was “a helpful framing, which often gets a bad press”.

Rather, she emphasises her parents' belief in education as the key to a purposeful life.

“They were very keen that as a family we gave a huge emphasis to having access to good educational opportunities, and then really taking those opportunities and using them

to better your life and to make a contribution to society,” she explains.

“The thing about social purpose was there from the very start, in terms of you must give back, you must support, you must engage.”

Her parents, both nurses who moved to Cornwall from Ireland as economic migrants, sent Milner and her younger sister to “what Alistair Campbell would call a ‘bog-standard comprehensive’”.

Her family ran against the grain in putting such weight on education.

“Out of the very large sixth form, a tiny proportion progressed to university, and not because people weren't bright,” she states, matter-of-fact, “it was just because the parental ambition was







# “I’m very fond of people who challenge me”

## CV

- Nov 2017 – present:** CEO, the Education and Skills Funding Agency

**2010 – 2013:** Executive director for business strategy, Northgate Public Services
- 2009 – 2010:** Managing partner for public services and political advisory, Independent Advisory

**2004 – 2009:** Director for public services and government relations, RSM Robson Rhodes

## It’s a personal thing

- What do you consider a good gift?**

I’m very shallow. I love jewellery. I’ve got a nice husband who has got good taste. Although obviously I can’t accept any gifts from anybody I don’t know!

**Which motto would you put on a billboard?**

I used to have a teddy bear that said “enjoy life, this is not a rehearsal”, so I’ll go for that.

**If you could escape anywhere for a month, where would you go?**

I would do the east coast of Canada again: Nova Scotia, New Brunswick. If I could spend a month there and just be filled with fresh air and beauty, that would be wonderful. Nature, fresh air, the coast, the sea is very important to me. If you grow up in Cornwall, you have the Atlantic at your footsteps. So eastern Canada is also Atlantic coast but it is much quieter than Cornwall, and it’s beautiful.
- Where do you see yourself in 10 years?**

I don’t plan that far ahead, but in 10 years, I would really love to make sure that we were well on course to having apprenticeships and technical education really well embedded and on course to being a sustainable part of how we do education and training in this country.

The second would be for further education and the college network to be seen and regarded as being part of the national infrastructure that helps to deliver that.

**What’s your favourite book?**

I think my absolute favourite book is a series, the Anne of Green Gables books, for all sorts of reasons, but they did lead me to eastern Canada. I went to Canada as part of the research work, and I took the opportunity to go to Prince Edward Island, to walk in the footsteps of Anne of Green Gables.

not to the forefront. And I think that’s hugely regrettable.”

When her parents died, both at a relatively young age, some truths hit hard: “I think particularly my mother, who died when she was 50, that gave me a real framing of the fragility of life and how important it is to make decisions which are based around things that you are not going to regret, if life is as fragile as it proved to be for her.”

This affects her decisions about what to give her time to.

“You never know what is going to happen,” she admits, so her life has to be “about doing things that matter, where I feel there is a sense of purpose”.

One of those things is family. Until four years ago, she didn’t work full-time “because I was prioritising that part of my life. I felt that the family needed more of me.”

Like every working parent ever, she still never felt like she’d cracked it. “People who’ve worked with me would say that they experienced me in terms of knowing that nothing is more important to me than family, and I would encourage them to feel that way. My family will say that they experienced me as being quite distracted about work,” she says, aware of the irony. “Somewhere in the middle is the person who is trying to navigate and weave their way through.”

Once the press officer has called time, and we’ve wrapped things up, she prolongs the chat for a while. She’s a woman who seems comfortable in her own skin, and I reckon she can take it, so I ask one of my favourite interview questions: who challenges you?

Her teenage daughter, “on both the important and the trivial”, she quips, before a more honest reflection, that chimes with my impressions of her: “I’m very fond of people who challenge me. And I’ve got some very good people who occupy that space – some more challenging than others! You kind of need to know, through your address book, who you need to go to depending on the gradient of challenge that you’re up for on that particular occasion!”



# Big five awarding giants in 2020 T-levels standoff

**BILLY CAMDEN**  
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The big guns of the awarding organisation world are drawing the battle lines in the imminent struggle for ownership of the first T-levels

Despite numerous concerns from across the sector, the government is ploughing ahead with its controversial plan to deploy just one AO per qualification when the first three pathways are launched in 2020.

Leading figures in FE have warned that this procurement phase will be the biggest single test for making sure the first three T-levels are ready in time, and the pressure is on to get it right.

The pathways are: digital (production, design and development), childcare and education, and construction (design, surveying and planning).

FE Week understands that the most hotly contested of the three is digital.

