



# FEWEEK

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FRIDAY, MARCH 22, 2019  
EDITION 275

**BREAKING NEWS**

**Public Accounts Committee Hillier struggles to make sense of who is in charge of apprenticeship reforms**

Eileen Milner, Chief Executive, ESFA

Jonathan Slater, Permanent Secretary, DfE

Keith Smith, Director of the Apprenticeship Programme, ESFA

Sir Gerry Berragan, Chief Executive, Institute for Apprenticeships and Technical Education

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## TRUTH BEHIND NCG CRISIS

- › England's biggest college group slammed by Ofsted
- › ESFA 'mystery audits' find major data manipulation
- › 300 facing redundancy at Intraining and Rathbone

Exclusive

BILLY CAMDEN [BILLY@FEWEEK.CO.UK](mailto:BILLY@FEWEEK.CO.UK)

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**Brooklands principal resigns amid investigation into mysterious £16 million subcontractor**

BILLY CAMDEN

Exclusive

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**Apprenticeships & skills minister, ANNE MILTON MP, will provide the closing keynote speech at AAC**

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# Formal criminal investigation launched by police into 3aaa

**BILLY CAMDEN**

**BILLY@FEWEEK.CO.UK**

The police has launched a formal criminal investigation into disgraced apprenticeship firm Aspire Achieve Advance (3aaa).

It followed a meeting between the Department for Education and police on March 14 where a number of allegations of fraud against the firm were discussed.

FE Week understands the allegations against 3aaa, which had over 4,200 learners and 500 staff before it went bust when the ESFA pulled its £16.5 million contracts, relate to manipulated Individualised Learner Records to artificially inflate achievement rates and misuse of employer-incentive grants.

The company, which received nearly all of its income from government skills funding, was co-founded by Peter Marples and Di McEvoy-Robinson in 2008, but the pair stepped down in September as the ESFA came knocking.

In a statement released on March 15, Derbyshire police said: "A formal criminal investigation has today been launched into 3aaa.

"This follows a number of allegations of fraud that have been made by the Department for Education against the firm.

"Officers from Derbyshire Constabulary's specialist fraud

investigation team will now begin the process of making formal inquiries into these allegations."

A DfE spokesperson said: "As a criminal investigation is now underway, it would be inappropriate to comment further at this time."

3aaa was one of the biggest apprenticeship firms in England when it went into administration on October 11.

It received over £31 million in government funding last year and had the largest allocation for non-levy apprenticeships – standing at nearly £22 million.

Derbyshire Constabulary started making enquiries into the defunct provider, following a referral from Action Fraud in October, while the DfE continued to conduct its own investigation separately, which got underway in the summer.

The defunct apprenticeship firm's latest accounts show that the company's directors took out huge loans totalling more than £4 million between them, and at the end of 2015, both owners purchased multi-million pound properties.

Meanwhile, 3aaa splashed its public funding on £1.6 million of sports-club sponsorships, an Elton John concert and Tesla supercars among other luxuries.

This isn't the first ESFA investigation into the company. In 2016 auditing



FE Week's front page from edition 261

firm KPMG was asked to carry out an investigation and found dozens of success rate "overclaims".

It is understood this resulted in 3aaa paying back a substantial six-figure sum at the time.

But this didn't stop the agency from giving the provider a £7 million apprenticeships contract increase in the same year.

After launching its second investigation into 3aaa in June, the DfE called in an independent auditor to investigate the ESFA over its contract management of the former apprenticeships giant.

In January FE Week reported that more than half of the apprentices that were affected by the collapse of 3aaa had still not been found a new provider.

## Second T-level tender launched

The tender process for the second wave of T-levels has been launched.

On Monday, the Institute for Apprenticeships and Technical Education announced that awarding organisations could bid to develop and deliver the next seven T-levels, which will be taught

from September 2021.

They will be split across six separate contracts, worth over £30 million.

The bidding lots are in construction, digital and health/science.

The bidding window is open until Friday 10 May.

## Hadlow Group bolstered by new chairs

The embattled Hadlow Group has been bolstered by the appointment of two new interim chairs for its colleges' boards.

Martin Doel, a former chief executive of the Association of Colleges, has been made chair of the West Kent and Ashford College board.

Andrew Baird, a mergers and acquisitions expert, has been made

chair of the Hadlow College board.

Financial irregularities at the two colleges have recently been investigated by the FE Commissioner and the Education and Skills Funding Agency.

The group announced on Monday that its principal, Paul Hannan, had resigned after being suspended, pending an investigation.

## Merger to secure Grenfell college campus

Morley College has agreed to work towards a merger with Kensington and Chelsea College to "secure" a campus that served the community affected by the Grenfell Tower disaster.

The plans would lead to the colleges joining together as Morley College London, with three main centres in North Kensington, Chelsea and Waterloo.

It is designed to protect provision at the KCC's Wornington Road centre, which was controversially sold to, then leased back from, the Royal Borough of Kensington and Chelsea in 2016.

An independent review published in October said the sale was not in the interests of the college's local community.

# Brooklands principal resigns amid investigation into mysterious £16m subcontractor

**BILLY CAMDEN**

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From front

Exclusive

The principal and chief executive of a college that gave £16.5 million over the past three years to a mysterious subcontracting partner – currently subject to a government investigation – has resigned.

Gail Walker, who has worked her way up to the top job at Brooklands College in Surrey since 2011, has stepped down "as part of her long-term personal plan", according to the college.

The college has not revealed the date on which the 55-year-old will leave, but said her role will be split between two people when she does: deputy principal Christine Ricketts will take over as principal, and vice principal Shereen Sameresinghe has been appointed chief executive.

A spokesperson for Brooklands

did not deny that Walker's abrupt decision to resign was related to an Education and Skills Funding Agency investigation into SCL Security Ltd.

As revealed by FE Week in November, the college has given substantial amounts of public funding to the provider, which is run by Andrew Merritt, to deliver hundreds of level 3 IT apprenticeships every year, mostly for 16-to-18-year-olds.

This was despite the provider employing fewer than 10 staff. It is also not known exactly where the provider trains its apprentices, as Merritt has repeatedly refused to share his delivery addresses.

The ESFA acted following our exposé, and starts were suspended at the provider last month while it carries out an investigation into its operation. A subsequent Ofsted visit found SCL Security making "insufficient progress" in a monitoring visit.

It is understood that the ESFA commissioned three external auditor firms to conduct an investigation into

the subcontracting arrangements with SCL Security – and one of these firms focussed on the role of Brooklands College.

FE Week understands that the auditors have in recent days fed back their findings.

Brooklands has remained tight-lipped on its relationship with SCL Security ever since FE Week started making enquiries last year.

According to the college's latest self-declaration subcontracting data, the private training provider has cashed in over £16.5 million between 2014-15 to 2016-17 from deals with Brooklands, with £3.4 million top-sliced and retained by the college.

Commenting further on Walker's resignation, the Brooklands spokesperson said: "Gail joined the college in 2011 and has overseen extensive developments during that time, including building a new campus in Ashford and major refurbishment works on the Weybridge Campus.



Gail Walker

"Inspected in 2013 and 2017 by Ofsted, the college has maintained its rating of a 'good' provider of education and training for all."

Terry Lazenby, chair of governors at Brooklands, said: "We are delighted

that the current deputy and vice principals have agreed to take on the leadership of the college. This will ensure consistency for all staff and students as we enter the new academic year."

## News

# Milton denies that BTECs are being edged out to favour T-levels

**BILLY CAMDEN**  
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The government's plans to withdraw funding for thousands of applied general qualifications, including BTECs, is not manipulation of the market to ensure T-levels are a success, the skills minister has insisted.

On Tuesday the Department for Education launched the first part of a two-stage consultation to decide the futures of over 12,000 vocational qualifications at level 3 and below – the existence of which leaves young people and employers “confused”, according to officials.

Ministers are said to be concerned about those courses that “do not provide the same high-quality education” as A-levels and new T-Levels, their technical equivalent.

But sector leaders have expressed concern to *FE Week* that the review might be a way of pushing out BTECs – the most popular applied general qualification, which over 200,000 students take every year and which have survived multiple sector reforms since the 1980s – to ensure parents and young people opt for T-levels instead.

The consultation document even

has a section entitled “Making T-levels and A-levels the options of choice for students undertaking level 3 classroom-based education”.

Hitting back at the critics, skills minister Anne Milton told *FE Week*: “There is no manipulation whatsoever.

“If somebody is providing or teaching qualifications that are of high quality, have a clear purpose, have good progression and are necessary, and they feel they need to sit alongside T-levels, A-levels and apprenticeships, then they should have nothing to fear.”

She stressed that “nobody should second guess” this “open consultation” and the DfE has “not pre-judged any of the qualifications available”.

The review includes applied generals, T-levels and technical certificates, which are vocational alternatives to A-levels.

Open for 12 weeks, the consultation will firstly concentrate on “only providing public funding for qualifications that meet key criteria on quality, purpose, necessity and progression” and “not providing public funding for qualifications for 16-to-19-year-olds that overlap with T-levels or A-levels”.

A second consultation will follow later this year, setting out the proposed criteria that will be used to determine

whether a qualification continues to receive public funding.

Milton continued: “Bearing in mind we want qualifications to be high-quality, have a clear purpose, good progression and to be necessary, the first stage [of this consultation] is about looking at what principles we should adopt.

“Qualifications should serve a student well, so if you are a student you should have a qualification that gives you real currency in the workplace, or further study.”

The minister pointed out there is a “whole suite of qualifications” at level 3 and below for people who have learning difficulties and disabilities, “so we are very aware we need qualifications that cater for everybody’s needs” but added “we do need a more simplified system”.

Milton said the rollout of T-levels, which will start in 2020, is “rightly quite slow” and the DfE “would not switch off qualifications if there weren’t T-levels available”.

Cindy Rampersaud, senior vice president for BTECs and apprenticeships at Pearson, said: “T-levels are a separate and distinct qualification to BTEC and other applied generals, serving a different purpose.

“We must ensure that the 16-19



Anne Milton

phase continues to offer young people a range of options for a purely academic curriculum, a career-focussed route (for which BTEC excels) and more specialised technical options, for which the T-level is ideally suited.”

Tom Bewick, chief executive of

the Federation of Awarding Bodies, said: “Governments have a very poor history of second-guessing the needs of diverse learner communities and the labour market, so we should rightly proceed with caution over the weeks and months ahead.”

The consultation closes on June 10.

## Strike action suspended but many walkouts still planned for April

**JESSICA FINO**  
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Half of the strikes planned at colleges across the country this week have either been suspended or called off, but more are scheduled for next month.

University and College Union members at 10 colleges were due to walk out between March 18 and 22 in the third wave of industrial action since November, in a row over pay.

But Bridgwater and Taunton College called off their strikes on Tuesday after leaders agreed an end to graded lesson observations and a 2 per cent pay rise over nine months. Lower paid members will receive a 5 per cent increase in April 2019.

