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EDITION 281

FIRST TO FACE INSOLVENCY



- › Minister applies to High Court to protect over 2,000 students
- › Education administrator would take on scandal at Hadlow College
- › Group seeks to reassure over 400 staff as assets offered to local colleges

Exclusive


NICK LINFORD NEWS@FEWEEK.CO.UK

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MEET THE TEAM


FEWeek.co.uk



Nick Linford

EDITOR


@NICKLINFORD
NICK@LSECT.COM



Shane Mann

MANAGING DIRECTOR


@SHANERMANN
SHANE@LSECT.COM



Cath Murray

COMMISSIONING EDITOR


@CATHMURRAY_ CATH@FEWEEK.CO.UK



Billy Camden

CHIEF REPORTER


@BILLYCAMDEN
BILLY@FEWEEK.CO.UK



Jessica Fino

SENIOR REPORTER


@JESSFINO
JESSICA.FINO@FEWEEK.CO.UK



Fraser Whieldon

REPORTER


@FRASERWHIELDON
FRASER@FEWEEK.CO.UK



Simon Kay

DESIGNER

SIMON@FEWEEK.CO.UK



THE TEAM

HEAD DESIGNER

DESIGNER

PHOTOGRAPHER

FINANCIALS

SALES TEAM LEADER

ADMINISTRATION

PA TO MANAGING DIRECTOR

Nicky Phillips

Simon Kay

Ellis O'Brien

Helen Neilly

Bridget Stockdale

Georgina Heath

Victoria Boyle


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Learning & Skills Events, Consultancy and Training Ltd

161-165 Greenwich High Road
London SE10 8JA
T: 020 8123 4778
E: news@feweek.co.uk

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New RoATP applicants left in the dark six months after relaunch

BILLY CAMDEN
BILLY@FEWEEK.CO.UK

Exclusive

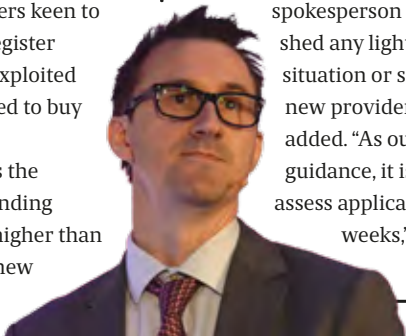
New applicants trying to get on to the refreshed apprenticeship provider register still do not know whether they have been successful, six months after the government re-launched it.

Officials cannot say when the decisions will be announced.

The register of apprenticeship training providers finally reopened on December 12 with more "stringent and challenging entry requirements".

This was more than a year after the last window closed – a time period which left many providers keen to be accepted on to the register frustrated. Some even exploited a loophole and attempted to buy their way on.

FE Week understands the Education and Skills Funding Agency has received a higher than anticipated number of new applicants since the register reopened.



Keith Smith

This will largely be because the register now requires all subcontractors delivering apprenticeships to be listed on it, including, for the first time, those delivering less than the previous threshold of £100,000 a year.

The ESFA says its "aim" is to assess applications within 12 weeks. But none have been added to date.

At the time of reopening the register in December, 2,571 providers were listed. In an update published this month, the figure was down to 2,545.

Numerous organisations have got in touch with FE Week to express their frustration at the delay and wanting to know the cause of the hold-up.

A Department for Education spokesperson couldn't shed any light on the situation or say when the new providers will be added. "As outlined in our guidance, it is our aim to assess applications within 12 weeks," she said.

"However, there may be occasions when this will take longer as we have been working through the applications to ensure we are consistent and robust.

"More details on the next stage of applications will be available in due course."

All providers currently on the register are being asked to reapply in segmented groups throughout this year – with those that are deemed "high risk" and not delivering training being invited first.

FE Week analysis in December showed that almost 580 of providers on the register did not deliver any apprenticeships last year.

Any providers without any delivery within a 12-month period face being removed, under the new, stricter rules.

The government began inviting reapplications in January. If all of the inactive providers were chosen to be reassessed at the beginning of this year, that might go some way to explaining why the ESFA hasn't got around to sorting the new applications yet.

Changes to the register were



revealed by the ESFA's director of apprenticeships Keith Smith in October.

It will now stay open indefinitely – meaning that providers can apply on a rolling basis, rather than having to wait for an application window.

New questions during the application process have been introduced to "test a provider's ability to deliver" high standards.

There will also be greater scrutiny: companies will have to have traded for 12 months at least in order to be

eligible for application and provide a full set of accounts if they wish to be on the register.

All providers can make two applications to RoATP within a 12-month period.

The changes come after FE Week has reported extensively on the problems with the original application process, and discovered, for example, one-man bands with no delivery experience being given access to millions of pounds of apprenticeships funding.

ESFA suspends more providers from recruiting apprentices

FRASER WHIELDON
FRASER@FEWEEK.CO.UK

Six new providers have been temporarily banned from recruiting apprentices following early Ofsted inspections.

Since October last year the watchdog has monitored every directly funded provider that won a contract to deliver training after April 2017.

The Education and Skills Funding Agency has released an updated version of the register of apprenticeship training providers for May, which shows 33 are banned from taking on apprentices.

Six more were added this month: Cogent Skills Training, EMA Training, Moor Training, Piper Training, Right Track Social Enterprise, and Vogal Group.

Each was found to have made "insufficient progress" in at least one area during an Ofsted monitoring visit.

They cannot recruit until they have received a full Ofsted inspection and been awarded at least a grade three for

apprenticeship provision.

Training can still be delivered to their existing apprentices, but they cannot train or take on new apprentices as a subcontractor.

Cogent Skills Training, which specialises in life and industrial sciences and had 106 apprentices at the time of inspection, was found to have made poor progress in ensuring it met all the requirements of successful apprenticeship provision. Inspectors said that "too many" learners were "accomplishing little more than accrediting existing skills".

Ofsted marked down EMA Training in the same area because its 28 apprentices, all would-be train conductors and drivers for Southeastern Trains, received no time during work hours to develop skills and behaviours after extended training at the start of their programmes.

Managers at Moor Training, which specialise in plumbing, heating and gas engineering, were found to have not kept accurate information on its 44 apprentices' start dates, whether any had withdrawn from training,



and the number who finished their apprenticeships.

Piper Training, an arm of the Building Engineering Services Association, had 123 apprentices on heating and ventilation courses.

It has been barred after leaders were found to have concentrated too much on contractual compliance and financial and business developments, and not enough on ensuring employers knew how to support their apprentices.

Its leaders were criticised for not observing any teaching in the

subcontracted colleges where most of its apprentices were taught, and for not checking whether subcontractors' plans for learning were clear and logical.

Tony Howard, its training director, previously told FE Week it had had ongoing issues with subcontractors not submitting enough information for it to monitor progression.

"We are working with our subcontractors to drastically improve on their capability to report at the frequency we are requiring."

Ofsted reported the quality

of training received by the 23 apprentices at childcare, business administration and customer services provider Right Track Social Enterprises did not always take adequate account of job tasks and responsibilities, or the specific needs of employers.

And inspectors found staff at Vogal Group, which had 18 apprentices on engineering and manufacturing courses, did not have "appropriate awareness" of safeguarding. Its policies were out-of-date, and apprentices only had a basic understanding.

Ofsted has started full inspections of new providers banned from taking on new starts after "insufficient" monitoring reports and awarded grades that allow them to start recruiting again.

The first was at Watertrain Ltd, which was rated "requires improvement" in February. Since then, other turnaround providers have included Unique Training Solutions and Mitre Group, both rated "good" in April.

