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**255 Academy and School News and Resources Update, Feb 10-16 2024**

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**Maths and English resits**

* ESFA has issued **“16 to 19 funding: maths and English condition of funding**”. See <https://www.gov.uk/guidance/16-to-19-funding-maths-and-english-condition-of-funding> Sixth forms will have to teach pupils who failed their English and maths GCSE for a minimum of three to four hours a week or risk losing funding, the document says. From September 2024, full-time resit students will be “expected” to study at least three hours per week for English and four hours for maths, with part-time students studying on a pro-rata basis. This study should be “stand-alone, whole-class, in-person teaching, with any additional support, such as small group tuition or online support, supplementary to these minimum classroom hours”, according to the new rules. The minimum hours rule will only be an “expectation” in 2024-25 to “reflect that despite best efforts not all institutions may be able to meet this from as early as September 2024”. But it will become a strict rule from 2025-26 from which point funding reductions will be made in cases of non-compliance.

The government has also announced it will phase out a “tolerance” rule, the threshold at which it starts to remove funding for pupils who do not continue to study the subjects. At present, schools and colleges face a funding reduction if more than 5 per cent of students who should be re-taking their GCSEs are not doing so. Funding is removed for each student above the tolerance level at half the national funding rate. Officials now say that they will change the tolerance to 2.5 per cent in the academic year 2025-26, which will impact funding allocations in the 2027-28 academic year. The tolerance will then be scrapped altogether in the academic year 2026-27, which impacts 2028-29 allocations. **ASCL** said, “Blithely increasing teaching hours for GCSE resits in maths and English amid a recruitment and retention crisis shows either an unwillingness to face reality or an alarming lack of understanding of the current teacher shortage.”

**Academies, trusts and free schools**

* There is some evidence that the pipeline of growth for MATs now includes strong schools seeking collaborative opportunities just as much as schools that need support and that trusts are “**no longer a vehicle for solely turning around failing schools**” See <https://schoolsweek.co.uk/turnaround-trusts-say-tide-turning-on-recruiting-converters/>
* **Catholic schools hit by falling pupil rolls are being urged to academise** by their diocese to shield them from local authority closure orders, leaked documents show. The revelations have prompted renewed pleas for councils or regulators to be handed the power to oversee decisions on the shutting of all schools as the system grapples with how to deal with empty classrooms. See <https://schoolsweek.co.uk/academise-so-las-cant-close-you-diocese-tells-schools/>
* The DfE has issued guidance for **academy trusts planning to make organisational changes or close an academy** by mutual agreement with the Secretary of State. See <https://www.gov.uk/government/publications/making-significant-changes-to-an-existing-academy> For a useful **summary,** see <https://www.tes.com/magazine/news/general/school-places-planning-councils-trusts-dfe-guidance>
* ESFA has issued “**Academies general annual grant allocation guides: 2024 to 2025**”. See <https://www.gov.uk/government/publications/academies-general-annual-grant-allocation-guides-2024-to-2025>
* The DfE has updated “Details of **successful applications for free schools and university technical colleges (UTCs)** in the pre-opening stage”. See <https://www.gov.uk/government/publications/free-schools-successful-applications>
* ESFA has issued “**Academy trust financial management good practice guides**”. See <https://www.gov.uk/government/publications/academy-trust-financial-management-good-practice-guides>
* ESFA has issued “**Academies and dedicated schools grant: recoupment**”. See <https://www.gov.uk/government/publications/academies-and-dedicated-schools-grant-recoupment>