We believe five AO giants – Pearson, City & Guilds, OCR, AQA, and BCS (the chartered institute for IT) – will be in contention for control of the pathway, which relates to the software development technician cluster.

There is already an apprenticeship standard for the cluster at level three, and BCS is its single end-point assessment organisation. Although it is much smaller than the other four, BCS hopes its specialist delivery will give it the edge when procurement kicks off.

City & Guilds is the end-point AO for the software developer standard at level four, and it delivers a level three advanced technical certificate in digital technologies.

Meanwhile, OCR develops computer science qualifications at A-level that include software development – such as the Cambridge technical diploma in IT – while AQA has a level three tech level in IT: programming.

Pearson has a BTEC level three national diploma in computer science,



as well as level five qualifications in professional software development.

The tender process got underway in May, and will begin with two “market engagement” events on June 11 and 14, in which bidders will hear what an “exclusive license” will involve.

Successful AOs will be responsible for designing the content of the qualification, upskilling providers, providing learning and teaching materials, updating content and assessing qualifications.

Each of the five AOs were asked which of the pathways they are interested in, but they all kept

their cards close to their chest, just confirming they would be taking part in the marketing events.

Rod Bristow, the president of Pearson in the UK, and Chris Jones, the chief executive of City & Guilds, have been more outspoken, and voice their concerns in a box-out below this story.

The Department for Education believes that “instead of competition between different AOs leading to better quality and innovation in their design, it can lead to a race to the bottom in which AOs compete to offer qualifications which are easier to pass and therefore of lower value”.

There will be three individual tenders launched in the autumn – one for each of the 2020 pathways.

They will be awarded a licence period of about five years, which the government believes is “appropriate in order to ensure consistency but prevent the risk of complacency”.

The DfE has a year to complete the whole procurement process, but if the history of ESFA tenders is anything to go by, delays can be expected. Procurements for the AEB and non-levy apprenticeships funding, held last year, were both plagued by interruption, leaving providers fuming.

## A troubled launch: “Not in the best interests of the learners”

The awarding organisation procurement is the biggest “risk” to ensuring the first three T-levels are rolled out by 2020, the boss of the Association of Colleges has warned.

David Hughes said the proposed timetable is welcomed by colleges who will be “ready and able to deliver”.

However, the risk of delay “lies elsewhere in terms of some of the design of the qualifications and

particularly the procurement of the awarding organisations”.

Mr Hughes is not alone in his fears. Two of the biggest AOs in the country believe the process will not be without its speedbumps, particularly because the government has decided to use a single-provider model for each qualification.

“We have raised concerns about plans for awarding organisations bidding for an exclusive licence,

which we do not believe to be in the best interests of learners,” said Rod Bristow, president of Pearson in the UK.

“The proposal represents a fundamental shift in the model for delivery which may result in inherent risks and potential unintended, adverse consequences, including a lack of resilience with the significant reliance on the ‘bid winner’, the loss of innovation and expertise,

and a lack of choice for providers.”

He was joined in his criticism by City & Guilds chief executive Chris Jones last week, who tweeted: “So despite advice from their own economics advisor over risk of system failure and concerns expressed by the qualifications regulator, @educationgovuk press on with reforms.

“I hope the market engagement helps them see sense and adjust position but I fear it will not.”

Research conducted by Frontier Economics on behalf of the DfE last year concluded that limiting access to a single AO may create a “risk of system failure” both in the short- and long-term.

It warned that if a single AO fails, it may be that no alternative AO can step in.

Ofqual, the body that regulates qualifications in England, has since said it “advised on the risks related to the single-provider model”.



**Name:** C&G

**Turnover:** £137m

**For profit?:** No

**Total certificates awarded in 2016/17:** 925,495

**Level 3 voc quals in sector of ICT practitioner last year according to Ofqual:** 2,075



**Name:** Pearson

**Turnover:** £4.5bn

**For profit?:** Yes

**Total certificates awarded in 2016/17:** 2,882,140

**Level 3 voc quals in sector of ICT practitioner last year according to Ofqual:** 37,075



**Name:** BCS

**Turnover:** £35m

**For profit?:** No

**Total certificates awarded in 2016/17:** 172,130

**Level 3 voc quals in sector of ICT practitioner last year according to Ofqual:** 685



**Name:** OCR

**Turnover:** £72m

**For profit?:** No

**Total certificates awarded in 2016/17:** 1,214,500

**Level 3 voc quals in sector of ICT practitioner last year according to Ofqual:** 4,420



**Name:** AQA

**Turnover:** £160m

**For profit?:** No

**Total certificates awarded in 2016/17:** 3,412,635

**Level 3 voc quals in sector of ICT practitioner last year according to Ofqual:** 0





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Leeds College of Building is unique. We are the only specialist further education college in the UK dedicated to construction and the built environment, with an enviable reputation both regionally and nationally. Our strong links with construction and engineering companies means we are at the heart of the sectors current and future needs.