The news came four days after New College Swindon announced it had agreed to a staff pay deal which included a 2 per cent raise, backdated to August, to stop staff walking out.

Meanwhile, staff at Bath, Petroc and City of Wolverhampton colleges also suspended their strikes after last-minute talks took place which discussed improved pay offers.

If the talks end up failing, it is expected staff at the colleges will strike next month instead.

City of Wolverhampton has already planned for industrial action for three consecutive days from April 8, pending a governors’ meeting next Tuesday.

“Those statements of intent need to be matched by actions in further negotiations if we are to avoid further disruption,” the UCU said.

Meanwhile, strikes at Bradford, Harlow, Croydon and South Bank colleges still went ahead from Wednesday to Friday this week, while West Thames Colleges held a three-day strike from Monday until Wednesday.

The UCU told *FE Week* that an eleventh college – Coventry College – have planned strikes for three days starting April 9.



Harlow College staff during this week's strike

Warwickshire College Group also has a live ballot currently taking place and could strike in early April if staff vote for the action.

The walkouts centre on the failure of college bosses to make “a decent pay offer to staff, or address key issues

such as excessive workloads,” the UCU said.

The union singled out Bradford College for criticism after it refused to hold talks until next month, which “sends a terrible message to staff and students about where the college’s

priorities lie”.

Andrew Harden, UCU head of further education, said: “Strike action is always a last resort and we are pleased that some colleges have worked with us to prioritise their staff and avoid disruption for students.

“We have always said colleges who engage with us on the pay and conditions of their staff will get a positive hearing and we are extremely frustrated that some chose not to do this.”

He added: “It is time for Bradford to stop playing games and put staff and students first. Other colleges have proved what is possible when they work with UCU, and Bradford should follow their lead.”

The UCU has been campaigning for better staff pay in FE after finding the pay gap between teachers in colleges and schools currently stands at £7,000, and staff have “seen the value of their pay decline by 25 per cent over the last decade”.





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## News

# ESFA faces fresh legal challenge following controversial European Social Fund tender

**BILLY CAMDEN**  
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Exclusive

A training provider is launching legal action against the Education and Skills Funding Agency following an allegedly botched European Social Fund tender.

The agency ran its latest ESF procurement, worth around £282 million in total, towards the end of last year and was supposed to award contracts to the winning bidders on January 29.

But after multiple providers claimed the government broke tender rules, namely by excluding the "track record" section when marking bids, it delayed issuing contracts.

The agency then had to delay the contracts again in February for 12 areas in the tender while it reviewed an "error", as it named Serco Regional Services Ltd as the winner instead of Serco Limited.

On March 15, over a month after the review of the "error" started, the ESFA

confirmed the outcome to providers and launched a fresh 10-day standstill period.

"As you're aware, you have received a message relating to investment for Serco Regional Services Ltd [who] were incorrectly identified as the written winning legal entity under a number of lots," a message to providers, seen by FE Week, said.

"The winning organisation for those lots is Serco Limited. Financial due diligence was applied."

Providers who lost out are, however, perplexed at how such a mistake could be made, since the ESFA's bidding system, Bravo, only permits a company to bid as the legal entity it is registered as.

One provider that wished to remain anonymous told FE Week the situation is "unprecedented" and questioned how the ESFA could "legally commit to awarding contracts when they have acknowledged that an error has been made, especially when it involves something so critically fundamental as a company's name".

Another provider who lost out



to Serco and also wished to remain anonymous told FE Week they are preparing to launch a legal challenge.

"We will be submitting a series of final pre-action disclosure requests to the ESFA in order to clarify the discrepancy between the organisation that was assessed at the pre-qualification questionnaires stage of the ESF procurement and the organisation that has received the latest award decision notification," the chief executive of the company told FE Week.

"We will issue proceedings if there is any inconsistency between the entities (Serco Limited and Serco Regional Services Ltd) submitting information

throughout the procurement process, as this would constitute an illegal direct award."

The provider continued: "We will be making pre-action disclosure requests from the ESFA to provide evidence that there has been no misrepresentation on the part of the bidding entities and that the same entity has been assessed by the ESFA throughout the entire procurement process.

"Failure on the ESFA's part to provide substantive evidence and reassurance to these requests leaves us with no alternative but to challenge the award in court."

Documents about the anticipated

ESF winners, seen by FE Week, shows that Serco won at least £37 million of European Social Fund cash in the tender. The training provider made losses of £29.5 million in 2017, according to its latest accounts, and is rated "requires improvement" by Ofsted – although this is just for its apprenticeships provision.

Serco Limited has maintained that it bid as itself, and not Serco Regional Services Limited, and is not sure how the alleged admin error was made.

The ESFA would not comment on the situation when approached by FE Week, as it is still considered a live tender.

The ESF contracts are supposed to come into force from April 1.

One person close to the debacle said the provider challenging the ESFA might have a case following the precedent set by the Eurotunnel saga.

In December, the Department for Transport contracted three suppliers to provide additional freight capacity on ferries for lorries. But Eurotunnel complained the contracts were handed out in a "secretive" way.

It resulted in the government agreeing to pay £33 million to the company to settle a lawsuit over the botched tender.

The ESF is funding that the UK received, as a member state of the EU, to increase job opportunities and help people to improve their skill levels, particularly those who find it difficult to get work.



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## News

# England's largest college group

**BILLY CAMDEN**  
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From front

Exclusive

England's largest college group this week announced plans to slash up to 300 jobs across its two training providers to "strengthen" its "already robust provision", but *FE Week* has since learnt the truth behind the move.

The redundancies consultation at Intraining and Rathbone Training, part of NCG, comes off the back of a slamming Ofsted inspection as well as an Education and Skills Funding Agency mystery audit that found major data manipulation.

*FE Week* understands the education watchdog recently conducted a monitoring visit of Intraining following its 'requires improvement' report published in June last year, which downgraded it from 'good'.

The inspectorate found no signs of improvement at the provider, and is expected to hit it with 'insufficient' ratings across the board when the report surfaces.

The visit was only for Intraining and not NCG as a whole, although the group is anticipating its own monitoring inspection soon as it also got downgraded to 'requires improvement' in June last year.

Meanwhile, Intraining was one of a number of providers to receive a short-notice audit from the ESFA. It is understood the agency is not only demanding a significant clawback from the NCG division after finding evidence of achievement rate fiddling, but contract termination is also likely.

The confusing picture of NCG's and Intraining's latest official data (see page 9), for 2016/17, shows their overall achievement rate for nearly 7,000 apprentices was under 60 per cent.

NCG declined to comment on Ofsted's and the ESFA's findings.

The college group ran itself into financial trouble in 2017/18, generating a deficit of £7 million, according to its latest accounts. This was largely because a substantial drop in apprenticeship provision.

According to the ESFA's official data, total of 9,470 apprentices started across the whole group in 2016/17, but this declined to just 3,820 in 2017/18 – a 60 per cent drop.

The group has also seen a huge decline in subcontractors. It had 50 of these partners in 2016/17 with contracts

totalling £12.3 million. NCG retained top-sliced 20 per cent to gain £2.4 million in management fees, according to figures published by the ESFA.

But as of May 1, 2017, NCG was working with just 10 subcontractors according to their published self-declaration, with the combined total of contracts totalling just £1.3 million. If the group took a 20 per cent top-slice on average from the deals its management fee income would only be £264,997.

Intraining and Rathbone Training currently train 4,500 learners between them, of which two-thirds are apprentices. Some could be forced to find alternative providers if their 19 centres end up shutting, as NCG is proposing.

## "The unfortunate effect of these proposals would be substantial redundancies"

Last year, *FE Week* reported that staff numbers were being cut by up to a fifth, from 500 to around 400, at the providers in an effort to save £3 million and NCG Group accounts show they injected cash totalling £1 million into Intraining and £2.55 million into Rathbone Training.

"We have opened consultation with Intraining and Rathbone staff on some fundamental changes to the way in which we operate in England, including the closure of our network of training centres and a radical refocussing of our apprenticeship proposition," a statement on the NCG website said this week.

"Intraining and Rathbone accounted for less than 20 per cent of group revenue in 2017/18. The changes we are proposing will strengthen NCG's already robust position, supporting our ambition to invest in teaching, learning and facilities.

"The unfortunate effect of these proposals would be substantial redundancies."

A spokesperson confirmed the providers between them currently employ 425 people and 300 jobs are now at risk.

He said that moving forward, NCG will "put the interests of learners

first and support them to finish their programmes wherever possible".

"If we proceed as currently proposed following consultation, we will in future operate a single, smaller, digitally-enabled business focussed on delivery of high-quality apprenticeships for the tech, management and professional occupations," the spokesperson added.

NCG, which is chaired by former Education and Skills Funding Agency chief executive Peter Lauener, has experienced a turbulent couple of years.

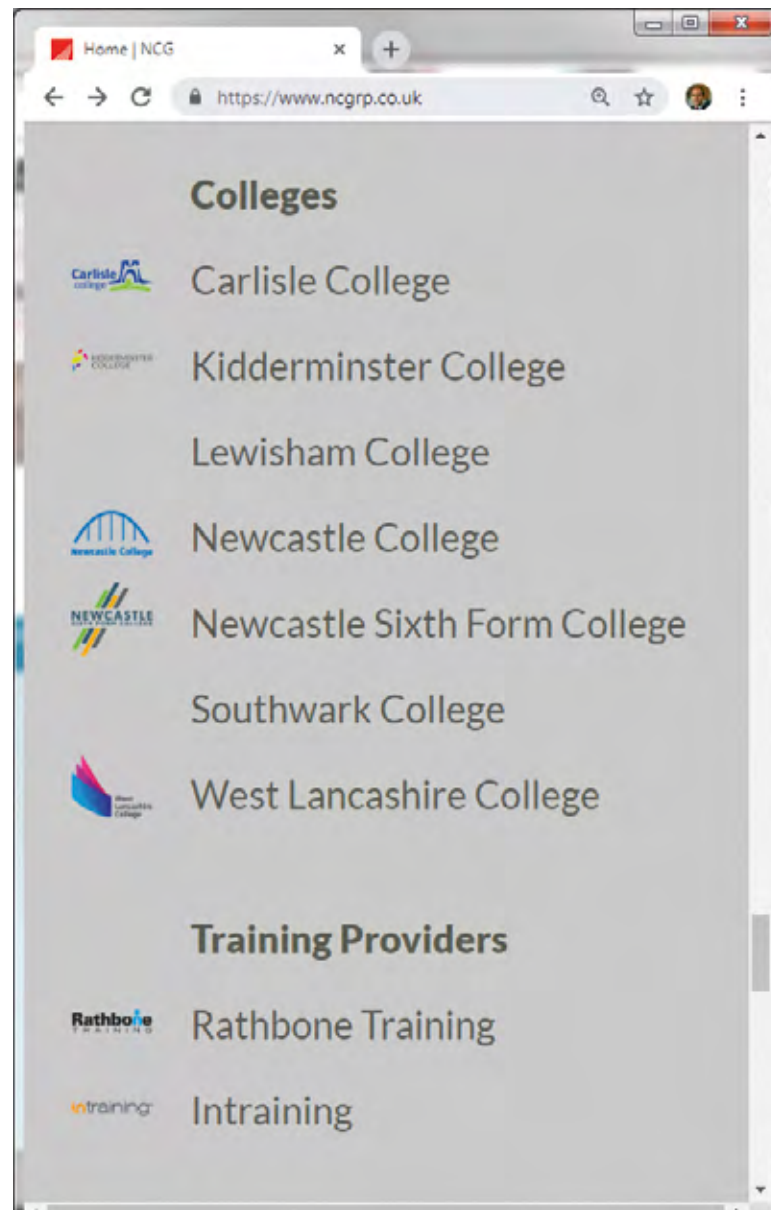
Aside from the Ofsted visits and falling achievement rates, staff at its colleges in London have gone on strike in a row over pay, and a free school that the group sponsored, the Discovery School, was forced to close down by the government.