**NQTs**

* **National professional qualifications (NPQs) for school leaders lack the “full extent of skills and knowledge” needed** for the “complexity of increasingly senior roles” a report has warned. The development programmes for heads (NPQH) and executive leaders (NPQEL) also risk being seen by government as the “complete answer to what leaders need”, rather than the “minimum entitlement” they were designed to be. They concluded that the government should review the programmes to “consider how to expand their scope and remit to more fully meet the needs of emerging and existing leaders”. See <https://cfey.org/reports/2024/02/rethinking-leadership-what-else-what-next-what-if/>
* The DfE has issued
	+ “**Headship national professional qualification**”. See <https://www.gov.uk/guidance/headship-national-professional-qualification>
	+ “**Leading literacy national professional qualification**”. See <https://www.gov.uk/guidance/leading-literacy-national-professional-qualification>
	+ **Executive leadership national professional qualification**, <https://www.gov.uk/guidance/executive-leadership-national-professional-qualification>
	+ **Senior leadership national professional qualification**, <https://www.gov.uk/guidance/senior-leadership-national-professional-qualification>
	+ **Leading behaviour and culture national professional qualification**, <https://www.gov.uk/guidance/leading-behaviour-and-culture-national-professional-qualification>
	+ **Leading teaching national professional qualification**, <https://www.gov.uk/guidance/leading-teaching-national-professional-qualification>
	+ **Leading teacher development national professional qualification**, <https://www.gov.uk/guidance/leading-teacher-development-national-professional-qualification>

**Flexible working**

* The DfE has issued “Updated non-statutory guidance for employers and staff who want to make arrangements for **flexible working**”. See <https://www.gov.uk/government/publications/flexible-working-in-schools>
* **Public sector employers are being ‘inconsistent, rigid and unimaginative’ in response to requests for flexible working**, says Unison. A survey by the union Unison shows that 37 per cent of women working in schools had their requests to work flexibly denied. Almost half of those surveyed had requested some flexibility in their jobs so they could achieve a better work-life balance, such as fitting work around childcare. Reasons for rejection included concerns that it would affect the quality of the service provided or that there would not be enough colleagues to cover their duties. One-fifth said they were denied any flexibility because their managers said it would prompt colleagues to ask for similar working patterns, while around one in seven were given no reason at all. See <https://www.tes.com/magazine/news/general/schools-reject-1-3-flexible-working-requests-women>

**16-19 funding**

* ESFA has issued “**19+ funding allocations**”, <https://www.gov.uk/guidance/19-funding-allocations> and **guidance** on this, <https://www.gov.uk/government/publications/19-funding-allocations-guidance-2024-to-2025>
* The DfE lists the qualifications that attract **the high value course premium in the 16 to 19 funding formula.** See <https://www.gov.uk/government/publications/qualifications-attracting-high-value-courses-premium>
* ESFA has issued a **large collection** of documents “**Funding education for 16 to 19 year olds”**. See <https://www.gov.uk/government/collections/funding-education-for-16-to-19-year-olds>

The DfE has confirmed a 1.89 per cent increase to **16 to 18 funding rates** for the next academic year.

* ESFA has issued “**Condition of funding interactive tool**”. Check if your students are compliant with the maths and English condition of funding. See <https://www.gov.uk/government/publications/condition-of-funding-interactive-tool>
* ESFA has issued “**16 to 19 funding allocations supporting documents for 2024 to** **2025**”. Information to help you understand your 16 to 19 revenue funding allocation. See <https://www.gov.uk/government/publications/16-to-19-funding-allocations-supporting-documents-for-2024-to-2025>

**School buildings**

* **Heads at schools affected by reinforced autoclaved aerated concrete (RAAC) are calling for more clarity and timelines on the government’s rebuilding plans** to stop them spending more money on “buildings that will be knocked down”. For 119 of the 234 affected schools, the solution will be extensive rebuilding under the government’s 10-year School Rebuilding Programme, but they have no information as to when this will be.
* **A new type of crumbly concrete** at fault for a school ceiling collapse has sparked disruption in the North East. North Tyneside Council chiefs suspect a concrete construction method – that isn’t RAAC – was at fault for the issue at Fordley Primary in Cramlington two months ago. Local authority chiefs launched a series of urgent inspections across the area following the collapse, later deciding further investigations were required at three more schools, which all at least partially closed – affecting hundreds of pupils. The 3,600 “system-built” classroom blocks, quickly put up after the second world war, are “more susceptible to deterioration” and “could lead to a higher risk of hidden structural defects”. See <https://schoolsweek.co.uk/government-told-get-a-grip-as-new-crumbly-concrete-closes-schools/>