The College operates over 2 campuses in Leeds City Centre, both with excellent facilities. The campus at Hunslet is currently being expanded, due to complete in the autumn of 2018.

We excel in the delivery of apprenticeships and alongside this we have invested heavily in the College's higher education provision which has grown significantly over the past five years and is now a key strategic priority.

Whilst we recognise that we have work to do to return to an Ofsted "Good" grade, we have brilliant students, excellent staff and sector-leading teaching and learning resources that will give our next leader the tools they need to be successful. Through astute business and financial management, College finances have improved, and we are rated in EFSA "Good" financial health.

We therefore seek a talented leader who can motivate and inspire the wider College team to achieve our goals and ambitions. Although a good understanding of construction and the built environment is desirable, you will have a successful track record within a curriculum, skills or resources background and possess strong business and financial acumen. You will be a forward thinking team player, committed to supporting the board to develop and deliver ambitious plans for the College. The Board of Governors wish to remain a standalone institution, so sustainability is key and you will need to continue to build on our strong local, regional and national profile.

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

The successful appointee will possess a clear understanding of the FE landscape and be able to demonstrate knowledge of the key national education and skills policies, priorities and agendas in order to lead Leeds College of Building through the next evolution of the sector, successfully navigating any challenges that may arise.



Closing date for applications is  
Wednesday 27th June 2018 at 12:00pm

Assessment centre will be held on the  
18th and 19th July 2018

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

## Executive Director of Business Development and Partnerships

Salary Circa £70,000 p.a.



Middlesbrough College has been at the forefront of government policy in recent years, growing our technical and STEM curriculum and investing heavily in the expansion and quality of our employer facing services. As a result, our training arm, the Northern Skills Group, now trains over 2000 apprentices each year and our links with employers both in Teesside and across the wider region have never been stronger.

As part of the Collab group, the College is now seeking to take this successful engagement with employers to another level; continuing our apprenticeships growth, expanding our opportunities for work placements, volunteering and internships and maximising commercial opportunities as part of a national consortium.

If you have a passion for apprenticeships, can build strong and meaningful relationships with a wide variety of stakeholders as well as internal curriculum managers, are committed to the highest standards of client management and have a track record of managing and growing sales alongside securing commercial and bidding opportunities, then we'd love to hear from you.

For an informal and confidential discussion about the role contact  
**Zoe Lewis, Principal / Chief Executive** at  
[za.lewis@mbro.ac.uk](mailto:za.lewis@mbro.ac.uk) or **01642 333650**

To apply for the position email  
[recruitment@mbro.ac.uk](mailto:recruitment@mbro.ac.uk) and request a Candidate Information Pack which will contain details of how to apply.

**Applications close noon  
Friday 22nd June 2018**

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





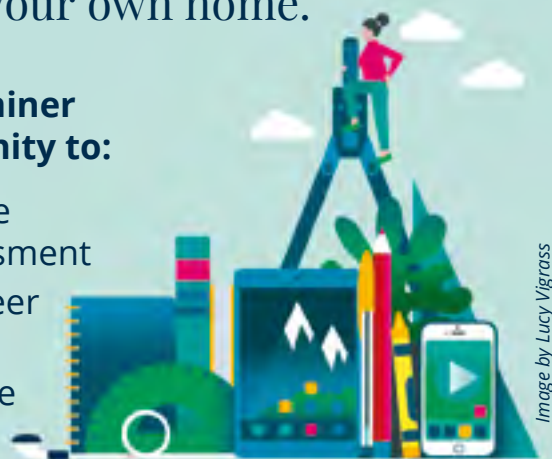
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The College of  
Animal Welfare

## AAT Lecturer - Huntingdon

**Salary £20,000 - £30,000** depending on skills and experience

We currently have a vacancy at our Huntingdon centre for an enthusiastic and committed individual to lecture and assess within our Business School.

The position will involve delivering AAT courses across a range of programmes, supporting learners in all aspects of their learning and achievement, as well as the opportunity to participate in student recruitment, careers events and employer liaison.

The successful candidate will hold a Level 4 qualification or relevant experience to demonstrate knowledge to Level 4 in accounts. A qualification relevant to teaching adults would be advantageous and professional registration must be up to date.