NCG is currently subject to intervention from the FE Commissioner owing to the Ofsted grade three, and is expecting a "diagnostic visit" before the end of the academic year.

As well as this, it is expected that the group will be dropped from the government's final bidding round for Institutes of Technology as a result of its 'requires improvement' rating.

NCG's former boss Joe Docherty resigned in October.

As revealed by *FE Week* earlier this month, the college group has paused recruitment for a new chief executive until the Spring, after its initial hunt proved fruitless and it turned its focus to "improving standards".



The colleges and training providers part of NCG

## INTRAINING HIT HARD BY ESFA MYSTERY AUDIT

In early March, *FE Week* reported that the ESFA had undertaken mysterious funding audits at many large apprenticeship providers.

It is understood that Intraining was one of the providers visited in an effort to uncover data manipulation that would inflate achievement rates and funding levels.

At the time of the audit the ESFA refused to say what they were looking into, but have in recent days written to providers outlining their findings.

Sources close to the audit told *FE Week* that the ESFA found significant issues with the way Intraining apprentices had been reclassified as NCG's and generally moved around the providers that make-up the NCG Group.

The audits also focussed on whether withdrawals and 'breaks

in learning' were recorded in a way that would inflate both funding and achievement rates.

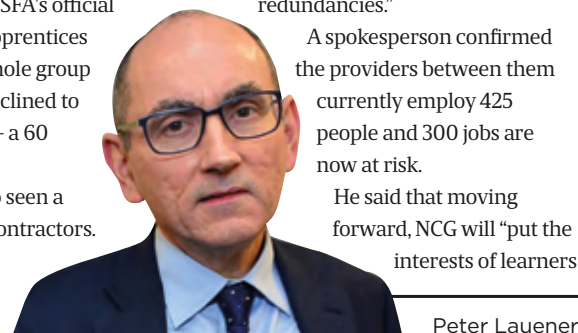
NCG would not comment on the audit or what is believed to be a significant sum of funding the ESFA is looking to clawback.

It is believed Intraining is one of several dozen providers hit with the mystery audits that face not only a clawback, but also being removed from the official achievement rate tables, due for publication next Thursday.

As previously reported by *FE Week*, this major review of apprenticeship data is expected to

result in the sector being officially warned about unacceptable data practices, as was the case nearly a decade ago when the then chief executive of the funding agency published a letter to the sector.

Something similar is likely to be in the pipeline from the current top brass at the ESFA.



Peter Lauener



# in trouble with Ofsted and ESFA

## HUGE DECLINE IN APPRENTICESHIP BUSINESS AND SUBCONTRACTORS

NCG saw a huge 5,650 (60 per cent) fall in the number of apprenticeship starts in 2017/18, according to figures published by the government. As shown in the table below, the seven of the eight providers that form the current NCG Group all suffered huge reductions. It remains unclear why apprentices were shifted onto the NCG provider, rising from 30 to 830 starts.

Intraining and to some extent Rathbone Training were heavily reliant on apprenticeship subcontracting, as shown in the table below. They had 50 subcontractors in 2016/17 generating over £12 million of which NCG Group retained £2.4 million. Since then this has sharply declined to as few as 10 subcontractors generating less than £2 million.

NCG PROVIDER APPRENTICESHIP STARTS	2016/17	2017/18	Shift	Shift
NEWCASTLE COLLEGE	860	240	-620	-72%
NCG	30	830	800	2667%
THE INTRAINING GROUP LIMITED	6,020	1,880	-4,140	-69%
LEWISHAM SOUTHWARK COLLEGE	240	20	-220	-92%
KIDDERMINSTER COLLEGE	400	80	-320	-80%
RATHBONE TRAINING	1,320	480	-840	-64%
CARLISLE COLLEGE	340	230	-110	-32%
WEST LANCASHIRE COLLEGE	260	60	-200	-77%
<b>TOTAL</b>	<b>9,470</b>	<b>3,820</b>	<b>-5,650</b>	<b>-60%</b>

Source: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/761335/201718-Nov\\_apprenticeship-starts-provider-level-age-SSA\\_201415-201718v2.xlsx](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/761335/201718-Nov_apprenticeship-starts-provider-level-age-SSA_201415-201718v2.xlsx)

The financial accounts for Intraining shows declining income and the need for a £1 million cash injection from the group (and £2,550,000 for Rathbone Training).

Despite the 32 per cent fall in income, staff costs only fell 6 per cent and employees fell 15 per cent.

Intraining accounts	2017	2018
Income	£24,254,000	£16,610,000
NCG contribution	£0	£1,000,000
Loss for the year	Positive £172k	-£1,327,000
Staff costs	£9,673,000	£9,082,000
Employees	261	223

Source: Intraining financial statements

NCG PROVIDER APPRENTICESHIP SUBCONTRACTORS	Subbies	2016/17 funding	2016/17 kept	Topslice
NCG	28	£324,045	£84,833	26%
THE INTRAINING GROUP LIMITED	37	£9,256,642	£1,926,144	21%
RATHBONE TRAINING	10	£2,730,451	£420,599	15%
<b>TOTAL DIFFERENT SUBCONTRACTORS ACROSS 3 PROVIDERS</b>	<b>50</b>	<b>£12,311,138</b>	<b>£2,431,576</b>	<b>20%</b>

Source: <https://www.gov.uk/government/publications/subcontracting-fees-and-charges-for-the-academic-year-2016-to-2017>

Subbies from 1 May 2017	Contracted funding
2	£135,296
7	£825,036
2	£364,654
<b>10</b>	<b>£1,324,986</b>

Source: <https://www.gov.uk/government/publications/sfa-subcontractors-list>

## QUALITY CONCERNS AND LACK OF CLARITY OVER DATA

The latest published qualification achievement rate (QAR) data shows just what a complicated mess the NCG Group has got themselves into.

As the table below shows, official data says the NCG provider had more than 3,000 apprentices with a very low achievement rate of 55.6 per cent. Unofficial data also published by the

government suggests the figure is 48.2 per cent for less than 2,000 starts. And if that was not strange enough, the official starts figure in 2016/17 for this provider was only 30.

FE Week understands that the ESFA is now investigating why apprentices were moved around the various provider UKPRNs, often many times.

Official 2016/17 achievement rates as published by the DfE			
UKPRN	Provider	Overall Cohort	Overall achievement rate %
10003894	LEWISHAM SOUTHWARK COLLEGE	300	75.4
10004599	NCG	3,440	55.6
10036345	RATHBONE TRAINING	670	73.0
10022763	THE INTRAINING GROUP LIMITED	3,300	58.0

Source: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/691709/Apprenticeships\\_Overall\\_Institution\\_Achievement\\_Rates\\_Tables\\_201617.xlsx](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/691709/Apprenticeships_Overall_Institution_Achievement_Rates_Tables_201617.xlsx)

Unofficial 2016/17 achievement rates as published by the DfE			
UKPRN	Provider	Overall cohort	Overall achievement rate %
10001196	CARLISLE COLLEGE	240	71.5
10053960	KIDDERMINSTER COLLEGE	310	65.1
10004599	NCG	1,880	48.2
10053962	NEWCASTLE COLLEGE	780	65.9
10053961	WEST LANCASHIRE COLLEGE	230	50.7

Source: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/692000/NCG\\_Components.xlsx](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/692000/NCG_Components.xlsx)

## News

# IfATE aspires to have no apprentice start without an assessment body

JESSICA FINO

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Employers should have access to at least one end-point assessment organisation (EPAO) before apprentices start their programme, the body responsible for apprenticeships has said.

The “best practice” recommendation, made in a new Quality Strategy unveiled by the Institute for Apprenticeships and Technical Education today, has been made despite there currently being 120 apprenticeship standards ready for delivery without an EPAO in place.

The institute has repeatedly rejected concerns about apprentices being unable to graduate because they are on standards with no assessment organisation, and has in the past accused those who have expressed such worries of being “inflammatory”.

The Quality Strategy was developed by the institute with its partners at the Quality Alliance, which includes the Education and Skills Funding Agency, Ofsted, Ofqual, Quality Assurance Agency for Higher Education and the Office for Students.

It states that before starting an apprenticeship, there should be: “Assurance that employers have access to at least one end-point assessment organisation possessing the relevant experience and access to sufficient, suitably qualified assessors to develop valid, reliable and manageable assessments, drawing on clear, implementable and employer-approved end-point assessment plans.”

When asked to clarify this statement, the institute declined to comment. A spokesperson would only say: “The Quality Strategy is a shared ambition. All members of the Quality Alliance will be working together towards achieving this.”

But Mark Dawe, chief executive of Association of Employment Providers, believes the answer is obvious. “It is in black and white in the IfATE’s own quality statement,” he told *FE Week*.

“There should be an EPAO ready to deliver end-point assessments before any apprentice starts, something the AELP has said from day one.”

In April last year Sir Gerry Berragan, chief executive of the IfATE, was reported to have told an event in London that neither apprentices nor their employers consider it a problem if



there is no EPAO in place for a standard they are on, and that the AELP was “being inflammatory in consistently raising the issue”.

Dawe continued: “I am sick and tired of hearing about the IfATE’s ‘ambition’ while they continue to let down employers and apprentices every single day for the last two years with a non-existent quality system, with little change in sight.”

*FE Week* was first to report the issue of a lack of end-point assessments, back

in 2016, and has since exposed cases where apprentices had to wait more than a year for someone to test them, while others missed out on a pay rise because there was no EPA in place.

Last month, this publication found there was “serious concern” among universities that the government had still not found an organisation to assess over 1,000 apprentices on the level 5 nursing associate, some of whom had six months left on their course. A spokesperson for the institute said it

was working on finding an EPAO for the nursing associate standard.

“We are confident that there will be an EPA organisation in place for all apprentices,” he added.

The institute said its new Quality Strategy sets out “best practice expectations before, during, and after apprenticeships”.

“This is a major step forward for establishing the highest level of quality we expect from all apprenticeships,” Berragan said.