News

Providers face further wait on tender outcome as GLA wrestles with queries

FRASER WHIELDON
FRASER@FEWEEK.CO.UK

Exclusive

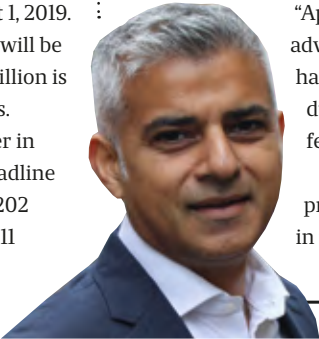
Providers awaiting the outcome of the Greater London Authority's adult education budget tender will not be told the outcome for weeks, despite the list of winners being approved by the mayor over a month ago.

The delay, which has left many providers frustrated, has been blamed on a "large number of queries" raised by applicants.

They were bidding for a share of the adult education budget being devolved to the GLA on August 1, 2019. The authority's annual budget will be £306 million, of which £130 million is being procured over four years.

The GLA launched the tender in October, with a submission deadline of December 21, and received 202 bids for the total amount of £811 million.

A list of winning providers was then "endorsed" by



Sadiq Khan

the authority's adult education budget (AEB) board on April 10 and feedback to bidders was meant to be released on April 23, with a standstill period commencing April 24 to May 3.

But more than a month later and with just over two months to go until the devolution handover, providers have told *FE Week* they have yet to be informed whether they have secured an AEB procured contract.

Explaining the delay, a spokesperson for the Mayor of London Sadiq Khan, said: "Funding decisions have been slightly delayed due to the need to process a large number of queries raised by potential providers' applications.

"Applicants will be advised if their bid has been successful during the next few weeks."

By contrast, providers applying in the West

Midlands Combined Authority tender for AEB funding have this week been made aware of the results (see story below).

The delays to the GLA's procurement come despite plans for the authority to topslice £3 million from the AEB every year to cover administrators' wages, as revealed by *FE Week* in May last year.

The mayor was warned in September that a team of 72 administrators may not be enough to handle the fund when devolution kicks in, with procurement being a key issue.

The delay to the GLA's tender comes just weeks after the authority's own risk register re-graded the devolution programme from green to amber for the first time.

Papers included in the agenda for a board meeting on April 10 predicted £950,000 of implementation funding would not be enough to cover all the implementation costs up to the end of July 2019, mainly due to rising system costs of GLA OPS – the Grant Management System – which is expected to handle the majority of AEB expenditure.



At the meeting, the board endorsed spending up to £650,000 from the implementation budget and the GLA reserves to develop GLA OPS, after it had already agreed in February to increase the spend on developing systems for the AEB programme from an average of £54,000 per month to £105,000 per month.

The GLA is one of seven English mayoral areas which are taking control

of their areas' AEB this year.

Devolution expert Dr Gareth Thomas told *FE Week* in October that while the authorities "may be able to complete the procurement and contracting" it was less certain that providers would "be able to adapt their delivery models and put appropriate partnership arrangements in place" in time.

This, he warned, may lead to "market instability".

The 21 winners of the West Midlands AEB tender

FRASER WHIELDON
FRASER@FEWEEK.CO.UK

Exclusive

The first winners from a devolved adult education budget (AEB) competitive procurement process have been told the good news.

The list of 21 providers which have been awarded AEB contracts by the West Midlands Combined Authority (WMCA) has been sent only to the providers, but has also been seen by *FE Week*.

WMCA is one of seven Mayoral areas due to take control of the adult education budget from the 2019-20 academic year.

The WMCA will be responsible for a budget worth £125.6 million in the 2019/20 academic year.

The authority put up to £28 million of its overall AEB out to competitive tender in January, according to the minutes from a meeting of the authority's board from that month. The minutes also reveal that the contracts were due to be awarded in April and

provision is scheduled to commence in September 2019.

The contracts from this procurement are intended to be awarded for an initial period of one year, with an option to extend for a further two years.

A spokesperson for the West Midlands Combined Authority told *FE Week*: "After confirmation of award on May 27, the next stage will be the on-boarding of providers. There may be further targeted commissioning where we see gaps in the overall market response."

The tender was split into two lots: one focuses on tackling unemployment among young people and supporting priority groups such as care leavers, the homeless and long-term unemployed people; another focuses on improving the skills of low-paid, low-skilled workers and increasing apprenticeships.

The 13 separate providers chosen for the lots include Serco, the major public services contractor, which received a grade three in its most recent Ofsted inspection of its apprenticeship provision, but redeemed itself by making "significant progress" in two

areas of an ensuing monitoring visit.

Advanced Personnel Management Group (UK) Limited, another provider for the workers' lot, received a grade three at its last inspection.

Phoenix Training (Midlands) Ltd received a grade three as well, and had to withdraw certain adult programmes after its plans to develop longer courses and apprenticeships failed.

Several providers that have been chosen have not yet been inspected.

In addition to the 21 main providers, WMCA expects to be also supporting 46 subcontractors indirectly.

WMCA's providers are the first to be revealed for any of the combined authorities that are taking over the AEB for their region.

The AEB mayoral board of the Greater London Authority endorsed a list of organisations to receive contracts in April, but their names have not been published and the providers themselves are yet to be told whether they have won a contract. (See report above.)

The Liverpool City Region Combined Authority has agreed to award contracts to 19 bidders, subject to due diligence and contracts being signed

AEB providers for West Midlands Combined Authority

AEB for workers	AEB for unemployed people
Total Training Company (UK) Ltd	Skills Training UK
Gecko Programmes	Go Train Ltd
Go Train Ltd	Gecko Programmes
Back 2 Work Complete Training Ltd	Back 2 Work Complete Training Ltd
BCTG	Vocational Skills Solutions
Enterkey Training Ltd	Enterkey Training Ltd
Skills Training UK	BCTG
P.T.P Training Limited	Total Training Company (UK) Ltd
Vocational Skills Solutions	GB Training (UK) Ltd
GB Training (UK) Ltd	
Serco Ltd	
Phoenix Training (Midlands) Ltd	
Advanced Personnel Management Group (UK) Limited	

and returned.

FE Week understands Tees Valley Combined Authority is currently in the final stages of funding awards and is expected to make a decision in the coming months.

The West of England Combined

Authority is making decisions on allocations at its next committee meeting on June 14.

The procurement exercise being run Greater Manchester Combined Authority is still live, according to a spokesperson.



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Mystery surrounds second delay to Havering College merger plans

JESSICA FINO
JESSICA.FINO@FEWEEK.CO.UK

Exclusive

A cash-strapped college's future has been thrown into doubt after a merger it was depending on to sort out its finances was delayed for a second time in mysterious circumstances.

A formal merger between Havering College of Further and Higher Education, Havering Sixth Form College and New City College – which are currently part-joined in a federation – was supposed to be concluded last month, after an initial delay in January this year.

But this hasn't come to fruition and all three colleges have remained tight-lipped, saying no more than that the plans have been postponed.

Havering College was hit with a financial notice to improve in June last year, after it reported a £3 million loss in 2016/17. The deficit increased to £3.2 million one year later.

The college was heavily reliant on this merger to go ahead to resolve its financial struggles, and had requested an overdraft of £1 million from Barclays Bank and exceptional financial support of £2.25 million from the ESFA as “cash-

flow risk-mitigation measures”. It is not known whether these requests have been granted.

In its 2017-18 accounts, the college warned that if these requests were not approved and the planned merger failed to proceed to completion, “there would be a material uncertainty regarding going concern”.

In order for the merger to go ahead, Havering College was dependent on Barclays Bank approving a combined financial plan with an “acceptable aggregate deficit position”, according to minutes from a board meeting in February.

But Gerry McDonald, the group chief executive of New City College who also became Havering College's interim chief executive in October following the sudden retirement of Maria Thompson, said in that meeting that Barclays Bank had indicated “they are running out of time for the combined financial plan to be considered by its credit committee in order to enable the novation of the HCFHE debt to NCC”.

This meant it was “unlikely” for the merger to take place on April 1, 2019 as had been planned.

The corporation commented in the meeting that it “seemed strange for Barclays Bank to be taking such



a position considering that they have been aware of the merger timeline for a while”.