**Closing date: 3rd July 2018**

For further information or to request an application pack, please contact **Jackie Sumpter**, Human Resources Administrator, on **01480 422060 / [jobs@caw.ac.uk](mailto:jobs@caw.ac.uk)** or download an application form from the College's website ([www.caw.ac.uk](http://www.caw.ac.uk)).

The College of Animal Welfare is committed to safeguarding and promoting the welfare of young people. All successful applicants will undertake a Disclosure DBS Check.

The College undertakes not to discriminate unlawfully either directly or indirectly against a job applicant or one of its own employees. The College is committed to equal opportunities: appointments are open to members of the community on an equal basis.

### Birmingham Metropolitan College

## A Level Specialists - Business, Fine Art, History, Psychology and Religious Studies

up to £38,745

We have a range of exciting, new A Level Specialist teaching opportunities that will help to drive the implementation and success of innovative and inspirational A Level provision at our A Level Centre.

The A Level Centre will offer a transformed student experience that will:

- Demonstrate exceptional levels of teaching and assessment so that students' progress and achieve at or above their targets
- Use cutting edge delivery to develop expert and autonomous learners;
- Use a range of technologies and resources to enhance learning;
- Be delivered by a team of specialist A Level staff who bring their subject to life through visiting practitioners, national and international competitions;
- Demonstrate a golden thread of skills development through all activities
- Involve the implementation of best practice in the sector.

Our team of A Level Specialists will deliver a high quality learning experience and exceptional outcomes for learners. They will inspire our students to engage, achieve and progress; whilst promoting the development of employability skills throughout the learning experience.

Our ambition is that during their time with us students will develop the skills, insight and independence that will consolidate their plans beyond university. We will be tasking ourselves with an aspirational level of skills development and wrap around support that will distinguish us from other A Level providers.

**Closing Date:** Midnight 11th June 2018



## Learning Technology Coach

£37,714 - £40,010

The Learning Technology Coach will promote innovation in the use of technology to enhance teaching, learning and research throughout the curriculum and provide staff training in Learning Technologies (LT). Support teaching staff to utilise new technologies and learning materials to enhance teaching, and the learning experience to secure consistently good and outstanding learning and progress.

You will be based at one of our main sites (Stourbridge, Matthew Boulton, James Watt or Sutton Coldfield) but may be required to travel to other College sites.

Birmingham Metropolitan College (BMet) is a great institution, home to thousands of bright and enthusiastic students and many talented and experienced staff. We are passionate about providing the qualifications and training that local employers and communities need.

Our goal is to prepare all of our students for the world of work, both now and in years to come. Our facilities are world class: with many employers helping us to invest in the latest equipment so that our students gain the most up-to-date skills possible. This offers them an enhanced learning experience, one which better prepares them for their chosen employment and careers.

At BMet we are ambitious for our learners and the employers and economies we serve. Our staff and governors are committed to a relentless focus on quality and continuous improvement to further drive up standards and deliver even greater success.

**Closing Date:** Midnight 20th June 2018

**To apply** for these vacancies, please visit: [www.bmet.ac.uk/work-at-bmet/](http://www.bmet.ac.uk/work-at-bmet/)





# HEAD OF PROFESSIONAL DEVELOPMENT AND NETWORKS

**Full-time** (37 hours per week)  
**Salary:** £35k - £45k pa according to ability and experience  
**Location:** Nottingham

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## Do you have what it takes?

An exciting opportunity is available for a creative and skilled individual, with the drive and ambition to succeed, to take on this key role in our successful and continuously evolving organisation. This is a challenging and highly visible role suitable for a confident individual who has the ability to work closely as part of the management team and who can build effective external and internal stakeholder relationships.

A good understanding of the wider FE sector and the different methods of delivering professional development, particularly in relation to different mediums and formats are essential for this role.

The successful candidate will be enthusiastic, energetic and passionate about their position and education and will have the ability to drive and deliver a successful portfolio for both members and non-members.

Strong leadership skills, commercial acumen, excellent influencing skills and persuasive verbal and written skills complemented by a flexible approach to work are all essential for this role.

If you are interested in working for an organisation where you can directly contribute to its continued success please contact Tracy Roser [tracyr@skillsedugroup.co.uk](mailto:tracyr@skillsedugroup.co.uk) Tel: **0115 8541628** for further details or visit the Skills and Education Group website

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**Closing date:** 5.00 pm Monday 18 June 2018

**Interviews:** Friday 29 June 2018 at Robins Wood House, Robins Wood Road, Aspley, Nottingham, NG8 3NH.

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*The Skills and Education Group is committed to equality, diversity and inclusion.*

*Please note we do not accept late applications and CVs submitted without a formal application form will not be accepted for consideration. No agencies please.*

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**35 Days Holiday per year plus Bank Holidays**  
**Based at the Welwyn Garden City and St Albans Campus**



# Deputy Principal Quality

Oaklands College mission is to realise the potential of our communities. We have a range of courses covering a wide range of vocational areas, from Engineering to Beauty, from Animal care to Sport as well as A-levels and Higher Education provision.