## Employers having control over UK skills policy is ‘rhetoric, not reality’

JESSICA FINO

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Exclusive

The government should move away from its “unhelpful” mantra of “employers in the driving seat” in UK skills policy because this is “more rhetoric than reality”, new research has suggested.

The phrase was coined with regard to further education in the latter years of the Coalition government – 2010-2015. However, the study has found that instead, the state remains “stubbornly” in the driving seat, particularly as far as apprenticeships are concerned. It adds that the key players – government, employers and providers – are out of balance with one another.

The research, exclusively shared with *FE Week*, was conducted by the Association of Employment and Learning Providers and the Further Education Trust for Leadership via a series of nine roundtable discussions

with 81 sector leaders across the country.

It explored what effect the “employers in the driving seat” mantra has had on their business and decision-making, but found that it has “not had much of an impact at all”.

“It is not clear what employers are supposed to be in the driving seat of, as policy is set by the state, funding is held and released by the state, and the quality of delivery is monitored by the state,” the report said.

“Certainly not a driving seat – [it’s] lucky if it is passenger seat, possibly rear seat or a backwards-facing baby seat.”

It added: “Only the content of delivery is in any way led by employers, but even this is heavily bounded by the state.”

The report said the “emphasis” in the skills system is “too heavily on the state imposing a top-down structure than on the relationships between them that could result in the outputs that are aimed for”.

While employers “in general do not want so much involvement”, providers feel that their expertise and achievements are “under-recognised”.

“There is certainly no desire to sideline the state or to deny its influence and importance in the provision of a skills strategy suitable for the economy as a whole, but there is a strong feeling that if the state viewed the system less as a hierarchy and more as a process of relationships, a wider range of objectives could be simultaneously successfully addressed,” the report added.

Mark Dawe, chief executive of AELP, explained that, in particular, employers are not in control of the development of apprenticeship standards and of the funding band reviews – which have seen some of the most popular apprenticeships, including the chartered manager degree standard, have their funding slashed despite strong appeals from the employer groups who develop them.

“Some employers have told me they have been working on a standard for four years, they know what they want, they submit it to the Department for Education and then [government] comes back and says ‘no, you cannot have it,’ he told this publication.



Mark Dawe

“They are not listening. It’s almost ‘keep asking employers and when they ask for the right thing we will let them have it. And the right thing is what we define, not what [the employers] define.”

Dawe added that the frustration of the providers and colleges present at the roundtables was that they knew how they should be working with employers, but government red-tape, restrictions and a lack of funding are not allowing them the “flexibility” to do it.

“It’s almost as though, if we got rid of the government, then people could just get on with it,” he continued.

“Government saying that employers are in the driving seat is simply not the case, and it annoys employers because they keep getting sold that they are in control and they don’t feel in control.”

A Department for Education spokesperson said: “Employers have been at the heart of our reforms to the apprenticeship programme right from the start.

“We will continue to work with employers to help them take advantage of the levy and wider funding changes, so they can invest in the long-term skills needs of their business.”



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## News

# Degree apprenticeships - should

## Levy funding must stop for all level 6 and 7 apprenticeships, demands training providers

FRASER WHIELDON  
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All level 6 and 7 apprenticeships, including those with integrated degrees, should be removed from the scope of levy-funding to relieve mounting pressure on the budget, the Association of Employment and Learning Providers has said.

The radical proposal comes just weeks after the National Audit Office warned that there is a "clear risk" the apprenticeship programme is not financially sustainable after finding that levy-payers are "developing and choosing more expensive standards at higher levels than was expected".

After the Institute for Apprenticeships and Technical Education (IfATE) revealed modelling that the apprenticeships budget for England could be overspent by £0.5 billion this year, rising to £1.5 billion during 2021-22, the NAO suggested the government should think about reducing the level of public funding for certain types of



Adrian Anderson

apprenticeship.

The AELP estimates that up to £573 million has been committed to level 6 and 7 apprenticeship starts since August 2016.

"Unless the government decides it wants to levy more money from employers, the apprenticeship budget will soon be exhausted, and therefore a new way of funding the highest level apprenticeships has to be found," the association's chief executive Mark Dawe has warned.

FE Week's own analysis of the three types of level 6 and 7 apprenticeship standards (integrated degree; non-integrated degree; and non-degree) found a total of 22,680 starts to the end of November 2018 with a maximum value of £507,438,000 (see table).

The AELP, which represents over 900 training providers, recommends level 6 and 7 apprenticeships, which are equivalent to a bachelor's and master's degree respectively, should instead be funded by employers, a student loan to the apprentice,

and any government grant which is available to full-time HE students.

Adrian Anderson, chief executive at the University Vocational Awards Council, is not a fan of the proposal. "Are AELP really saying the NHS shouldn't be allowed to spend their levy on registered nurses, or police forces on police constables? Does AELP really believe level 2 hairdressing in small and medium-sized employers should be prioritised and funded instead?" he said.

"While the movement upwards in apprenticeship may not be good news for some of the training providers AELP represents, it is great news for the UK economy and public sector services and will open up new progression routes to technical and professional occupations."

Lucy Hunte, the national programme manager for apprenticeships at Health Education England, also criticised the recommendation: "HEE has a great relationship with the AELP, but can't agree that a blanket ban on funding level 6 and 7 from the levy is the answer.

"We certainly don't want to see all the NHS levy used solely on higher level apprenticeships, but we developed the new level 6 health degree apprenticeships to attract candidates to professions where we have critical shortages. Career pathways from level 2 to level 7 are vital."

The AELP argued that degree apprenticeships will not be diminished by the proposed change, as there were 135,000 employer-funded degree apprenticeships in existence before the levy system was introduced.

The recommendation is part of a submission paper to the Department for Education, entitled "A Sustainable Future Apprenticeship Funding Model".

The submission suggests the government should also consider reducing or removing the payroll threshold that companies have to pass before they pay the levy and increasing the amount



Lucy Hunte

companies pay towards it.

Companies currently have to cross a threshold of spending £3 million on payroll before they have to pay the levy, and those that do, pay 0.5 per cent of their payroll bill towards it.

It comes at a time of increasing pressure for degree apprenticeships, after skills minister Anne Milton said in December the government "needs to look at whether we continue to fund apprenticeships for people who are already in work, people doing second degrees".

Milton said the apprenticeship system should be about progressing people with level 2 qualifications on to level 3 and 4 apprenticeships.

The minister has also said, in reference to the rise in degree apprenticeship starts, that fears of a "middle-class grab" on apprenticeships are valid.

In response to AELP's proposal, a DfE spokesperson said: "Higher level apprenticeships give employers the opportunity to strengthen and expand their training in a way they may not have done previously.

"However, we are aware of the NAO's report and we will look carefully at this ahead of the Spending Review."

Type of Level 6 or 7 apprenticeship	Number of standards with starts	Starts up to end of November 2018	Max value of starts	Average value of start	Most popular standard	Making sense of the three types of Level 6 and 7 apprenticeships
Integrated degree	12	4,000	£88,150,000	£22,038	The level 6 Digital and Technology Solutions Professional standard has a funding band cap of £21,000 and 3,020 starts up to the end of November 2018. Currently 23 universities are on end-point assessment organisations for this standard.	For an integrated degree, the end-point assessment (EPA) is done by the university but the assessor must not have trained the apprentice.  As these apprenticeships have a degree element, the provider will be on the Office for Students Register of HE providers and will be regulated by the OfS.
Non-integrated degree	15	10,980	£259,280,000	£23,614	The level 6 Chartered Manager standard has a funding band cap of £22,000 and 4,250 starts up to the end of November 2018.	A non-integrated degree is an existing degree which has been combined with workplace training to meet the full apprenticeship standard requirements.  The apprentice completes their degree, then completes the EPA with an assessment organisation selected by the employer. As these apprenticeships have a degree element, the provider will be on the Office for Students Register of HE providers and regulated by OfS.
Non-degree	14	7,700	£160,008,000	£20,780	The level 6 Accountancy/Taxation Professional standard has a funding band cap of £21,000 and 5,790 starts up to the end of November 2018.	These are level 6 or 7 apprenticeship standards without a degree attached to them.  If the provider of these apprenticeships does neither integrated nor non-integrated degree apprenticeships, it will not be on the OfS Register, so it will not be regulated by the OfS. Nor will the provider be inspected by Ofsted, which does not cover level 6 and 7 apprenticeships. If the provider does integrated or non-integrated degree apprenticeships alongside non-degree level 6 or 7 standards, they will be on the OfS Register and regulated by OfS.
<b>Totals</b>	<b>41</b>	<b>22,680</b>	<b>£507,438,000</b>			

# the levy carry on funding them?

## For

**MARK DAWE**  
Chief executive,  
AELP



The forecasts of a growing levy overspend cannot be ignored, especially when new apprenticeship starts in non-levy-paying SMEs are being strictly rationed at all levels because of the budgetary difficulties.

In a more benign climate, we could push harder for the government to enlarge the apprenticeship budget by increasing the £2.2 billion receipts from the levy after bringing more employers within its scope. Ministers might well decide that this is the way forward, but it is sensible to consider other options within the current budget.

Robert Halfon is right in saying that the degree

apprenticeships have added considerable prestige to the programme. But the growing number of starts at levels 6 and 7 cannot be sustained by the levy alone. Instead, different financial models have to be found for the highest level apprenticeships.

With new level 2 starts less than half their pre-levy number, we cannot claim that apprenticeships offer a ladder of opportunity if the bottom rungs are being chopped away.

The government seems to have lost sight of the importance of SMEs offering apprenticeships, when they have been the bedrock of the programme over the past two decades – consistently making a positive impact on social mobility and productivity.

The AELP proposals would restore a proper balance to what the priorities of the programme should be.

Therefore, in addition to ending levy funding for level 6 and 7 apprenticeships, we propose full funding by government of level 2 and 3 apprenticeships.

A few eyebrows are being raised throughout AELP's broad membership about these proposals, which are for discussion. But a solution is needed and having been given a powerful kickstart by the levy, we believe that the popularity of degree apprenticeships will continue to grow, as these apprentices will still earn while learning, making them years ahead of their full-time HE peers when they receive their degree and apprenticeship.

## Against

**ROBERT HALFON**  
Chair, Commons  
education committee



The Association of Employment and Learning Providers has called for an end to levy support for degree apprenticeships, blaming them for the reported shortfall in levy funding.

But this would be a retrograde step. Far from discouraging degree apprenticeships, we should be rocket-boosting them.

Of course we need to strongly support all apprenticeships at level 2 and 3, and we should be further incentivising employers to train up young people. It's right to be concerned about the increase in level 6 management apprenticeships, if this comes at the detriment of level 2 starts, and we must

make sure young people are able to get their first step on the employment ladder. But while this does need careful examination, to stop funding degree apprenticeships altogether would be the wrong response.

Level 2 and 3 should be seen as important rungs on the apprenticeship ladder of opportunity, giving apprentices the chance of progression to do higher apprenticeships as well.