McDonald explained that the draft 2019-20 financial plan for NCC showed a deficit, and the combined effect with the projected deficits from HSFC and HCFHE “would paint a very grim picture” to the bank.

He said that if a revised combined financial plan was not acceptable to the bank's credit committee, then “disposal of assets might be necessary”.

Havering College currently operates out of its main campus in Ardleigh Green, Essex, as well as a construction-focused campus in Rainham, Essex, which received a £5.4 million funding

grant from the Greater London Authority to expand in September 2017. It sold its Quarles campus site in Harold Hill, Essex, in 2017.

During an NCC board meeting in December governors questioned why the college was merging with a college in “such financial difficulty”. It was then noted that Havering College has “a stable 16-to-18 base” to generate income but has “suffered recently with poor financial management and an ill-informed property strategy”.

Havering College's latest accounts show the college had breached a bank loan covenant for its Barclays loan agreement of £3.9 million in 2017-18. In July, the bank wrote to the college

saying that the covenant breach would be waived.

But the bank had anticipated that the loans and finance leases would be novated under existing terms to New City College upon merger.

Barclays declined to comment on whether it was still supporting Havering College following the postponement of the merger when approached by FE Week.

During the Havering College February meeting McDonald suggested the merger could be delayed once again until August this year.

Havering College declined to comment on what the merger delay means for its future.

The college is no stranger to failed mergers: it was supposed to link up with Barking and Dagenham College in August 2017, but this collapsed after Havering decided it was “no longer the best option to achieve the college's aspirations for its students, staff and local communities”.

New City College was formed by the mergers of Tower Hamlets College and Hackney Community College in August 2016, Redbridge College in April 2017 and Epping Forest College in August 2018, becoming one of the largest groups in the country.

Grenfell community meets the PM about threat to local college

BILLY CAMDEN
BILLY@FEWEEK.CO.UK

Campaigners battling to save a college campus that serves the community affected by the Grenfell Tower disaster have pleaded with the prime minister to intervene.

In a private meeting with Theresa May and communities secretary James Brokenshire that lasted over an hour on the evening of May 8, members of Grenfell United spoke of the “existential crisis” facing Kensington and Chelsea College.

The embattled college, which received its fifth consecutive grade three report from Ofsted earlier this year, is progressing with merger talks with Morley College – a year after plans to join up with Ealing, Hammersmith and West London College collapsed following huge local opposition and intervention from the FE Commissioner.

KCC's latest accounts show that it has hit a deficit of more than £10 million in the past three years which is eating into

its “significant” reserves of £34.6 million.

The reserves, which are quickly shrinking, were built up partly by the controversial sale of KCC's Wornington Road campus, sold to the local council for £25.3 million in 2016, despite local opposition.

An independent review conducted by consultancy firm Kroll later concluded that the sale was not in the interests of its local community. KCC's new leaders subsequently branded the sale as “plainly wrong” and “shameful”.

The college is preparing to launch restructure plans, described by campaigners as “brutal”, aimed at saving £1.5 million in staff costs. This is despite the proposed merger with Morley College, whose bid “promised to protect staff contracts”, according to the Save Wornington College Campaign.

The group, which had a standalone bid for KCC turned down in March, is asking for “immediate intervention” to stop the redundancy plan and to ensure that the government “buys back the Wornington Road property from the Royal Borough of Kensington and

Chelsea with a covenant for permanent educational use”.

Campaigners are hoping last week's meeting with the prime minister and the communities secretary will quickly prove fruitful to their cause.

“The Save Wornington campaign welcomes fresh intervention from the PM and James Brokenshire but we are now restless for solutions,” a spokesperson for the campaign group said.

“So much energy and input comes from our vibrant community, they deserve answers and reparation. We won't be shrugged off.”

She continued: “SWC, KCC staff and the local community are frustrated at having to fight continually to safeguard this vital institution. This college must be saved as reparation for Grenfell.”

“The eyes of the North Kensington community are watching what happens at Wornington and a failure by the government and RBKC to deliver on the future of the college will provoke further anger. This community demands to be heard.”

Number 10 said it could not comment on last week's meeting since it was private.

Kensington and Chelsea College's current principal, Andy Cole, took the reins in February last year from Dr Elaine McMahon, who served as the college's interim principal when Mark Brickley resigned with immediate effect in 2016. He was responsible for the Wornington site sale.

Brickley made the sale in the face of falling income at the college: in 2012 its income sat at £27.5 million but had fallen to just £9.25 million by 2016. However, the Kroll report found that the former principal had made the decision in a secretive manner, without consulting staff and the local community.

Naraindra Maharaj was the chair at the time. Mary Curnock Cook became chair in May 2017 but resigned in July 2018 following criticism from campaigners about her leadership. She has since been replaced by Ian Valvona.

A spokesperson for KCC said the college is “fully supportive of the proposal for the government to buy



the site from RBKC under covenant for educational use” and its leaders are “lobbying together with various partners, including community organisations, to achieve a swift and positive resolution to this matter”.

He added: “Management proposals launched last week are aimed at bringing pay costs closer to the sector average whilst protecting provision at both its sites. With the exception of two small curriculum areas generating income of less than £75,000, it is proposed to retain all provision at existing income levels.”

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**Wednesday 22 May
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Scandal-hit Hadlow will be first to

NICK LINFORD
NICK@FEWEEK.CO.UK

From front Exclusive

The ongoing financial scandal engulfing Hadlow College has led to it having the dubious honour of becoming the first to be taken through the new college insolvency regime.

FE Week can reveal that the Department for Education plans to end bailouts to the college, and on Tuesday the education secretary, Damian Hinds, applied to the High Court to place it in education administration.

A judge has yet to be appointed, and the application is due to be heard on May 22.

Hadlow College employs 454 staff and has just over 2,000 students studying qualifications across both its further and higher education provision, including apprenticeships.

Investigations into financial irregularities are ongoing, including the role of the principal, deputy

principal and two college chairs, all of whom have now departed in disgrace (see box-out).