The role is to ensure high quality of provision across all aspects of the College Curriculum in order to drive continual improvement that will lead the College to have a good or outstanding provision.

With an outstanding track record, you will provide effective management, leadership and development to all direct reports through agreed college KPIs.

The successful candidate will work closely with the College Principal and provide effective leadership to the Strategic Leadership Team

in relation to the quality of provision. They will be the main contact for stakeholders, awarding bodies and inspection activities, including acting as nominee during Ofsted inspections.

The College Principal is looking for someone who wants to see people succeed and who makes sure that the College continually focuses on enabling our staff and students realise their ambitions.

To apply for this role please email [Rachel.ziemelis@oaklands.ac.uk](mailto:Rachel.ziemelis@oaklands.ac.uk) to ask for an application form.

**Closing Date:** Wednesday 18th June at 23:59

**Interview Date:** Tuesday 26th June / Wednesday 27th June

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EDITORIAL



Only lawyers are guaranteed to win in the T-level tender

With all eyes on the 52 providers taking care of wave one of the T-level delivery in 2020, the process to decide which awarding organisations will get their custom might seem like a comparative sideshow.

In fact, removing providers' choice of awarding organisations is not only controversial, it is where legal challenge seems most inevitable, and thus where most of the risk to timely implementation lies.

Later this month the DfE will run two market engagement' events with awarding organisations, before launching the first tendering round. The aim is to actually ditch the market in assessment organisations and create instead a monopoly of supply, or award "exclusive licences", as they are called.

Damian Hinds overruled his own permanent secretary and insisted there will be no delay to the 2020 roll-out, so there is

little to no contingency if this relatively short procurement process takes longer than planned.

But delays in dishing out contracts due to legal challenges seem quite likely, given that huge awarding organisations like Pearson and City & Guilds are going head to head in winner-takes-all competitions.

Then there is the thorny issue of how the winners will be compensated for the expensive process of developing qualifications that they might lose and have to give to the competition once the contract expires in a few years' time, given the government will own the intellectual copyright.

In fact, the lawyers will be so busy tendering, writing contracts, undertaking due diligence, and managing contracts and dispute resolution that they are being employed full time.

The Institute for Apprenticeships will take responsibility for T-levels from wave two, and has appointed a legal counsel, who reports to a head of legal, who reports to the deputy director for commercial delivery. This is in addition to paying for legal services from Mills & Reeve as well as lawyers from the Department for Education and the government legal department's commercial law group.

So with armies of lawyers on both sides busy battling it out over assessment contracts, the 52 chosen providers should be in no rush to recruit students for a September 2020 start.

I hope to be proven wrong on what I believe is the need for further T-level delay, but the lawyers will get paid whatever happens.

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

Who's up & who's down

**Damian Hinds**  
The education secretary's department exceeded its target for recruiting apprentices in 2017/18, achieving 2.9 per cent (178 starts out of 6,068 staff).

**Sadiq Khan**  
The mayor of London successfully launched the capital's first ever skills strategy – and is allowing Londoners on less than £19,890 per year to access free training.

**Tim Jackson and Alison Robinson**  
The principals of Sparsholt College and Myerscough College respectively both earned gold medals for their HE provision in the Teaching Excellence Framework.

**Stella Mbubaegbu**  
The principal of Highbury College led its disastrous fall from 'outstanding' to 'requires improvement' in a new Ofsted report.

**Joseph Docherty**  
The chief executive of NCG was dealt another blow this week as the free school his group sponsors had its funding pulled.

**Jonathan Slater**  
The most senior civil servant at the DfE was overruled by the Secretary of State after advising that the T-level rollout should be delayed by a further year.

Readers' reply

EMAIL

TWITTER

FACEBOOK

WEBSITE

Adult Londoners earning less than £19,890 will get free training from next year

- This is a game-changer and makes devolution a reality. Well done @MayorofLondon we now need all the other MCAs to do the same.
- @SusanPember
- "AELP and AELP London are greatly encouraged by the consultative approach that the mayor and his team have taken in drawing this new strategy together and the strong analysis of the capital's skills needs reflects this," Mark Dawe @AELPUK CEO #skillsforlondon
- @AELPLondon

London mayor's skills strategy signals funding switch from qualifications to job outcomes

"The move to outcome-based funding is likely to be controversial amongst colleges that for decades

have simply been paid for delivering qualifications." Why single out colleges? Last time I looked the AEB funding rules – and ESFA revenue-funding rules generally – apply to all providers equally.