Degree apprenticeships help build the prestige of the apprenticeship brand, sending a message that technical education is as equally prized as a traditional "academic" degree. They also contribute to addressing the country's high skills deficit – a challenge

that will only become more pressing in post-Brexit Britain.

And crucially, degree apprenticeships provide a ladder of opportunity for the disadvantaged to do higher-level study, without taking on the burden of a huge student loan. They allow students to learn while they earn and emerge from their studies with no debt, a good skilled job and excellent career prospects.

Degree apprenticeships should be a strategic priority of the government, and should be considered the equal of academic degrees in terms of prestige and completion targets. In fact, I would argue that 50 per cent of young people should have the chance to complete degree apprenticeships.

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## Profile

Introducing...

# AIR VICE-MARSHAL WARREN JAMES

Head of training, Royal Air Force

CATH MURRAY  
CATH@FEWEEK.CO.UK

The Royal Air Force introduced apprenticeships within 18 months of its formation. One hundred years on, it has more than 3,000: Cath Murray meets the man who looks after them all

Shortly after taking over as head of apprentice training for the Royal Air Force in 2017, Air Vice-Marshal Warren James bumped into his former cadet flight sergeant at the Cosford airshow.

Peter Hiley was now squadron commander of the same 366 Squadron where James got his first taste of the Air Force as a teenager more than 30 years ago. Delighted, Hiley invited him to meet some of the teenage cadets.

James describes a young cadet messing about with a go-cart, who couldn't get his head around the fact that this impressive figure, decked out in regalia, had once been in his shoes.

"They explained to them I'm an ex-cadet, even though I'm now an air marshal, from the same unit he's come from in secondary school in Sheffield. And he looks at me, 'I don't believe you'. He almost couldn't compute that he

could come from where he was to do this."

The cadet challenged him as he was leaving. "If you're really one of our cadets, will you come back to our Christmas dinner?"

He remembers the moment, six months later, when he turned up with his wife. "This cadet opened the door and he's like 'You meant it'. 'Yeah, I meant it.'"

## "Strict discipline's the wrong phrase. There's structure"

In his after-dinner speech, James told the cadets to find his picture in the squadron scrapbooks. "I'm not special," he told them. "I didn't come from a fancy family, a clever school. You can look across the Air Force today and we are remarkably more like that than people realise."

Sitting in his office at the RAF headquarters in leafy High Wycombe, Bucks, the 52-year-old talks passionately about the RAF's role in motivating



Aircraftwoman Tilly McConkey, an aircraft engineering apprentice, checks the ejection seat on a Jaguar fast jet at RAF Cosford.

young people to succeed. "In essence, you're able to say to them 'What's stopping you?' Because it's probably in your head rather than in your ability. There are a lot of youngsters who could do something and be more than they probably believe at the moment, and try it."

He joined at 18, having wanted to fly from the age of six – inspired by his grandfather who, as a steel worker during the Second World War, was in a protected trade so couldn't enlist. "I think he was a bit frustrated, so he duly imprinted this," he says.

"So I did a bit of time in the air cadets, was very single-minded about what I wanted to do. Then when I was 15 I applied for a scholarship, and to my parents' delight and my surprise, I got one. That guaranteed me a flying scholarship, an Outward Bound course, and direct entry to the service. I joined never imagining 34 years later that I'd be a vice-marshal, basically the chief executive of all Air Force training. And a fair bit of defence training. I've got Army, Navy and Air Force engineers, nuclear, maritime, aviation, ground, electrical are all underneath my current command."

Highlights of his career include Hong Kong in 1997 when all the military bases were handed over to the Chinese. On his wall is a framed picture of a helicopter with the signatures of all the major

figures in the handover, from Chris Patten, then governor of Hong Kong, to the Chinese major general who took over the command.

His father was in the merchant navy, then the oil industry, and his mother worked in catering. He and his younger sister grew up in Sheffield, before moving to the tiny town of Lochgilphead on the west coast of Scotland.

It's funny to think of the RAF as a modern institution, but it's a spring chicken compared with the Army and Navy.

Founded in 1918, its relative lack of history can be a benefit in terms of social mobility, James says. "It has allowed us to just find talent and competence. It doesn't mean that we don't have university graduates and public school boys and girls here, we do. But we have everything and we have them at every level."

One area where they do have history is with apprenticeships. Lord Trenchard, who's often called the father of the Royal Air Force, drove the training agenda from the start. "He got us into apprenticeships within the space of a year and a half of being formed."

One hundred years on, they offer apprenticeships in 24 different trades – from police officer to air traffic controller or dog handler – have an Ofsted outstanding rating, and a completion rate of a staggering 97 per

cent across all of their apprenticeships (the national average is 68 per cent).

Having been historically reluctant to toot their own horn, the service started to make more noise in the run up to their centenary, entering and winning the Macro Employer of the Year category at the 2017 National Apprenticeship Awards.

"There's been a good recognition this last couple of years that we ought to stay slightly noisy, all of us," says James. "Because in fact it's a good story. It's positive. And actually we can show the way."

In general they prefer to take a collegiate approach to national



A mechanical engineer inspects an aircraft propulsion system.



“A lot of youngsters could do more than they probably believe”



A helicopter illustration signed by top officials involved in the handover of Hong Kong from the British to the Chinese in 1997 hangs on the wall of AVM James' office



Weapons Technicians working on a Paveway 4 precision guided bomb.

competitions, he explains. “I think if the Army, Navy and Air Force went to war to try and compete, you could actually drown it out and you would stop other people from growing – particularly some of the small companies would think, ‘I can’t compete with that, you’re winning everything’. So we deliberately don’t. We choose occasionally to step in just to maintain a profile, but we try and work in the background with others – you want others to do well.”

Having such established training programmes that already fit its needs, the RAF worked closely with the government on the apprenticeship reforms “so that the changes didn’t

damage a recognised formula”.

At the same time, he realises the value to the apprentices of having an industry standardised accreditation, which makes their skill transferable. “Everybody always leaves defence eventually, it’s just a case of when. So how do you treat them? And what do you do for them on the way through? So there’s a virtuous cycle of attract, recruit, train, develop, retain, but then transition.”

Most of the RAF’s 3,000 apprentices are on levels 2 and 3, and the force is clear that it sees apprenticeships as giving career opportunities to young people who may not have been

academic high-flyers at school.

To this end, the armed forces were a strong voice against a disproportionate focus on higher-level apprenticeships. “If you’re not careful, then you’re effectively just supplanting a university education with a degree-level apprenticeship education, and you will cream off exactly the same people,” James says, echoing concerns that are rippling through the sector.

“What about the kid who got a B or a C – or didn’t even do that – but actually has more common sense than the rest of them put together? Or has a drive to do something that’s interesting?”

He describes his own officer training

as a “horrible surprise” – the sudden shift from schoolboy to grown-up work. “It wasn’t quite what I expected. It wasn’t bad, it just was a shock. It’s a real change of life, you grow up really quickly.”

He rejects my repeated use of the D-word to describe RAF culture, insisting it’s less about punishment and more about creating the structure for young people to succeed. “Strict discipline’s probably the wrong phrase. There’s structure. So there’s structure about the way you do your daily life, it’s everything from sort of being on time to being smart, to being ready, to being planned. People struggle with that, particularly when they’re 16, 17, 18, 19,

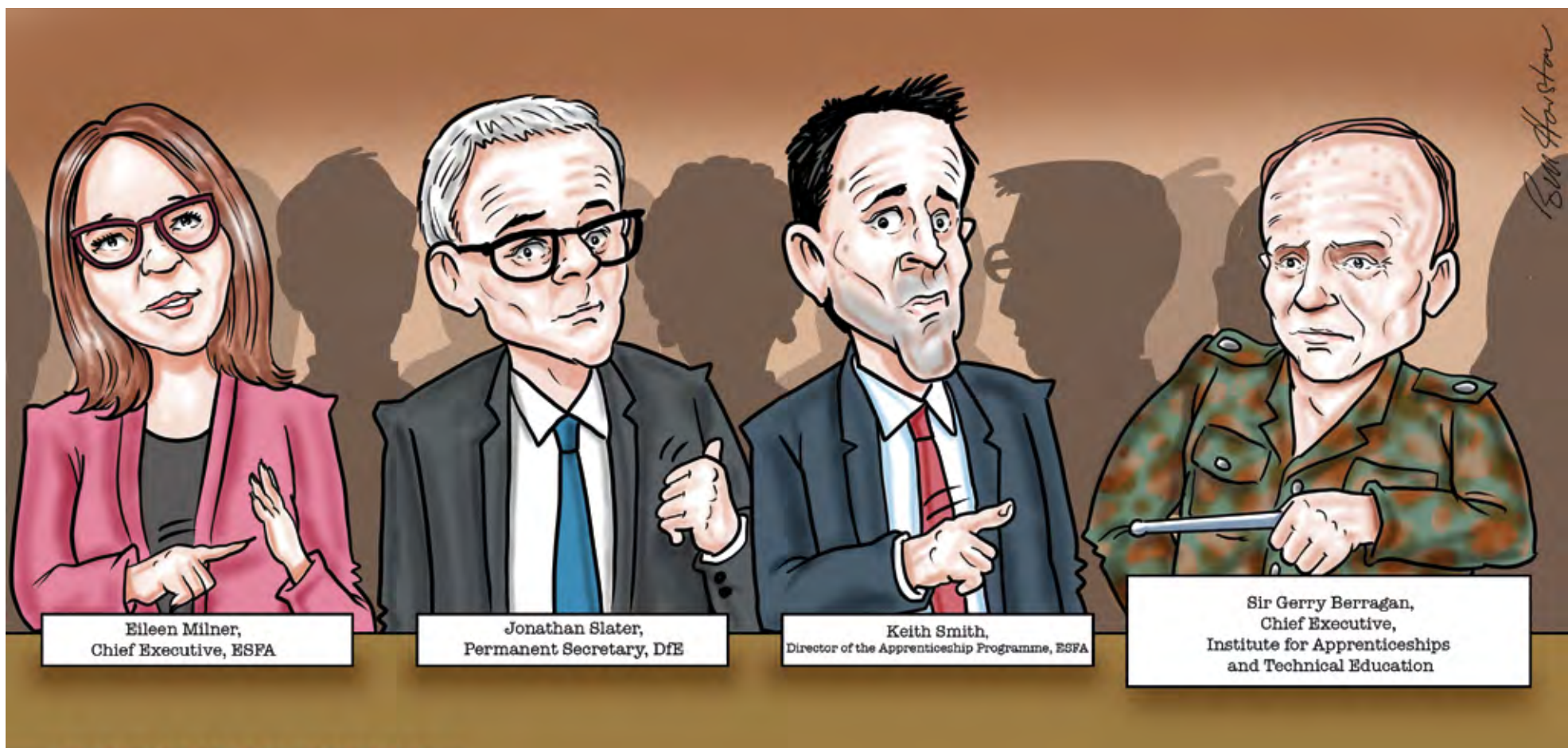
20-years-old.