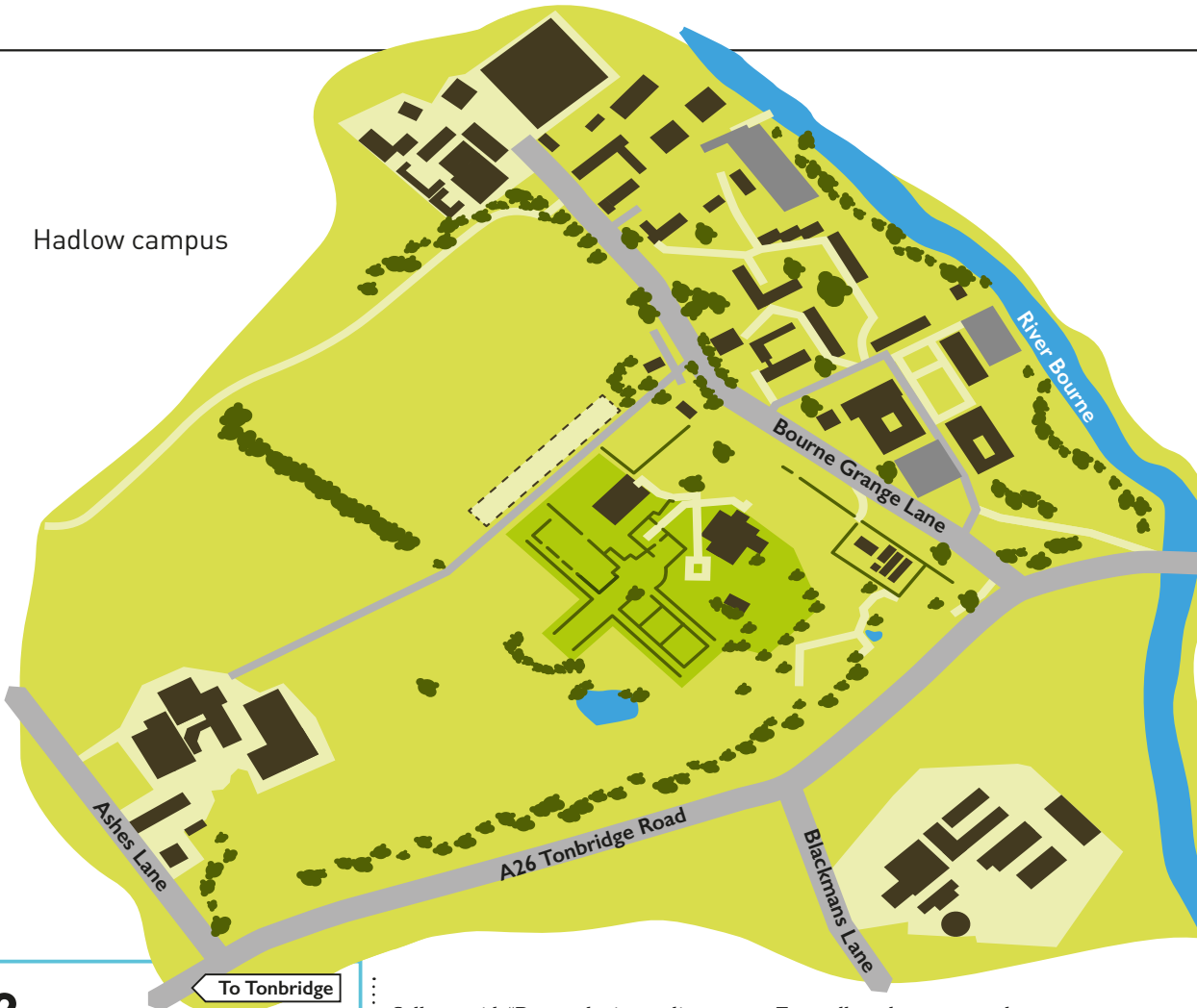
In the meantime, the financial advisory firm BDO has been appointed to oversee the potential sale or transfer of assets within the Hadlow Group – which includes Hadlow College and West Kent and Ashford College – to neighbouring colleges.

“This is an exceptional case under new legislation which has never been used before”

It is understood that, for example, East Kent College is keen to take over the Ashford campus and has until June 3 to formally express initial interest.

A spokesperson for Hadlow

Hadlow campus



Who is to blame?

The education administrator has to submit a report on the conduct of the leadership and all governors who were in office during the last three years of the college’s trading.

This could lead to governors facing consequences which range from being banned from serving as a company director, to seven years in jail.

Sanctions may be imposed for causing, or persuading, the college to commit a common law offence, such as conspiracy to defraud, or for causing a statutory offence.

It has been alleged the group’s former deputy chief executive, Mark Lumsdon-Taylor, forged emails from the ESFA to justify additional funding from the government.

When the ESFA checked those emails against their own server, they could find no record of them and the agency demanded the money back.

The college’s local MP, Tom Tugendhat, told *FE Week*: “I’ve been deeply concerned by the accounts I have been hearing of spending, and the way public money has been used, and I have asked the skills minister to keep a very careful record as the investigation goes on, should it be required for any further purposes.

“If there is any suggestion that there has been any misuse of public funds or fraud, then I would be extremely keen for that to be investigated and prosecuted.”



Paul Hannan
Former principal, Hadlow and West Kent and Ashford colleges



Mark Lumsdon-Taylor
Former deputy principal, Hadlow and West Kent and Ashford colleges



Paul Dubrow
Former chair of West Kent and Ashford College’s board



Theresa Bruton
Former chair of Hadlow and West Kent and Ashford colleges’ boards

College said: “Due to the immediate financial challenges it is facing, it was determined that it was necessary to place Hadlow College into education administration in order to protect the provision of learning for students.”

The college confirmed that company subsidiaries, the onsite secondary school and West Kent and Ashford College are not included in the insolvency application.

The spokesperson continued: “Hadlow College will continue to operate as normal and courses will continue as scheduled. Qualifications will not be affected by this process. College staff will continue to be employed as normal and we envisage no changes to staffing as a result of the appointment, in due course, of education administrators.”

The local MP for both colleges is Tom Tugendhat, a Conservative MP and chair of the foreign affairs select committee. Speaking to *FE Week*, Mr Tugendhat said he had met several times in recent weeks with both the skills minister Anne Milton and FE Commissioner Richard Atkins.

“I would be extremely disappointed to lose any education provision as a result of insolvency,” he added.

“Both Hadlow College and West Kent College are a really important part of their local community and I am keen to see the rights of students protected.”

In a letter to Milton dated May 10,

Tugendhat also expressed concern over any potential sale of agricultural land which is “critical to the courses which students take at the college”, as well as the impact on the local businesses that supply goods and services to the college.

Upon hearing the news, shadow skills minister Gordon Marsden said: “This is obviously going to be very concerning news for the staff, for the students and for the families affected by it. We did press the government long and hard about the adequacy of the provisions with the new insolvency law so it will be interesting and important to see how effectively they can be applied.”

“I would be extremely disappointed to lose any provision as a result of insolvency”

In an email to member colleges about the insolvency application, chief executive of the Association of Colleges, David Hughes, wrote of the “concerns about how the governance and leadership has allowed the college to get into trouble”.

“This is an exceptional case under

go through new insolvency regime

new legislation which has never been used before,” he added.

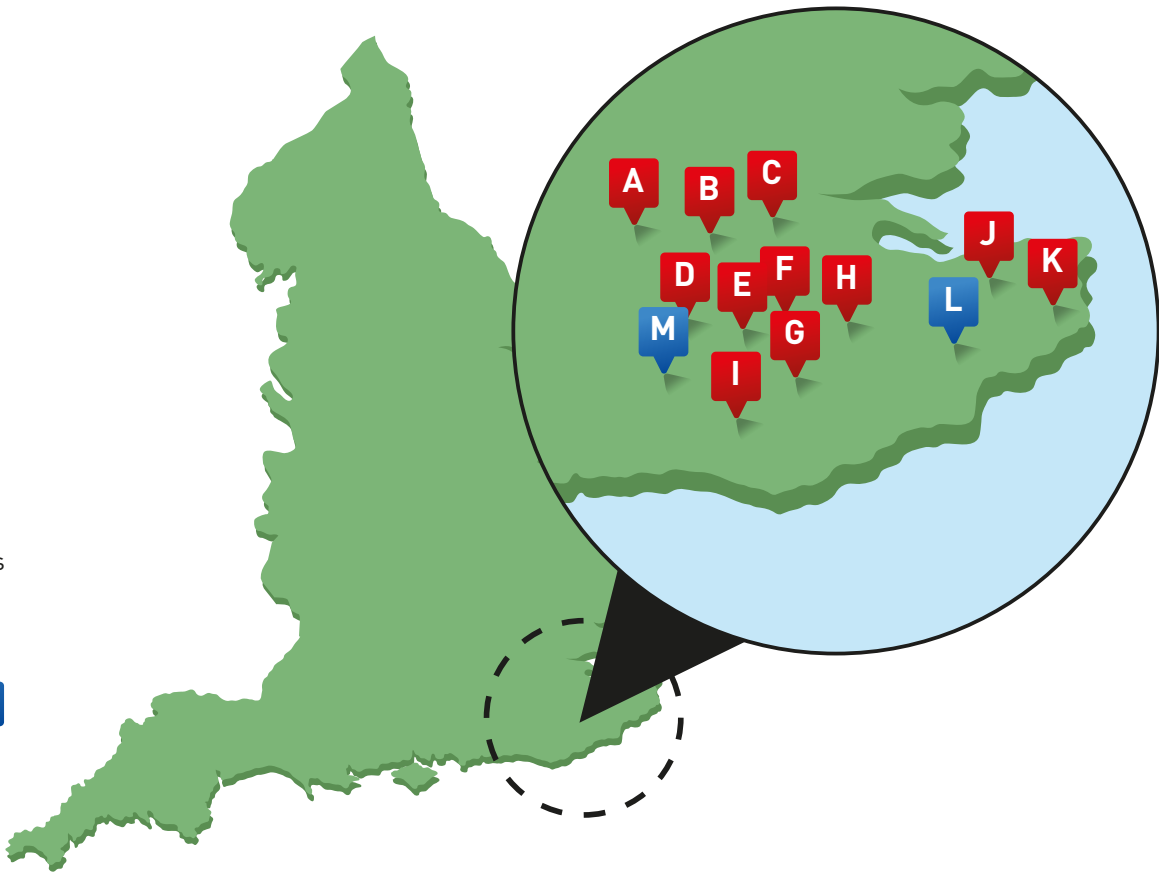
“Because of that, everyone involved in this will be learning as they go, so it is more difficult than usual to forecast what might happen.