G Miller

At our college, we deliver both high job outcomes and recognisable qualifications. That way, the learner has a job but also something tangible and transferable to help them progress their career. So like G Miller, I would question the phrase "simply been paid for delivering qualifications". We have an excellent performance both on achievement rates as well as on job outcomes – the two are not mutually exclusive!

SEL

AEB policy set to change with free courses for anyone earning less than £15,726.50

This is great news for learners. I just wish the providers could

have known about this policy change earlier. The code dealing with this initiative is in the ILR FAM code list published in August 2017 but it is not detailed in the draft funding guidance published March 2018. Stuff like this is important for enrolment forms and prospectuses, needs communicating to prospective learners and staff need to know how it is to be evidenced.

Simon France

This will have an effect on private training providers who do not have an AEB as it will affect the number of students now applying to do courses through the 19+ loan. If we had been made aware that this was going to happen we could have applied for the AEB, which we didn't as we would only have been able to use it for 19+ traineeships, and in this age category we have very few learners.

Christine

REPLY OF THE WEEK

Ofsted to win apprenticeship money and power

The biggest worry is the numbers of inspectors required in order to carry out inspections of apprenticeships that are of the right quality. Inspectors need to be recruited with the right backgrounds in apprenticeships (proven track records of outstanding or at least good practice as a manager, together with some form of occupational area expertise). Currently Ofsted deems expertise as having been part of a team that has inspected apprenticeships (said in a written reply to a provider who challenged the background of their inspection team). The key to all inspection is what the learner is experiencing. And in the case of apprenticeships, whether the needs of employers being met, perhaps with a view to how funding is being used directly for delivery rather than being siphoned away from the purpose intended.

Ofsted faces a very difficult task and perhaps lessons need to be learned from the past, when inspections of work-based learning were first set up with the Training Standards Council. The first chief inspector faced a similar problem of recruiting specialist inspectors for a huge provider base, which halved due to lack of quality in the three years before transforming into the Adult Learning Inspectorate.

Phil Hatton, Former Ofsted inspector and FE consultant

## Experts



### MINISTERIAL MUSINGS

Anne Milton, Minister for skills and apprenticeships

## Why the DfE is determined to press ahead with T-levels in 2020

**There are worries across the FE sector that T-levels are being rushed through, but Anne Milton believes there's no time like the present**

Last month we took an exciting step forward and announced the 52 colleges and post-16 providers which will be leading the way and teaching the first new T-levels. These qualifications will be on a par with A-levels, providing young people with a genuine equivalent choice between technical and academic education, and ending the long-held assumption that only A-levels and a university degree can lead to a fulfilling job.

I was thrilled by the support for T-levels shown by lots of providers, businesses and colleges – both when we published our initial consultation and when we published our response. There

is a skills shortage not just in the UK, but across the world, and we need to act fast to make sure people and businesses are getting the competencies they need. To do that your continued support will be essential.

### “Let’s create a technical education system that will rival the very best in the world”

Because introducing T-levels will herald the biggest reform to technical education we have seen in 70 years, it’s one that is being created hand in hand with employers. Businesses from many different industries are working with us to develop the content for these new courses, because they know about

the skills that are needed to grow their businesses and compete in a fast-changing global market.

Over 200 employers have worked with the Department for Education on T-level panels to design the T-level

that university provides the only route to success. I’ve met so many people of all ages and backgrounds who have changed their lives through technical education, and I want to make sure even more people are given the chance to do so. I am delighted that more people will have that chance at last from 2020.

Some have suggested the timeframe for rolling out T-levels is ambitious. That is absolutely right and we are pressing ahead with the first few T-levels because we know we have a significant skills shortage and we believe these courses are part of the answer. These reforms are part of our long-term shake-up of technical education. The work has been ongoing for several years and we will continue to assess our plans and work with those who will be delivering T-levels

Our priority has always been to

deliver high-quality programmes.

So while the first three T-levels in construction, digital, and education and childcare will be taught by the first 52 colleges and providers from 2020, the rest will be developed and rolled out in phases through to 2023 – in areas such as engineering and manufacturing, and creative and design. That means employers will have the chance to be at the centre of developing the T-levels and they will be of the quality our young people deserve to get on in their careers. This is in direct response to the feedback we received.

Now let’s all pull together, put our weight behind these new courses and get on with the job. Let’s create a technical education system that will rival the very best in the world – and open up a world of opportunities for young people.