“But our staff are trained to mentor and assist and coach these people through this.”

But what if they just have a bad attitude? “If they’re not committing or their attitude seems bad, in essence they’ll be given the pastoral care to understand why,” he says.

“I’m actually growing somebody for life here, and they’re in a job. And part of that job is that bit of training. But there’s actually an awful lot more to it. In essence I want an incredibly flexible, adaptable human being who has a skill. But they’ll be able to adapt that, move it, change it.”

## News



## BREAKING NEWS

## Public Accounts Committee

Hillier struggles to make sense of who is in charge of apprenticeship reforms

# Public Accounts Committee to quiz top civil servants from DfE, ESFA and IfATE

FRASER WHIELDON  
FRASER@FEWEEK.CO.UK

An influential House of Commons committee will grill officials on the future affordability of the apprenticeships programme on Monday.

The Public Accounts Committee will hear from the Department for Education's permanent secretary Jonathan Slater, the Education and Skills Funding Agency chief executive Eileen Milner, the agency's director of apprenticeships Keith Smith, and the chief executive of the Institute for Apprenticeships and Technical Education Sir Gerry Berragan next week.

The hearing, which will focus on "the value" of the apprenticeships programme and the effectiveness of its "oversight", follows a recent National Audit Office report on the progress of the programme since the levy reforms in 2017.

Among its main findings, the critical report hit out at the ESFA for having limited assurance that apprentices were spending 20 per cent of their time doing off-the-job training – an issue that PAC chair Meg Hillier then singled out in her reaction to the report.

MPs are also expected to quiz the top civil servants on apprenticeship starts after the NAO found not enough potential recruits had been encouraged to start an apprenticeship by the DfE, and the number of starts fell "substantially" after the levy was introduced in 2017.

Between 2015-16, the last full year before the levy system kicked in, and 2017-18, the first full year after the system came into force, there was a 26 per cent drop in the number of starts.

The NAO also found that, although DfE has improved its performance measures, it is still not clear how it demonstrates the impact of the programme on economic productivity – something the PAC has criticised the government for in the past.

The future affordability of the apprenticeship system will arguably form the committee's main line of questioning.

As revealed by *FE Week* in November, modelling by the Institute for Apprenticeships and Technical Education showed the apprenticeship budget could be overspent by £0.5 billion this year, rising to £1.5 billion

## "What is still unclear is the impact of the programme on economic productivity"

during 2021-22.

The NAO report warned there was a "clear risk" the apprenticeship programme's budget was unsustainable, after the average cost of training an



apprentice in 2017-18 hit £9,000 – double the cost that had been predicted when the programme's budget was set in 2015.

The PAC might also revisit its own apprenticeships report from 2016 during the hearing, which concluded there was a risk the levy system may encourage stakeholders to "behave in ways that work against the objectives of the programme" by, for example, artificially routing other forms of training into apprenticeships.

In her annual report for 2018, Ofsted chief inspector Amanda Spielman warned of this problem when she said graduate schemes were being

"rebadged" as apprenticeships.

The officials are due to appear before the committee at approximately 4.45pm.

At 4pm, MPs will question Derby College's deputy principal and head of apprenticeships April Hayhurst, ACE Training's head of business development Paddy Patterson, Sunderland College's director of apprenticeships Jane Thompson and Utility Warehouse's resourcing business partner Daniel West.

The committee will be exploring the impact and effectiveness of government policy at the frontline, including the government's relationship with employers and providers.

# Apprenticeships Quality Manager



**Salary** - £35,000 - £45,000 (depending on experience) plus car and comprehensive benefits package

**Location** - Wolverhampton with the requirement for National Travel

As Apprenticeships Quality Manager at Veolia, you will work as part of our People Development Team in Wolverhampton. We pride ourselves in providing the best in class Learning and Development to our colleagues and as a vital part of our team you will be 'Developing our People to Deliver a Difference'.

We have embraced the Apprenticeship levy, which has resulted in both improvements to our apprenticeship provision and a sharp increase in the number of apprentices across a wide range of apprenticeship standards.

**What you'll do**

As an Apprenticeships Quality Manager, your overall objective will be to raise standards across the apprenticeship provision.

- Support the Apprenticeships manager in the completion and regular evaluation of the department's Self Assessment Review and Quality Improvement Plan.
- Supporting all Subject Matter Experts in standardisation meetings and embed any changes to achieve high-quality outcomes.
- Collating, evaluating and supporting the use of stakeholder feedback to drive improvements.
- Evaluating performance data and supporting the Subject Matter Experts to use these effectively to improve provision.
- Effective line management of a small team of Apprenticeship specialists, ensuring that all of the team's KPIs are monitored via regular 1:1, setting actions plans where necessary.
- Evaluate and develop the Teaching, Learning and Assessment observation cycle, including the use of peer observations in order to drive the quality of teaching and assessment across the provision.

**The experience you will need**

For success in this role, it is essential that you hold a Diploma in Education and Training (Level 5), as well as the TAQA Level 4, however, an equivalent qualification is acceptable for both elements. Ideally, you will have a PGCE and Level 5 in Leadership & Management.

In terms of the previous experience; We are ideally looking for someone with excellent knowledge of Apprenticeship provision through the experience of working in FE establishments (training provider, college or large levy paying employer). You will also have experience of working with regulatory and awarding bodies such as Ofsted, City & Guilds and CMI. You will have experience of generating an accurate and robust Self Assessment Plan as well as Quality Improvement Plans which have resulted in improved outcomes. This would also include carrying out formal observations, giving high-quality feedback and carrying out audits.

**About Veolia**

We are the UK leader in Environmental Solutions. We offer services and expertise in waste, water and energy management helping to build a more sustainable future. As a global organisation, our work focuses on delivering simple but innovative solutions to preserving natural resources, reducing pollution and protecting our environment.

**How to apply**

Please send a CV and supporting statement to [uki.resourcing@veolia.com](mailto:uki.resourcing@veolia.com) - quoting reference 98807.

For more information on Veolia and for the full job advert, please visit our website - [www.veolia.co.uk/careers/working-us](http://www.veolia.co.uk/careers/working-us).

## DIRECTOR OF INFORMATION SYSTEMS

**£50,000 (POTENTIAL FLEXIBLE WORKING PATTERN)**



The City of Stoke on Trent Sixth Form College is a thriving, lively and successful Sixth Form College, committed to social inclusion. The College is located in an award-winning, state of the art building at the heart of the University Quarter of Stoke on Trent and in 2017 achieved academy status as part of the Potteries Educational Trust.

As a member of the Senior Management Team, the successful candidate will be accountable for the strategic leadership, development, management and organisation of the College's management information and examinations systems, ensuring that both internal and external information demands are met timely and accurately, providing a high-quality service to staff, students, parents and relevant external agencies, including funding agencies.

In order to be successful, you will need to demonstrate an in-depth and up to date knowledge of funding methodologies and other statutory requirements, providing expert advice to senior staff on funding issues where appropriate. You will also be able to show experience in analysing and auditing data and statistics and handling complex information accurately whilst being a strong team player, highly

organised but with the ability to show initiative and where necessary drive change.

This is a role that is likely to grow significantly over the coming years and for the right candidate we are willing to have a discussion around working times and patterns.

**We are delighted to be working with Click CMS on this vital appointment. If you would like to have a confidential discussion with us about this role or to receive an application pack please call Simon Graham or Wendy Preedy on 0121 6438988 or email [permanent@click-cms.co.uk](mailto:permanent@click-cms.co.uk)**

The College is committed to Equal Opportunities. Applications are particularly welcome from members of the ethnic minorities who are currently under represented at the College.

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You should note that an enhanced DBS Disclosure will be required prior to taking up an appointment with the College.

**THE CLOSING DATE FOR APPLICATIONS IS MONDAY 1ST APRIL AT 12 NOON.**

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Starting salary at a point in the range £55,000 - £75,000 pa

Landex is unique as a membership organisation in having as a primary goal, the continuous improvement of all its members through annual peer review, CPD, and the development of outstanding teaching and learning supported by interactive learning materials. In addition, it seeks to represent its members within a wide range of external agencies and funding bodies, as well as securing and delivering funded projects of benefit to its members.

Due to the current postholder securing a position as a College Deputy Principal, we wish to recruit for 1st September 2019

A full job description and recruitment pack for the vacancy can be downloaded from [www.landex.org.uk](http://www.landex.org.uk)

Potential applicants are welcome to discuss the position informally with the Chief Executive. **Tel. 01604 893550**

**Closing date: Friday 29th March 2019**

## WEST LONDON COLLEGE

### Assistant Principal Quality & Performance

West London College demonstrates its commitment to our learners through our values; Excellence, Ambition, Focus, Accountability, Inclusion and Integrity. The post holder will strive to improve lives through, education, training, skills and development, fostering social and economic success, in line with the College's overall mission.

As Assistant Principal Quality and Performance you will join the College at a key time and deliver organisation-wide improvements in quality systems, procedures and staff development.

#### The Role

The successful candidate will be joining at an exciting time as the College continues its journey through a period of growth, whilst maintaining excellent student outcomes, which are amongst the best in London. As part of our strategic leadership team you will lead on the improvement of the quality of every aspect of the College's performance, including both academic and support functions.

You will provide strategic leadership and oversight for quality across the College, you will have overall responsibility for the management and development of exemplar QA and QI processes for all aspects of College provision, with a particular focus on excellence in teaching and learning. You will be a completer-finisher and have relentless drive and focus on ensuring that an outstanding quality profile will be realised across the organisation.

#### The Person

The successful candidate will be a proven leader and manager with extensive experience in the delivery of organisation-wide quality processes and systems. You should be able to demonstrate a passion for teaching and learning and an understanding of how to develop quality processes that support staff to excel in delivering the best possible education experience to every student.

You will be able to demonstrate a track record of success and outline the value that you will bring to the College.

With comprehensive experience in business and quality improvement techniques and strategies to raise achievement and the ability to motivate and inspire a group of professional staff you will come to this role with a clear and transparent vision, and be able to deliver the quality interventions that will underpin the College's behaviours and core values.

#### In addition you will be:

- Able to use data and statistics to enable improvements across the whole College.
- Skilled in developing positive working relationships and promoting the College.
- Financially astute, with an understanding of the impact on costs and funding relating to quality improvement.
- Experienced in delivering change along with working in a large multi-site environment.
- Qualified to a level appropriate to the role.

#### To Apply

For more information and to apply please visit our website and send a CV with supporting statement to [hrresourcing@wlc.ac.uk](mailto:hrresourcing@wlc.ac.uk) quoting the post you are interested in.

**Hours:** 37 hours per week

**Tenure:** Permanent

**Salary:** Competitive

**Closing Date:** 1st April 2019



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# SMARTAPPRENTICES

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## ADMINISTRATOR

Full Time  
Salary: £15000 - £19000 p.a.

An experienced Administrator is required to support a quality Apprenticeship Training Provider.