“This appalling situation must not overshadow the incredible work that thousands of college governors and senior leaders do.”

The application to appoint an education administrator will have followed advice from the DfE’s FE Commissioner, Richard Atkins, and the ESFA’s director of provider market oversight, Matthew Atkinson.

But a DfE spokesperson would not be drawn on matters surrounding the decision to end bailouts at Hadlow, simply saying: “We can confirm that following a request from Hadlow College, we have applied to the court to place the college in education administration. This is matter for the court and it would be inappropriate to comment further until a decision is made.”

- Hadlow College campuses:
- A - Nottingham Campus, Nottingham
 - B - Greenwich Horticultural Centre, London
 - C - Greenwich Equestrian Skills Centre, London
 - D - Princess Christian’s Farm, Hildenborough
 - E - Hadlow Rural Community School, Hadlow
 - F - Hadlow College, Hadlow
 - G - The Rural Regeneration Centre, Hadlow
 - H - Saplings Rural Nursery and Pre-School, Hadlow
 - I - Rosemary Shrager’s Cookery School, Royal Tunbridge Wells
 - J - Spring Lane, Canterbury
 - K - Betteshanger Sustainable Parks, Deal
- West Kent and Ashford College:
- L - West Kent College, Tonbridge
 - M - Ashford College, Ashford



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AoC gets contract to develop T-level transition course

BILLY CAMDEN
BILLY@FEWEEK.CO.UK

The Association of Colleges has won a contract with the government to develop a “transitional” course for T-levels, following a secretive and restrictive procurement.

It will now design the offer and support providers with its “phased” implementation running up to first delivery of the new post-16 technical qualifications in 2020 and 2021.

The course, recommended by Lord Sainsbury in his technical education report in July 2016, will be for 16-year-olds not ready to start a T-level at level three, but who could “realistically achieve it” by age 19.

“The transition framework will help young people who may not quite be ready to get up to speed with the skills and gain the confidence they need

before starting their T-level,” Anne Milton, the skills minister, said.

“I’m thrilled that we have appointed the Association of Colleges to support the first T-level providers to run a phased implementation of the transition offer in 2020 and 2021.

“The association has a wealth of FE technical expertise and will be well-placed to take this important work forward.”

A tender for an organisation to develop this offer was finally launched in February, nearly three years after the idea was mooted by Lord Sainsbury, but only ran for 15 days.

The Department for Education was then accused of “locking out” small firms, as the procurement was only made available to suppliers in a specific category in its dynamic purchasing system (DPS).

The DfE refused to release the tender documents, list who was eligible to apply

or even say how much the contract was worth.

The department again this week would not reveal how much the contract was worth, saying the information was commercially sensitive.

Writing this edition of *FE Week* (see page 16) about the contract win, Catherine Sezen, the association’s senior policy manager, said: “At AoC we are delighted to be working to flesh out what a successful T-level transition programme could look like and support early delivery from September 2020.

“The programme will need to focus on helping young people develop the skills, experience, knowledge and behaviours required to progress on to, and successfully complete, one of these new programmes, through the provision of a preparation period which both meets individual needs

but also the specific requirements of the specific T-level.

“This is the beginning of an exciting journey and we look forward to being able to share more detail as the project continues.”

The AoC will work with its partner, The Challenge Network, to “support volunteer T-level providers who get involved in phased implementation of the transition framework, running up to first delivery in 2020 and 2021”, the Education and Skills Funding Agency said.

They will “support advisory panels to contribute to thinking on the content of the transition framework, provide support for participating providers to develop, package and deliver their local transition programme, and encourage and facilitate these providers to explore different approaches to implementing certain elements of the transition programme”.



The agency added that it would provide “further information on development of the T-level transition framework in due course”.

Timescales will be tight as there is just over a year to go until the first three T-levels, in education and childcare; design, surveying and planning; and digital production, design and development, are delivered.

Love Our Colleges Week re-convenes ahead of the comprehensive spending review

JESSICA FINO
JESSICA.FINO@FEWEEK.CO.UK

Following the first national Colleges Week last October, the Association of Colleges has held a further week of activities to raise awareness of funding cuts and cost increases in the sector.

This smaller-scale campaign was boosted most visibly on Twitter, with many principals and senior leaders using the social media platform to share their passion for the sector, and students revealing the impact college education has had on their lives.



AoC chief executive David Hughes said: “The financial viability of colleges is as hard as it has ever been. This is despite the fact they are embedded within their local community and work with employers to provide solutions to people of all ages.

“If we want to achieve success, locally, regionally and nationally, we must ensure they are properly supported.”

The Department for Education told *FE Week* that neither skills minister Anne Milton nor education secretary Damian Hinds had plans to visit any college this week as part of the campaign, but shadow education secretary Angela Rayner took part in the initiative by visiting Sheffield College.

She warned that “years of cuts have created a crisis in further education”, meaning that “support for students has been slashed, teaching hours are falling, staff are thousands of pounds worse off, and providers are being pushed ever closer to the brink”.

A number of other events took place across the country, with deputy Mayor of London for skills Jules Pipe visiting Southwark College on Tuesday.

He toured the campus with principal Annette Cast and AoC director Mary

Vine-Morris, stopping by creative arts classes and looking in on rehearsals for a Shakespeare performance. Pipe said: “I’ve really enjoyed meeting staff and students today. I work on some key priorities for the Mayor, including ensuring that we have a skills system that addresses the needs of London residents. Meeting young people who are passionate about their chosen subjects and really have a sense of direction and what they can achieve is so inspiring.”

Meanwhile, the Nelson and Colne College, Accrington and Rossendale College and Lancashire Adult Learning held a “Governor, Learner and Apprentice Speed-Networking Event”, at which governors asked students a range of questions about life at the three colleges and whether they feel that college is preparing them for their futures.

Jesse Tuzara, a level 3 ICT student, said: “I found the networking event really useful. The governors were very friendly and approachable and they were genuinely interested and eager to know more about the students. The event also gave me a chance to express to them the skills I have developed at



college, my next step and what I want to do in the future.”

Also this week, 11 students at Kirklees College were invited to tour the Houses of Parliament and listen to one of the debates taking place. Local MPs for Kirklees Tracy Brabin, Paula Sherriff, Barry Sheerman and Thelma Walker were in attendance as students quizzed them on fair funding for FE, lowering of the voting age to 16 and Brexit.

Principal Marie Gilluley said: “We were extremely lucky to be given the invitation to join our local MPs in parliament during Love Our Colleges

Week. This campaign is extremely beneficial and we fully support the work that is going on by the AoC to highlight the importance of better investment in colleges.”

The Love Our Colleges campaign is a partnership between the AoC, National Union of Students, Association of College and School Leaders, University and Colleges Union, Unison, GMB, TUC and National Education Union.