## ROB MAY

CEO, the Association of Business Executives



## T-levels are not the boldest reform of the last 70 years

**Parity of esteem with A-levels is a laudable aim, but T-levels aren’t the root-and-branch redesign of technical education England needs, writes Rob May**

The 1944 Education Act was an aspirational moment of policy entrepreneurship, setting out a structure for post-war education at a time of massive national uncertainty. Extending its legacy far beyond the school gates, it opened up secondary schools to girls and mobilised the impoverished working class. It introduced free school meals, abolished parents’ fees for secondary schools and tripled higher education enrolments.

Since then, not a great deal has happened. Scores of education ministers in the intervening years have languidly presided over decades of drowsy constancy, whilst the sector snoozes restlessly, waiting for a moment of political perspicacity to shake things up.

At least, this is the impression that a visitor from another planet would get upon hearing the prime minister

declare that the introduction of T-levels represents the most significant reform in 70 years.

In this age of policy by press release, the platitudes continue: T-levels, we’re told, will be a “vital part of the industrial strategy”, a “gold standard”, and a “once-in-a-lifetime opportunity”.

### “Introducing compulsory technical learning at 14+ would be radical reform”

The implication is this: 70 years of other acts of Parliament relating to technical education didn’t go far enough. They were just the warm-up acts.

So confident are ministers that T-levels are exactly what’s required to revive UK Plc that they have belted through a consultation process, dismissing concerns from education experts, among them the Federation of Awarding Bodies, the Confederation of British Industry and the Centre for Education Economics. The government has ignored pleas to reassess the potential for system failure in its determination to adopt a single-awarding-body model, and the quality risks of hasty implementation.

Ministers have even ignored their own senior officials at the DfE, where Jonathan Slater, the permanent secretary, has openly questioned the “regularity, propriety, value for money and feasibility” of spending £500 million on T-levels.

But none of that matters, of course, because T-levels are going to revolutionise technical education. Aren’t they?

What is so special about this reform? Well, the special thing is, it isn’t a reform at all. A reform suggests systemic change. But T-levels are a

product. A product which doesn’t exist yet, which employers haven’t asked for, and which – according to research conducted by City & Guilds – Over 80 per cent of employers are confused by. They are a new qualification, which on the face of it is not too dissimilar from others already on the market.

Damian Hinds recently bemoaned the fact that there are too many qualifications and courses, confusing young people and parents. Adding another set of qualifications hardly seems like the ideal solution...

It’s easy to find examples of critical or uncritical judgements about T-levels. All levity aside, the great driver of this “reform” is the desire to create parity of esteem with academic pathways, and this is a laudable mission. Yet this kind of balance-sheet approach to education system design has its limitations.

It doesn’t address the tension at the heart of the system. Technical education is too often seen as railroad switch for those who fail to progress their academic studies. Offering a different type of product for them to try – and which is markedly similar to

existing vocational qualifications – is not going to challenge conventional views.

Neither is offering vocational options at 14+ going to shake off the perception of a twin-track education system. For vocational qualifications to have equal status to academic routes requires a bold redesign of the system, the inclusion of compulsory technical education at secondary schools alongside academic subjects, teaching a combination of GCSEs and “TCSEs”. What we need is for when it comes to 16+ choices, the technical track is part of the cultural, psychological and economic mainstream. Perhaps T-levels could be studied alongside A-levels. Steering a course through the nuances of idealism, tradition and academic integrity – the conventional wisdom that sets apart academic and vocational education – is not for a faint-hearted government, or one that’s in a hurry. Introducing compulsory technical learning at 14+ would be radical reform and could sincerely lay claim to being the most significant and important change in 70 years.



# PROFESSOR EWART KEEP

Director, SKOPE, Oxford University



## Be nice to City Hall, and City Hall might just reciprocate

**There's no point in principals squabbling over the crumbs of the AEB, writes Ewart Keep, who wants the sector to take devolution much more seriously**

It has not taken long for some in FE to fall into the trap that central government set for localities when it decided to "devolve" the adult education budget (AEB). In an era of austerity and massive cuts, devolution always means passing the buck on hard choices and blame. The current spat between some FE colleges and the Greater London Authority (GLA) over its decision to top-slice less than a per cent of its devolved AEB to pay for local administration illustrates this point, but also suggests that FE may not be thinking hard enough about the long-term potential of devolution.

I have to declare an interest – I was a member of the GLA's task and finish group that supported the development of the now-published skills strategy for London. That said, the intemperate

language used by some of those quoted on this issue is striking ("raid", "pen-pusher", "self-indulgent local bureaucrats" and "shocking" – to quote just some of the comments in FE Week). The government has provided no funding for any devolved infrastructure, so the money to organise the devolved budgets has to come from somewhere, and a one-per-cent top-slice is not a lavish administrative overhead (look at apprenticeship sub-contracting for a contrast). Moreover, without local capacity, there can be no localised AEB.