**PFI**

* Schools are spending tens of thousands of pounds more a year to meet rising costs of contracts with private firms. **These Private Finance Initiative (PFI)** **schools** are locked into 25- to 30-year contracts in which charges rise more than at other schools. More than 900 schools in England were built through PFI contracts, before the initiative was scrapped, in 2018. PFI costs go up by the Retail Price Index, a typically higher measure of inflation no longer used as an official government measure. Head teachers in England say they had been advised against speaking publicly about the pressures PFI costs are causing, because of non-disclosure agreements that are built into the contracts. For examples of the problems these schools face, see <https://www.bbc.co.uk/news/education-68207051>

**Public examinations**

* For the **February JCQ newsletter**, see <https://mailchi.mp/jcq/13-february-newsletter?e=0bb0930afc> In this JCQ update, you will find details on:
	+ Changes to JCQ’s Instructions for conducting examinations (ICE)
	+ Reminder to complete action points raised in your JCQ Centre Inspections
	+ Provisional June 2025 GCSE, AS and A-level timetables
	+ Ofqual’s VTQ Information Hub updated with key dates for delivery of VTQs in 2024
	+ Access arrangements process: Information sheet
	+ Updated Artificial Intelligence (AI) guidance and new support materials
	+ JCQ CIS webinars for new to role exam officers
	+ New and updated JCQ documents
	+ Key dates

**Attendance**

* Baroness Barran, the academies minister, has said:
	+ The government was still committed to creating an **out-of-school register** - a plan that was left out of the King’s Speech last year.
	+ “We are seeing lots of **green shoots**, in terms of attendance and high-level attendance; particularly, for example, in transition year groups like Year 7 - children going from primary to secondary,”
	+ The best schools are positively engaging parents **to restore the “social contract”** between parents and schools
	+ The DfE believes there is “more that we can do” in terms of **analysing data on children living in poverty** in order to provide “more actionable insight for schools”.
	+ The DfE is still concerned about **illegal schools**

**Extra- curricular activities**

* Ministers should set benchmarks for **extracurricular activities** similar to those for careers advice to tackle “concerning inequalities in access”, according to the Education Policy Institute (EPI). Participating in sports and other hobbies at secondary school is “associated with positive outcomes” for pupils by the time they reach their early 20s. Extending the school day would help disadvantaged pupils and improve attendance. But not all pupils “have equal access to such activities and their benefits”, a report published today found. The think tank said non-statutory benchmarks should set the expected standard for provision that is “accessible and appealing to a broad spectrum of students”. It said these could be “akin to the Gatsby benchmarks. Ministers should also consider backing schools to “offer an extended school day, including through additional funding weighted towards schools with more disadvantaged intakes”, the report suggests. It found “vulnerable groups”, including those eligible for free school meals, with special educational needs and disabilities, low prior attainment or poorer health, were less likely to attend clubs. See <https://epi.org.uk/wp-content/uploads/2024/02/EC-and-outcomes-final.pdf> ASCL said government needed to boost funding levels to enable “schools to provide enriching extra-curricular activities”. “There’s no doubt that extra-curricular activities are hugely beneficial for those able to take part, but the fact is that school budgets are under such pressure that it is becoming increasingly challenging to run sports clubs and other groups.”

**Speech, language and communication development**

* Urgent action must be taken by all political parties to address **the “ongoing impact of the pandemic on children’s** **speech, language and communication development**”, the Let’s Talk Communication Coalition has said. And it has urged the next government to support teachers and schools to develop their pupils’ spoken language and communication. They have written to the prime minister, as well as the Labour leader Sir Keir Starmer and the leader of the Liberal Democrats Sir Ed Davey, warning that the party that forms the next government “must address the fact that children and young people are now more likely than ever to have spoken language and communication challenges. See <https://www.rcslt.org/wp-content/uploads/2024/02/Lets-Talk-Communication-letter-to-Rishi-Sunak.pdf> At the same time, new data reveals that the number of children and young people **on the NHS waiting list for speech and language therapy** rose to more than 72,000 last month, up from 66,800 in November. See <https://www.england.nhs.uk/statistics/statistical-work-areas/community-health-services-waiting-lists/>