It is calling on the chancellor to increase the 16-to-19 funding base rate from £4,000 to £5,000 in the upcoming spending review.

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- **'Quality' in FE: From Fear to Faith**
Gavin Knox, Sally Reeve, and Simon Justice, Lincoln College Group
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Kerry Scattergood and Isla Flood, Solihull College and University Centre
- **Offender Learning: Finding our collective voice**
Steph Taylor, Derbyshire Adult Community Education Service
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Ali Longden, Northern College and Jackie Rossa, Learning Central UK
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- **Coaching and Mentoring**
Charlene Page and Craig Smith, Ashton 6th Form College
- **Creating a Manifesto for Quality in FE-based Research**
Sam Jones, Bedford College Group and David Powell, the Education and Training Consortium, University of Huddersfield



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Interview

ROBERT HALFON

Chair, Education select committee

CATH MURRAY
CATH@FEWEEK.CO.UK

Robert Halfon, the chair of the education select committee, isn't always a fan of the great and good, admitting that he is more interested in people with frontline experience

When I ask Robert Halfon, the chair of the education committee, to name the witness who has affected him most, I'm expecting a big-hitter.

Andreas Schleicher, the Organisation for Economic Cooperation and Development's education director, perhaps – or Chen Liang-gee, the Taiwanese science and technology minister?

But instead he talks about Carlie Thomas, a senior caseworker from the

St Giles Trust, who in March this year spoke bluntly about the challenges of supporting children at risk of exclusion.

Select committees can call whoever they want – and the nominees must attend. If they refuse, they are at risk of being in contempt of parliament.

But apart from Richard Atkins, the FE commissioner – the only high-profile witness he mentions and praises as “brilliant” – Halfon, the Conservative MP for Harlow, seems more interested in people with frontline experience than the educational big cheeses.

For the ongoing inquiry into special educational needs and disabilities, the committee invited children with SEND to share their experiences. They were applauded at the end of their testimony, which didn't go down well

with all viewers of parliament TV.

“Someone criticised me on Twitter, saying, ‘giving them a round of applause is everything that's wrong’. My response was, ‘you're talking crap,’” he says.

“My job is not to harangue the government”

“We're giving them a round of applause, not because they are special needs, but because their evidence was better than most politicians who have been on the platform. They were incredible.

“Their evidence was moving, it was serious, it was factual, it was brilliant. And, of course, these people stuck in

their boxes, they immediately want to stereotype – I was doing the opposite of stereotyping.”

Despite his own public-school background, Halfon is confident in his abilities to connect with people of all backgrounds. And unlike some of his fellow politicians, he insists that he writes his own newspaper columns, including *The Sun*, or for the website *Conservative Home*.

There have been some uncomfortable sessions, including one last May with the chief executive and the chair of the government-funded Careers and Enterprise Company.

The committee members seemed united in their fury against Claudia Harris and Christine Hodgson. They grilled them on why they hadn't yet had any impact – somewhat unfairly, I suggest, given that the company was formed in 2015. Why was Halfon so hostile to an organisation set up by his own government?

“They are untouched by austerity and have got buckets of money to play around with. There's no checks and balances; they're not inspected by anyone properly,” he says without a pause.

“Other organisations are crying out for money, and they seem to be handed money like there's no tomorrow. I mean, when I come back to Earth, I'm going to come back as the Careers and Enterprise Company. They're loaded.”

He's angry that the government-funded organisation spent almost £50,000 on a conference at the children's activity centre KidZania, pointing out that they could have funded it with private sponsorship.

“Now you might think, ‘oh, it's only £50,000 out of a multi-million-pound budget, it doesn't matter.’ But it just shows the kind of attitude – that money is a free-for-all. I suspect when you go in that building, the money

comes out of the taps.”

Harris became increasingly flustered during the hearing, stumbling over her facts and figures and famously refusing to say whether 100 per cent of the disadvantage fund had been spent on disadvantaged students.

But what about the more convincing witnesses? Has anyone managed to change his mind on something?

“What's opened my mind is that special educational needs is a horror story. It is irrefutable that it is a disaster,” he says, with the kind of emotive language that will sit well in the column he's heading off to write for *The Sun* about fuel duty.

“The [Children and Families Act 2014] was very well intentioned, most people agree with that. But the resources that have been spent badly, the lack of accountability, the constant treacle of bureaucracy that parents have to wade through – it's a



Halfon has become well known for his jazzy selection of ties. Here's a selection of our favourites



“Lifelong learning is a disaster area - there's not enough money”

horror story.

“Not everywhere. There were fantastic examples of good practice, amazing practitioners – there's good work going on in schools – but so much of it is going wrong.”

As he cites the session that featured Pepper the robot as one of his favourites, I cringe. When the pre-programmed humanoid was called as a “witness” in October, the committee made headlines, including on the BBC and the pages of the *Daily Mail*. Was that not a bit gimmicky?

“Some Oxford academic said it was the most disgraceful display of AI in history, or something. And I just thought ‘get out of your ivory tower’. We're trying to bring this committee to millions of people, who would never watch anything about parliament, and to explain to them – because it was all over the news – what the future can be and will be. There are 10 to 15 million jobs that could be lost to automation and artificial intelligence.”

Halfon understands the power of branding and the media. The committee's social media team is preparing a video on all the recommendations that have been adopted by government, he tells me proudly.

“The best moments of the committee are when government adopts things, or when you know you're shifting opinion. So, for example, on alternative provision, we've set the debate in the country on this and I think it's one of the biggest social injustices.

“There are many Pavlov's dogs' reactions to it by arch traditionalists who just want a Darwinian ‘survival of the fittest’ for our school system. And even if they're angry with me, I'm happy, because it's setting a debate.”

He has also made some progress with apprenticeship bus fares. “I haven't succeeded, but I keep haranguing the government about it. Having said that, they've now introduced some travel discounts, but it's not enough - we've

got a manifesto commitment.”

Halfon was a backbencher for five years before he became a minister for two: first in the Cabinet Office, then as skills minister.

“Apprenticeship bus fares are a manifesto commitment”

After the snap election in May 2017 he was replaced by Anne Milton and immediately started campaigning in the corridors of Westminster – an uncouth approach, say some MPs – for the education committee chair. He beat five rivals, including Nick Boles, his predecessor as skills minister.

So which does he prefer? Haranguing the government or making policy?

“I want to make it very clear,” he

says, in a serious tone. “My job is not to harangue the government.

“As a minister, you make policy – although you have to have it checked by a thousand people before anything gets cleared. But nevertheless, you're making policy; it's a huge privilege. I loved being apprenticeships and skills minister because I felt I could make a difference.”

Halfon managed to bring the Further and Technical Education Bill through parliament just before the 2017 election.

“But you are in a straitjacket, you have to be careful of everything you say. I do love the freedom. I can't make policy happen, but the committee can influence it and can set a debate.”

So, assuming that the government doesn't fall before the autumn (highly questionable), which topics are on the horizon for the committee?

It's not up to him, he insists. The committee decides by vote or, as has happened to date, by consensus.

Back in July 2017 when the education

committee was formed, they decided to adopt Halfon's trademark “ladder of opportunity” – something he used as a branding tool when skills minister – as their guiding principle. In the committee's version of the ladder, job security and prosperity are at the top, and the poles on each side represent social injustice, and skills. Addressing these two issues, his theory goes, will allow people to climb up wards.

If it were up to him, he'd keep the heat on exclusions – as with the recent one-off session on knife crime.

Then he'd love to do something on how cared-for children fare in schools. And finally, life-long learning and adult education, “because that's also a disaster area. Apart from the apprenticeships, which is wonderful, there's not enough money.”

When I rib him that he doesn't sound like a Tory, he corrects me: “These aren't left-right issues. That whole split is nonsense. This is about people's lives – it's about social justice.”