**Main Purpose of the Job**

Responsible for carrying out general administration duties in a timely manner, adhering to compliance and meeting targets as directed by the Director of Funding & Compliance. The successful applicant will work from the main office in Ferndown, Dorset and the role will primarily be office based.

**Key Tasks**

- Preparing start packs and training materials
- Inputting new learner starts, updates and achievements onto the Learner Management System (PICS) and other systems
- Protecting funding at all times ensuring forms (paper & electronic) are fully compliant prior to processing
- Ensuring learner files and employer files are secure at all

- times, including robust archiving
- Distributing incoming post and ensuring that outgoing post is dealt with timely
- Maintaining stocks of stationery and other materials as appropriate
- Providing an effective telephone service, dealing with enquiries and taking messages

**Education, Experience and Skills Required**

- General administration skills
- Data input skills with experience of PICS
- Knowledge of Government funding requirements
- Experience of working in a training provider setting

**Salary**

- £15000 - £19000 p.a.



## SUPPORT TEACHING & LEARNING (STL) TRAINER-ASSESSORS

A quality Apprenticeship Training Provider is looking for self-motivated experienced and trainee individuals to join their Trainer-Assessor team to deliver high quality Apprenticeships. You need to enjoy developing people in a learning environment and occupationally competent in Support Teaching & Learning with a special needs background. We are looking for Trainer-Assessors in the Bromley area of South East London to work in both mainstream and non-mainstream schools/ adult colleges.

**Main Purpose of the Job**

Responsible for managing a caseload of learners, able to organise and prioritise work to ensure that learners are motivated to achieve their Apprenticeship in a timely manner. Successful applicants will be required to work within a 50 mile radius of their base and attend the main office in Ferndown, Dorset at least once a month or as required.

**Key Tasks:**

- Teach and assess all aspects of the Apprenticeship framework.
- Record learners progress using

OneFile, an online ePortfolio and online tracking platform.

- Self-generate starts to maintain and maximise caseload.

**Education, Experience and Skills Required:**

- You should hold a relevant A1 - D32/D33 - TAQA qualification or equivalent or be willing to undertake a qualification as a trainee Assessor.
- You should occupationally competent in Support Teaching & Learning.

**Other Requirements:**

- DBS check as appropriate
- Mobile and flexible working is required

**Benefits include:**

- Competitive salary.
- Business mileage paid at 35p per mile.
- 25 days paid holiday increasing to 30 days per year plus bank holidays.

**Salary:**

- £19,000 to £21,000 (Trainee)
- £21,000 to £26,000 (Experienced)

To apply, please visit: <http://www.quest-vocational-training.co.uk/information/careers/>

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## EDITORIAL



## The numbers expose the truth - level 6 and 7 is mostly 'dead weight' and unaffordable

This week the Association of Employment and Learning Providers called on the government to stop subsidising all level 6 and 7 apprenticeships.

Their proposal is radical because big employers have lapped up the opportunity to develop and have subsidised many expensive professional level apprenticeships to replace existing training schemes.

Take the level six accountancy / taxation professional standard with a £21,000 funding cap for example, developed by firms including KPMG, Ernst and Young and PWC.

In less than two years since being introduced

there had been 5,790 starts on this standard (2,080 of them coming in just the first four months of 2018/19), representing two thirds of all the starts on non-degree level 6 and 7 standards with a maximum cost coming in at over £120 million.

Take the level 6 Chartered Manager standard with a £22,000 funding cap for example, developed by firms including Barclays Bank, Santander and Virgin Media.

There had been 4,250 starts on this standard up until the end of November 2018 (1,300 of them coming in just the first four months of 2018/19), representing nearly half of all the starts on non-integrated degree level 6 and 7 standards

with a maximum cost coming in at over £100 million.

Take the level 6 Digital and Technology Solutions Professional standard with a £21,000 funding cap for example, developed by firms including Accenture, GSK and Fujitsu and assessed by over 20 universities.

There had been 3,020 starts on this standard up until the end of November 2018 (840 of them coming in just the first four months of 2018/19), representing three quarters of all the starts on integrated degree level 6 and 7 standards with a maximum cost coming in at over £50 million.

And overall, up to the end of November 2018 the 41 standards at level 6 and 7 have

already secured up to half a billion of funding. In addition, there are 38 standards at level 6 and 7 approved for delivery but with no starts as at the end of November 2018 and a whopping 87 more in development.

So a total of 168 standards at level 6 and 7 that the AELP says should no longer be funded by the levy, but instead by the employer or apprentice with a loan.

In light of the fall in participation at the lower levels, it is not hard to agree with the AELP, even if such a radical idea simply serves to push for a more honest debate about what the levy should be spent on.

The levy should not be

'dead weight', defined as public subsidy replacing employer spend on ongoing staff development at degree and graduate level.

The levy should be spent on supporting people that would not otherwise be assisted, primarily young people entering trades and professions at level 2 and 3.

Simples.

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

## Readers' reply



EMAIL



TWITTER



FACEBOOK



WEBSITE

### Government consults on plans to withdraw funding for applied generals, including BTECs

I think this would be a backward step. BTECs are well established and well known among firms in certain sectors.

Darren Hankey

BTECs, properly delivered, are outstanding qualifications that provide and accredit the highest quality technical education. I'm a BTEC boy myself, so have a vested interest.

Jason Lancaster

### Revealed: Apprenticeship employer fees to be halved from April 1 - no joke

Nothing new - the Chancellor and the Treasury have just played hokey-cokey with it for a few months. But nothing either from Treasury to fix the

funding dry-up which is hitting non-levy payers and providers, which train three-quarters of apprentices in the first place

Gordon Marsden MP

Ofsted finds workers being forced on to provider's apprenticeship programme Forcing staff into a "team leader apprenticeship" (otherwise known as a line management course) is just embarrassing - both for the training provider and the government's apprenticeship programme.

Tom Richmond

### Stop levy funding for all level 6 and 7 apprenticeships, demand training providers

I recall that the Wolf report in 2015 set out the negligible impact on UK productivity from the massive influx of HE fees. Four years on and the government student

loan burden is unsustainable. Is the same cycle being repeated in apprenticeships?

John Thornhill

Levy funding is best reserved for those starting a career, not those who already have a good management position.

Charles Yates

The accounts level 7 apprenticeship gives opportunity to have qualified accountants who without the levy may not have completed the qualification. It increases social mobility and is a direct progression from lower-level apprenticeships.

@Babington

The levy needs a strategy and a plan, not an arbitrary barrier.

Len Tildsley

## REPLY OF THE WEEK

### Government consults on plans to withdraw funding for applied generals, including BTECs



My daughter, who struggled academically, is highly motivated by her BTEC. Its greater accessibility and practicality have seen a reluctant student identify a route to success and to university. The positive transformation is remarkable. Students are different - why not qualifications?

@DisIdealist

## Experts



## SKILLS ON PARADE

Sir Gerry Berragan, Chief executive,  
Institute for Apprenticeships  
and Technical Education

# Why we have decided to become more transparent about our plans

### Sir Gerry Berragan sets out his institute's programme for the new financial year

The Institute for Apprenticeships and Technical Education is two years old next month and has developed considerably in that time. We have reduced the time it takes to approve new apprenticeship standards, effectively doubling our approval rate, and learner and employer engagement with the reform programme has increased. But we will not rest on our laurels and this year are looking at how we continue to improve, with a key focus on quality.

Our aim is for apprenticeships to enjoy a respected and prestigious status as an attractive route to skilled employment and further development. To do this they must be universally associated with the highest standards.

To that end, this week we have published the Quality Strategy, developed with our partners in the Quality Alliance. This sets out best

practice expectations before, during and after apprenticeships.

The institute chairs the alliance, whose members include the Department for Education, Ofsted, Ofqual, the Quality Assurance Agency and the Office for Students. The Association of Employment and Learning Providers, the Association of Colleges, the Federation of Awarding Bodies and Universities UK attend meetings as observers.

The strategy is a commitment to ensuring that the training apprentices receive, on and off the job, is of the highest quality, leading to an end-point assessment that demonstrates that they are occupationally competent.

As part of this, we are developing a revised framework for external quality assurance and working with the Education and Skills Funding Agency to strengthen the criteria applied to the register of end-point assessment organisations.

The institute is always happy for

feedback and to consider how we can evolve and improve.

We have been criticised for being too secretive. Any new organisation tasked with such important responsibilities for ensuring the success of the technical education reform programme inevitably would be initially cautious in how it communicated with employers, the FE

## “We have been criticised for being too secretive”

sector and wider world.

But our established position in the apprenticeships and T-levels arena is enabling us to engage more freely with the press and public.

Wherever possible we are happy to share information with our stakeholders and the public so they can understand the work we do – although there will

always be cases where commercially sensitive information cannot be shared.

But to improve transparency we are reviewing our processes, including how funding bands are calculated and what supporting information can be shared. We hope to make more information public in time.

We also launched our Faster and Better programme with the aim of working more closely with employers to refine our processes so that standards could be identified, developed and approved more quickly and effectively.

We published our 400th standard last month, two months ahead of schedule, and have now moved on to more than 410.

Now we are looking to a second wave of improvements and to having 500 approved standards before the end of this next financial year.

We are also proud to have played a key role in creating a rich training landscape that provides a range of opportunities at all levels. We don't see

a “middle-class grab”, but rather a broad system that supports learners from a diversity of backgrounds and education to learn new skills in a wider range of apprenticeships.

Most recent provisional figures confirmed that employers and apprentices are throwing their support behind the new apprenticeships, with starts on standards now topping 300,000.

Our preparations for T-levels are also going to plan and, as things stand, the first wave will be available for teaching from September next year. And this week we have released the Invitation to tender for the next seven pathways in wave two of T-levels, two weeks ahead of the original release date.

This approach allowed the government and the institute to work with providers, employers, awarding organisations and other partners to design the new system for successful further rollout.

It all points towards exciting times ahead for technical education and an established and successful institute.

## JOYCE BLACK

Deputy director research & development,  
Learning and Work Institute



# The C-word that means much more than ‘could do better’

### Labour's new commission is a chance to establish truly integrated lifelong learning, says Joyce Black

The first three months of 2019 have shown us that C can mean celebration, centenary and, of course, commission. Lifelong learning is the thread that brings them all together.

Three important adult education organisations are celebrating this year: the Open University and Aontas, the national adult learning organisation in Ireland, have both reached their 50th birthday, while the iconic London adult education centre, City Lit, is marking its centenary. These organisations are all very different and were set up with different purposes, but they have all transformed the lives of adult learners who might have otherwise missed out.

Another centenary being commemorated this year is the Ministry of Reconstruction's 1919 report on adult learning, which described adult education as “a permanent national

necessity” that should be “both universal and lifelong”. One hundred years on and we're still having to make the case, even though there is so much more research and evidence, including from the Learning and Work Institute (L&W), which clearly demonstrates the impact adult learning has on the individual, communities, economies and society.