More broadly, is it the case that we do not want any element of local control? Should all decisions and funding allocations to be made at national level? There are very few other developed nations in which the lead "world city" (and indeed all other cities and localities) would not have a major role in planning and administering educational spending and their own more broadly defined skills agenda. In England we have become used to massive levels of centralisation,

and if FE does not exactly love this arrangement, the sector is at least familiar with it. In part, perhaps it is a case of better the ESFA you know, than the combined authority (CA) you don't.

**"What is missing in the current devolution debate is any acknowledgement that there are bigger prizes to be had"**

What is missing in the current devolution debate is any acknowledgement that there are bigger prizes to be had than the remains of an AEB which the government has already massively reduced. The tide of centralisation has finally, arguably begun to turn, and the long-term prospects for more power and better decision-making within localities are becoming apparent. As the CBI recently argued in its report 'In perfect harmony',

"local leadership within a stable national framework is the key".

One opportunity is the space to develop new approaches and funding models. In the current national set-up,

centralisation means standardisation and almost no room for bottom-up experimentation. Colleges are meant to be fleet-of-foot responders to market forces, not innovative thinkers. Devolution, and local agendas and ambitions that outstrip what the AEB will support, generates experimentation, not least with co-funding models of the type piloted by Unionlearn in the early 2000s.

More broadly, what is emerging in

some of the CAs is a new policy agenda that seeks to integrate economic development, a local industrial strategy, business development and support, innovation, inclusive growth, fair work, improved pay and job quality, progression and skills. This joined-up model, utterly lacking at national level, offers opportunities for FE colleges to play to their natural strengths and lead the delivery. Colleges bring together vocational skills and second chance, social inclusion provision in a way that plays perfectly into local strategies that aim to boost inclusive growth. Their links to local communities and small firms could also be invaluable, not least in relation to building business improvement support services, where infrastructure is often almost wholly lacking at the moment.

Put bluntly, FE in the CAs faces some significant choices. It can expend time and energy fighting over crumbs and small slices of the local AEB cake, or it can contribute to a broader agenda that helps make the cake bigger.

NOT TO BE MISSED

## UPCOMING EVENTS

**AEB FUNDING RULES,  
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AND PROFILING 2018/19**

**LONDON**

DATE: 18 JUNE 2018

**LEEDS**

DATE: 27 JUNE 2018

Places are expected to go fast, so register now to avoid disappointment. The fee is £265+ VAT per delegate (no limit per organisation). FE Week gold members will receive £50 off the cost of this event (gold membership must be in the delegates name).

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**Paul Rolfe**  
Commerical director, Chichester College Group  
Start date May 2018

**Previous job**  
Managing director, Highbury Commercial, Highbury College


**Interesting fact**  
Paul is a keen gym goer and has recently discovered spin classes.



**Andrew Cropley**  
Principal and CEO, Craven College  
Start date November 2018

**Previous job**  
Interim principal, Cadbury Sixth-Form College


**Interesting fact**  
Prior to working in FE, Andrew held a number of roles in the Royal Navy.



**Nicola Carcone**  
Assistant Principal, Barton Peveril Sixth-Form College  
Start date June 2018

**Previous job**  
Director of English and foreign languages, Barton Peveril Sixth-Form College

**Interesting fact**  
Nicola taught in Australia for two years. Teaching *Wuthering Heights* in blistering heat felt a bit odd, but the experience was brilliant.



**Nathan Runnicles**  
Chief financial officer, QA Group  
Start date May 2018


**Previous job**  
Chief financial officer, Research Now Group

**Interesting fact**  
Nathan's first job was selling washing machines and televisions in Rumbelows.

# Movers & Shakers

...

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



**Sunita Auger**  
Assistant principal, Barton Peveril Sixth-Form College  
Start date June 2018

**Previous job**  
Quality manager, Barton Peveril Sixth-Form College

**Interesting fact**  
Sunita also teaches modern calligraphy workshops and leads calligraphy retreats.

If you want to let us know of any new faces at the top of your college, training provider or awarding organisation please let us know by emailing [news@feweek.co.uk](mailto:news@feweek.co.uk)

FEWEEK



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### FE Week Sudoku challenge

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

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

Difficulty:  
Easy

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

Difficulty:  
Medium

Solutions: See right

### 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: Ryan Parker

### Solutions

Turn the paper around to check if your answers match- but no cheating!

Difficulty: Easy

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

Difficulty: Medium

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