College to axe A-level department amid quality and financial concerns

Exclusive

From a previous FOI, it was revealed that Highbury's principal, Stella Mbubaegbu, used college cash to pay for a first-class return flight from London to Dallas at a cost of £4,132. The college has refused to say whether or not this flight was work related.

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For a confidential discussion about the role of Deputy Principal at West London College please contact our advising consultants at Peridot Partners:

Drew Richardson-Walsh
[07739 364033 | drew@peridotpartners.co.uk](mailto:drew@peridotpartners.co.uk)
Sarah Szulcowski
[07841 017043 | sarabs@peridotpartners.co.uk](mailto:sarabs@peridotpartners.co.uk)

Closing date: 9:00am on Monday 20th May 2019

Hammersmith & Fulham College
Gliddon Road,
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London
W14 9BL

Ealing Green College
The Green,
Ealing,
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W5 5EW

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Road, Southall,
Middlesex
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Park Royal College
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EDITORIAL



Hadlow College scandal and government response is an FE watershed moment

FE Week’s story of Hadlow College being the first to be taken through a new education insolvency regime is a massive watershed moment.

It is the culmination of two years of policy and legislative work that civil servants are keen to put to the test.

The Treasury had become fed-up with the Department for Education quietly bailing out colleges with multi-million pound hands-outs known as exceptional financial support.

So where take-overs or mergers couldn’t solve the problem, it was felt new legislation was needed to protect learners whilst allowing

the institution to go into administration.

But letting a college go bust means potentially leaving lenders like Barclays Bank out of pocket, so the Treasury set-aside £700 million fund to help colleges pay off their DfE and bank debts early.

Just over half of the restructuring fund, as it was named, was used before it stopped taking applications last September.

And in January the new college insolvency regime became law, leaving Hadlow College to face being the first test case.

The DfE appears to have not entirely ended hand-outs, with £40

million already committed “where it was essential that funding was provided”.

But with financial irregularities and investigations into the scandal swirling around Hadlow Group, there was perhaps an inevitability that insolvency would follow.

So the government is unlikely to take the blame and the Association of Colleges has been quick to blame previous management and governance, rather than funding constraints.

And in terms of personal gain, it is worth reflecting on the fact that by the time the financial irregularities had been

exposed the salaries of both the deputy principal and the principal had more than doubled to over £200,000 each.

It seems Hadlow College has been picked for putting through the insolvency regime, as opposed to West Kent and Ashford, because it is in the most financial trouble and being a specialist agricultural college with so many subsidiaries it is presumably the most difficult part of the group to find new owners.

As the local MP and senior Conservative, Tom Tugendhat, is right to say it would be a huge loss to the local community were the college to be lost, but

sadly this could well be the result.

The wider question is whether this test case will lead to college insolvencies becoming anything more frequent than what the skills minister predicted would be “rare”.

If there is a positive to be taken from this tragedy it is that it will be a massive wake-up call to governors concerning their responsibility in stewarding such high value assets.

Nick Linford, Editor
news@feweek.co.uk

Readers’ reply



IfA to trial ‘gender-neutral’ language in bid to boost female STEM applicants

It makes me so sad to hear that leaders of the IfA would describe the following words as masculine: active, decisive, leader, ambition, challenge, objective, competitiveness, independence, opinion, confident and intellectual. The way to get women into STEM subjects is the complete opposite.

In fact, we must surround girls with all of these words from a young age, allowing them to understand that these words are NOT masculine, but completely reachable for them. Surely the real issue is that women are less likely to believe they can be the above words.

Why is this? Because of deep-rooted beliefs in the education and work systems, underpinned by

sexist ideologies such as the ones littering this article.

E Jenkins

Apprenticeship quango to review impact of their own controversial funding rate cuts

Perhaps @IFAtched need to consider how they improve engagement with all stakeholders as well as understanding the impact of their decisions, accepting the process is data driven but that a dialogue with those using Apprenticeship Standards is equally important

Graham Howe

Prison education? It’s much calmer than an FE college

What a terrific and informative read. Cath Murray is to be commended – as should Sarah Aumeer and her colleagues in the field. I certainly learned

something new – and I can’t help thinking it would be a great topic for a TV documentary or drama even. Great stuff!

Bob Leaver

Fascinating insight into the reality and challenges of prison education from @CathMurray_

Joel Mullan

Joy and heartbreak: contrasting emotions as funding band changes are announced

Doesn’t really matter what the rate is if providers don’t have enough non-levy allocations to meet demand. £27k MBAs are a disgrace that have taken funding away from real apprenticeships that support young people into careers.

Nikki Davis

REPLY OF THE WEEK

IfA to trial ‘gender-neutral’ language in bid to boost female STEM applicants

I am genuinely unsure about this, but feel it’s important to comment. Women are under-represented in the STEM world, and we definitely need to do more if we’re to encourage more women to choose one of these career paths. We do have women in engineering, and wider STEM jobs, who excel currently, and the language used in these sectors is representative of the roles, not the gender of the applicant.

I welcome a push to encourage more women into STEM sector careers but my gut is telling me that this isn’t the stumbling block, although I would be happy to be proved wrong!!

Noel Johnson

Experts

CATHERINE SEZEN

Senior policy manager,
AoC



What to expect as the T-level Transition prepares for take-off

In terms of ensuring a pipeline for T-levels and enabling more young people to access level 3 study, the T-level Transition Programme is crucial, says Catherine Sezen

There has been a lot of focus on T-levels over the past 18 months: level 3, rigorous, substantial study programmes with industry placements of 45 days. However, there had not been as much emphasis on the Transition Programme for T-levels, which, for colleges with large level 2 cohorts, may have greater impact on delivery.

Behind the scenes, though, as noted in their December 2018 T-level Action Plan, the Department for Education transition team were out and about speaking to key stakeholders about transition programmes to level 3.

At the Association of Colleges we are delighted to be working with The Challenge alongside DfE and a number of the 2020 T-level providers

to flesh out what a successful T-level Transition Programme could look like and support early delivery from September 2020.

So, who is the Transition Programme aimed at? The 2016 Sainsbury Review of Technical Education stated that every young person “should have the opportunity to benefit from technical education – including those with special educational needs and disabilities (SEND)” while at the same time acknowledging that there will be some young people “who are not ready to access a technical education route at age 16”.

The T-level Action Plan confirmed that it will be targeted at young people “who are not ready to start a T-level at age 16, but who can realistically achieve a T-level by age 19”.

This is a significant group of young people – just over 20% of the college cohort according to AoC

data. Meanwhile, 48% of current level 3 students start this level at age 17, suggesting that it is more than likely that they studied a level 2 programme in the previous year.

While the T-level Transition Programme may not be the answer for all of these young people, in terms

“Level 2 students have not always had the opportunity to flourish”

of ensuring a pipeline for T-levels and enabling even more young people to access level 3 study the Transition Programme is crucial.

Level 2 students have so much potential, but they have not always had the opportunity to flourish in

their previous learning environment. They often lack employability skills, including English and maths at grade 4 or above and they need encouragement to find their niche and to fly.

What will the offer be? Again, we need to go back to The Sainsbury review which said that a transition “year” (now “programme”, as it will be a study programme) “should be flexible and tailored to the student’s prior attainment and aspirations”.

The report recommended that “the key objective for the year remains to provide tailored provision that has a sharp focus on basic skills and on progression”.

The review also recommended that “the new transition year is available to students alongside first teaching of the technical education routes”. In the first instance this will, of course, focus on supporting students to progress to the first three T-levels in education; design; surveying and

planning; digital production; design and development.

T-levels are innovative new technical study programmes. The T-level Transition Programme will need to focus on helping young people develop the skills, experience, knowledge and behaviours required to progress on to, and successfully complete, one of these new programmes, through the provision of a preparation period that both meets individual needs but also the specific requirements of the specific T-level.

Learning from this phase of the project will help inform and shape not only Transition Programmes for 2020 providers, but it will also establish good practice that can be adopted by 2021 providers and subsequent waves.