For the past 26 years, L&W's Festival of Learning – the biggest celebration of lifelong learning in England – has highlighted the many and varied opportunities learning can bring to individuals, their families, communities and employers. It has been my privilege and pleasure to read the nominations for the past 17 years, to read first-hand the transformative examples of lifelong learning and retraining.

And so on to the C for commission. It seems that a new commission is either announced, launched or has published a report every week, but I have a particular interest in Labour's

new Commission on Lifelong Learning. Its task will be to develop proposals that will create a system of lifelong learning that is genuinely integrated across all types and providers of education; proposals that give individuals access to the education and training they need

## “Cross-departmental discussions need to take place now”

throughout their lives, not just to serve the economic need, but to improve their own life chances.

While this can sound like so much familiar rhetoric, one question that is also included is, “can and should lifelong learning support other government policy priorities – health

being one such example?”

This for me is the key question and if the answer is “yes”, then not only for health. If a future Labour government is serious about this, then those cross-departmental discussions need to take place now. Government departments need to embrace the demonstrable value of adult learning and education in addressing more of their strategic priorities and policies in health and social care, social integration and community cohesion, social mobility – and not forgetting industry, in the context of the fourth Industrial Revolution.

While we know that there is much international evidence of the impact of adult learning across other public policy agendas, three recent L&W reports (Healthy Wealth and Wise; Learning Work and Health; Time for Action) bring together the evidence and the arguments as to why and how lifelong learning should support other government policy priorities.

Some of the suggestions I will be making to the commission include: taking a more co-ordinated and integrated and longer-term focused approach to health and associated services, including adult learning and employment programmes; supporting learning linked to health, work and communities (social prescribing) much more strategically across the UK; linking social prescribing with entitlements to a personal learning account to help give individuals greater choice and ownership over their learning, as well as more flexible help with the cost. I could go on.

I have joined with other colleagues on the commission, bringing more than 40 years' experience in FE, and am looking forward to developing a genuinely integrated lifelong learning system that meets the ever-changing needs of individuals and our country. This is the time not to just be bold and radical, but to also be creative and credible.



# TOM BEWICK

Chief executive, Federation of Awarding Bodies



## Labour's NES commission should be reading this green paper

**National Education Service? Labour would do better to develop a new national education entitlement for those aged 18 to 74, says Tom Bewick**

Twenty years ago, the Labour government published a seminal green paper, *The Learning Age*. It was responsible for a lifelong learning strategy that many in the sector still talk about. Two central policy tenets – individual learning accounts and the university for industry – were a recognition that society had moved on from the statist, monolithic provision of public services.

The learning age “will be built on a renewed commitment to self-improvement... learning supports active citizenship and democracy”, wrote David Blunkett, then education secretary, in a foreword to the paper. Blunkett came from a social democratic tradition within the Labour movement. As a council leader in the 1980s he had seen the limitations of central diktat

from Whitehall. He also had no time for municipal Marxism, preferring instead to follow the pioneering efforts of the early trade unions who had set up their own workers' educational institutes and correspondence courses.

Of course, the individual learning accounts and university for industry policies ultimately failed. Not because they were wrongly conceived, but the result of extremely poor implementation. The learning accounts, hugely popular with adult returning learners, closed because of fraud. And the so-called university for industry never really engaged with enough companies, making the whole proposition null and void.

The recent history of lifelong learning policy is important because, it seems, Labour – now in opposition – has no intention of drawing any lessons from it. *The Learning Age* should be compulsory reading for every member of the commission it has tasked with putting flesh on the bones of its rather nebulous

National Education Service (NES). What they'd soon discover is that the goal of achieving a widespread learning culture where everyone is empowered to take part has little to do with tinkering about with institutional structures – central or local.

**“If Labour wants to look forward, it needs to change the rhetoric”**

You would expect a serious consultation like this to focus on what barriers to learning need to be addressed to equip citizens with the skills to succeed in the fourth Industrial Revolution. Instead, the focus is about “local accountability” structures. It's a throwback to the 1970s and the glory days of the Inner London Education Authority,

no doubt a period fondly remembered by those around the current Labour leader.

The paper drips with anti-market rhetoric. Education has been treated like a “commodity”, it says, “with the needs of the private sector prioritised instead”. Absolutely no recognition that the only reason apprenticeship opportunities quadrupled under the last Labour government was because the independent training providers stepped in. Private providers still deliver 76 per cent of all apprenticeships. Or that our qualifications are envied and exported the world over because they have always operated in a mixed-market economy, constitutionally independent from the state.

If Labour really wants to look forward, not back, it needs to change the rhetoric. Post-compulsory education has always been a collaborative partnership between the state, private companies and individuals. The model of the National

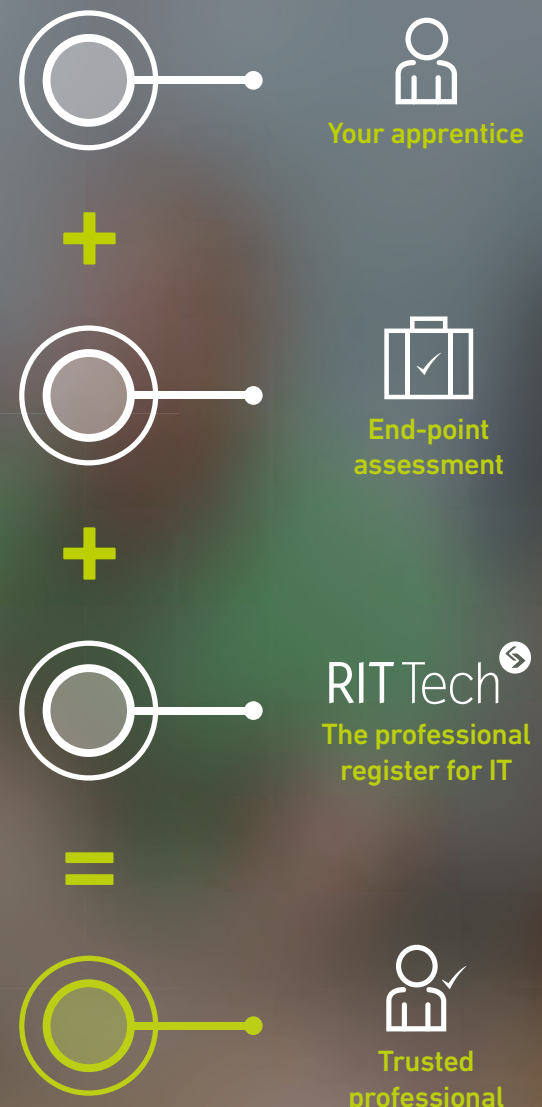
Health Service is not the one we should be basing a 21st-century lifelong learning policy on.

Sure, the NHS concept has provided a catchy slogan for politicians to talk about how learning should be “free at the point of use” and available “from cradle to grave”. But the public is not stupid. The NHS has gatekeepers at every level rationing the medicines and treatments patients can receive. And while the NHS is close to a national religion, people also understand the limitations of how much taxation can be increased to fund it.

Labour would do better to develop a new national education entitlement for those aged 18 to 74. It should resurrect individual learning accounts and empower citizens through those to seek out the skills and retraining that is required. Ultimately, education is a public and a private good. What people care about most is not which democratic structures oversee them, but the real purchasing power in their pockets that allows them to find the courses they need.

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# Bulletin



**Koen Lamberts**

Chair of the board of trustees, UCAS

Start date September 2019

**Concurrent job**

President and vice chancellor, University of Sheffield

**Interesting fact**

He enjoys mountain biking in remote places.



**Stephanie Bridgeman**

Board member, Nelson and Colne College

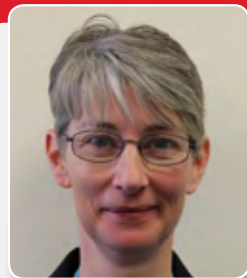
Start date December 2018

**Concurrent job**

Founder, Experienced Media Analysts

**Interesting fact**

She loves aerial yoga and can often be found hanging upside down in classes on a Tuesday afternoon.



**Lorraine Hill**

Chief finance officer, City College Plymouth

Start date March 2019

**Previous job**

Director of business and finance, Treviglas Academy

**Interesting fact**

She loves to watch cookery programmes, but her husband is in charge of cooking at home.



**Neil Bates**

Chair, Edge Foundation

Start date March 2019

**Concurrent job**

Managing director, Technical Professional Education Limited

**Interesting fact**

He used his inheritance to build a school in Burma.

# Movers & Shakers

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

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

# Got a story?

# Get in touch.

Contact: [news@feweek.co.uk](mailto:news@feweek.co.uk)  
or call 020 81234 778

The logo for the Society for Education & Training, featuring the text "SOCIETY FOR EDUCATION & TRAINING" inside a white circle with a black border, surrounded by several overlapping circles of various shades of blue and black.

**SOCIETY FOR  
EDUCATION &  
TRAINING**

A circular photograph showing two men in a professional setting. One man, bald and wearing a dark suit and light blue shirt, is smiling and looking towards the other man. The second man is seen from the back, wearing a dark suit. The background is a bright, modern office environment.

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The logo for the Education & Training Foundation, consisting of a white rectangular box with the text "EDUCATION & TRAINING FOUNDATION" in blue.

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📍 ICC BIRMINGHAM 📅 29 FRIDAY 29 MARCH

# 1 WEEK TO GO!

Sponsored by NCFE, the event repeats the successful format of last year when apart from a brief introduction and general policy update by Mark Dawe to welcome delegates, it will offer a series of workshops across one day to enable providers to drill down into subjects to enable more effective and high quality delivery.

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## WORKSHOPS

OFSTED'S NEW CIF | CHRIS JONES HMI, OFSTED

WHAT EMPLOYERS EXPECT FROM APPRENTICESHIP PROVIDERS | MIKE ROGERS, BA, LLOYD THOMAS, CO-OP

EPA CHALLENGES | SARA HALL, NCFE

TRANSITION TO APPRENTICESHIPS STANDARDS | JAMES BILLINGHAM

INTERNATIONAL OPPORTUNITIES | GRAHAM HASTING-EVANS, NOCN & STEPHEN JOHN, DIT

KEY APPRENTICESHIP POLICY UPDATES | SIMON ASHWORTH, AELP

REGISTER REFRESH | STEVE O'HARE, SCLO

OFSTED INSPECTION READINESS | IAN BAMFORD, PARAGON SKILLS

DELIVERING GOOD STUDY PROGRAMMES | KATE LOU, SCL

OFF THE JOB TRAINING | STEWART SEGAL, AEGIS

DEVOLUTION UPDATE | DAVID JONES, NCFE & HARMINDER MATHARU, AELP

GOOD GOVERNANCE | ALEX MILES, WYLP

TAKING ADVANTAGE OF TECHNOLOGICAL ADVANCES | LUCY DUNLEAVY, LEARNBOX & SUSANNA LAWSON, ONEFILE

### 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

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

Difficulty: Easy

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

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: Nicola March

### Solutions

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

Difficulty: Easy

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

Difficulty: Medium

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