This is the beginning of an exciting journey and we look forward to being able to share more detail as the project continues.

FRANCESCA COONEY

Head of policy,
Prisoners’ Education Trust



Too many prisoners may still fall through the education net

The Coates review recommended wide-ranging changes to prison education. So how are things progressing? Not as quickly as they should, says Francesca Cooney

Three years ago, the ground-breaking Coates report Unlocking Potential set out a wide-ranging agenda for reforming and improving education in our prisons. This week the Prisoner Learning Alliance, a network of organisations and individuals working for improvements in prison education, is publishing a progress review on its recommendations.

So, how are we doing? Although the proportion of FE colleges judged by Ofsted to be good or outstanding is increasing, the opposite is true in prison education. Over the past year, no prison education provision was judged as outstanding and only four out of ten were good. Ofsted’s message is very clear: urgent action is needed to ensure prisons are helped to improve.

Coates recommended wide-reaching changes and a complete overhaul in funding and management. These changes are now in force. Prison governors

“No prison education was judged outstanding in the past year”

have a much bigger input into how education is delivered in their prisons. Over the past two years they have decided what they want from their education provision, and from April this year took on the responsibility to monitor it too.

It is very early days as the contracts have been in place for only a month. But it is hoped that having governor involvement in education

will make it a higher priority and better integrated into the prison timetable.

To take just one example. Coates highlighted the needs of prisoners with learning difficulties and/or disabilities (LDD) – highly significant because a third of people entering prison have LDD. New, mandatory contractual requirements mean sentenced prisoners are now screened when they enter prison.

Another positive development is that most prison education departments are now using the same management information system. Therefore, if a prisoner who has been screened for LDD is transferred, staff in the new prison will be able to see the assessment.

So far, so good. However, the anticipated tool for screening has not yet been nationally approved and individual prisons are using a variety of tools to find out whether people entering their care have LDDs. It is positive that all prisons

will be carrying out some sort of screening, but the process needs to be standardised. Without this there is a danger that prisoners will go through different screening assessments each time they move between prisons.

Another benefit is that if a released prisoner returns to prison, the previous assessment will be available. This is important because nearly half (48 per cent) of people leaving prison are reconvicted within a year. This will mean that needs are identified quickly when vulnerable people come back into prison.

“A third of people entering prison have LDD”

The new requirements do not cover all prisoners, though. It is not clear what will happen to longer-term

prisoners who may have unidentified needs. It is not yet mandatory that they receive screening. It is also not clear what will happen to those on remand. A prisoner on remand who is engaging with education will be assessed. But, legally, unconvicted people cannot be made to go to work or study – and many don’t. It is up to individual prisons to decide whether they screen all their remand population.

The Coates report recommended that every prison should adopt a whole-prison approach to identifying, supporting and working with prisoners with LDD. While there has been some progress, this is too slow.

The new requirements are a step forward, but substantial numbers of prisoners may still fall through the net. System-wide screening, with a standardised tool, available to all prisoners would be the first step towards achieving the vision Coates set out for prisoners with additional needs.

IAN SUGARMAN

Head of Product Development,
Skillsfirst Awards



Facing up to the challenges of the reformed functional skills

The new qualifications will be ready for teaching from September 1. Some aspects have stayed the same, but you need to be aware of a few vital changes, says Ian Sugarman

Reformed functional skills qualifications in English and maths will be taught from September 1. The Department for Education and Ofqual have consulted on and confirmed their overall approach to regulating these new qualifications, although some aspects have remained the same. There are, however, a number of challenges. The reformed qualifications continue to:

- have the three components of speaking, listening and communicating, reading and writing, which all need to be passed to achieve the overall award of English.
- have the three core sections that relate to number, measure and shape, and data handling, which all need to be passed to achieve the overall award of mathematics.
- enable level 1 and 2 to be available to support skill development, progression and attainment.

- enable each level to build on the skills of the previous levels and encompass the skills of the previous levels.
- have assessments that will be accessible, flexible and varied to meet learner needs.
- ensure that level 1 and level 2 assessments will be externally set and externally marked, apart from the speaking, listening and communicating component, which will still be internally assessed by the centre and externally moderated by the awarding organisation.

Speaking, listening and communicating

The new definition is: "Speaking, listening and communicating" within functional skills English qualifications is non-written communication, normally conducted face-to-face and can also include 'virtual' communication methods such as telephone or spoken web-based technologies."

This definition allows the greater use of remote "video-chat" technology such as video-phoning, video-conferencing, Skype, etc. This comes with a new challenge, as without a physical presence and a limited view of the

learner, how is body language and non-verbal communication observed and assessed?

Reading

The new definition is: "The independent understanding of written language in specific contexts. This can be demonstrated through the use of texts on screen or on paper."

"Learners will now need to spell without using a dictionary"

Learners are now expected to not only provide their personal "take" on the content of the text, but also to justify these views. Many of their responses will be based upon personal experiences and the understanding of current issues which, because of their age, they may not have.

Writing

The new definition is: "Write

texts of varying complexity, with accuracy, effectiveness and correct spelling, punctuation and grammar and understand the situations when, and audiences for which, planning, drafting and using formal language are important and when they are less important."

Learners will now need to spell, punctuate and write grammatically without using dictionaries, and spelling or grammar checkers. They will also need to spend more time learning the skills to communicate in the appropriate language, tone and style to meet audience needs. Again, many of these skills come with the experience of written communication, which many learners may not have.

Mathematics

Some of the changes include:

- an indication that learners can demonstrate their ability through appropriate reasoning and decision-making to solve realistic problems of increasing complexity.
- exposing learners to concepts and problems which, while not of

immediate concern, may be of value in later life.

- enabling them to develop an appreciation of the role played by mathematics in the world of work and in life.

Learners will need to perform calculations without a calculator, to know times-tables and to use mathematics as standalone skills, as well as part of problem-solving contexts. These new requirements demand that learners not only need to be "mentally competent" in mathematics, but also provide commentary on the outcomes of problems and to provide a simple rationale on the application of their skills to solve mathematical-based problems.

These reformed skills will require providers to consider the increased challenges for learners. They will now have to demonstrate independent competence across the range of skills, a greater expectation to "perform" to the required level and to fully cover the qualification content to support successful end-assessment.

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100
MILES

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cureleukaemia
the blood cancer charity

THE SCHOOLS WEEK & FE WEEK TEAM



Nick Linford (FE Week editor), Shane Mann, (publisher of Schools Week & FE Week), and John Dickens (Schools Week editor)

Bulletin




Carl Lygo

Vice chancellor and CEO,
Arden University

Start date April 2019

Previous job
Chairman of the governing body, UCFB

Interesting fact
In 2018, he was honoured with the 'outstanding contribution by an individual' title at the Education Investor Awards



Pete McCabe

Head of Edge Future Learning,
Edge Foundation

Start date May 2019


Previous job
Senior head of outreach, assessments and outcomes, The Prince's Trust

Interesting fact
He once cooked alongside two-Michelin Star chef Michel Roux Jnr

Movers & Shakers

...

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



Keith Shiels

Principal, Lowestoft Sixth Form College

Start date May 2019

Previous job
Vice principal, Lowestoft Sixth Form College

Interesting fact
He is a keen cricketer in his spare time



David Oglethorpe

Pro-vice-chancellor and dean of
Cranfield School of Management,
Cranfield University

Start date September 2019

Previous job
Dean of the management school and professor of environmental sustainability, University of Sheffield

Interesting fact
In his rugby days, he propped against three British Lions

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FE Week Sudoku challenge

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

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

Difficulty: Easy

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

Difficulty: Medium

Solutions: See right

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Email your name and picture of your completed spot the difference to: news@feweek.co.uk.



Last Edition's winner: Ronnie Donkin

Solutions

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

Difficulty: Easy

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

Difficulty: Medium

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