**School uniform**

* **School uniforms could be restricting young people’s physical activity** - especially among younger girls, a global study has suggested. Researchers at the University of Cambridge analysed data on the physical activity levels of more than a million young people aged 5 to 17 in 135 countries and regions, including England, Scotland and Wales. In the countries where most schools require uniforms to be worn, fewer young people tend to meet the 60 minutes of daily physical activity recommended by the World Health Organisation (WHO) than in the countries where school uniforms are less common, the study found. Across all countries, the difference in the percentage of boys and girls meeting physical activity guidelines across all ages was 7.6 percentage points. Among primary school-aged children, “greater gender inequalities” in physical activity were found in countries where most schools mandated uniforms. The gap widened from 5.5 percentage points at primary school level in non-uniform countries to a 9.8 percentage point difference in countries where uniforms were required in most schools. Uniforms are associated with greater gender inequalities in physical activity among primary school pupils, but the same result was not found in secondary school students, according to the study. The researchers said the age-based findings may be partly explained by marked differences in how and where young people exercise They said primary school-aged children are more likely to accrue physical activity from “active play” throughout the day - such as running, climbing and jumping during breaks - when they are wearing their uniform. Adolescents, on the other hand, are more likely to carry out physical activity from “structured activities” during which they may be encouraged or required to change. “This may present greater challenges for girls if they are required or expected to wear skirts and dresses as part of their school uniform,” the report says. See <https://www.tes.com/magazine/news/general/school-uniform-restrict-pupil-activity-research>

**Local authority problems**

* **One in eight local authority maintained schools were in deficit in 2022-23**, the highest number on record since schools took control of their own bank balances in 1999, according to data released by the DfE at the end of January. This was a big jump from one in 13 schools the year before, fuelled largely by spiralling energy costs and fully or partially unfunded staff pay rises. There has been a steady upward trajectory of schools being pushed into the red since 2010. In 2011 one state school in 20 was in deficit. The NEU is predicting that deficit figures for this year will be “much worse” when they are released by the DfE next January and shedding more staff will be “the only way out” for many schools, leading to redundancies with larger class sizes and also more stressed staff leaving the sector. With escalating behavioural problems, soaring numbers of children with special educational needs, and increased pupil numbers, schools say staff are already stretched to the limit. Yet heads across the country say they now have no choice but to plan redundancies or not replace leaving staff in order to balance their books. See <https://www.theguardian.com/education/2024/feb/10/teachers-facing-redundancy-as-record-number-of-english-schools-fall-into-deficit>

**Welfare of school staff**

* Fears over the impact of the cost-of-living crisis on teachers have intensified after a poll suggested **one in six teachers are now working second jobs**. Figures published by Teacher Tapp show a “substantial jump” of 42 per cent in the proportion of educators reporting they were doing other work outside their day job. The organisation, which now polls over 10,000 teachers and leaders daily, asks its subscribers each January if they had earned cash “outside education in the preceding 12 months”. Between 2019 and 2022, the proportion answering yes remained at about 12 per cent. But this year that increased to 17 per cent.

**SEND**

* The joint report published this month by the Centre for Young Lives and the N8 Child of the North Research Partnership shows there has been a staggering 300 per cent increase in the number of **children waiting for autism assessments** since the Covid-19 pandemic. Only one in 10 children is receiving an appointment within the National Institute for Health and Care Excellence guideline recommended 13 weeks. A quarter of autistic children are having to wait over three years to receive support - an extremely long time in a child’s early life. Autistic girls and autistic children from minority ethnic backgrounds are often missing out on receiving any assessment and support at all. However, as the report argues, most autistic children can thrive in mainstream education if their needs are supported in a timely way. See <https://assets-global.website-files.com/65b6b3c3bd2e7d160db2dbc0/65bc1bdd54ebfddc4e9a82f0_COYL.pdf>
* DfE has issued “**Special educational needs person level survey**: technical specification”. See <https://www.gov.uk/government/publications/special-educational-needs-person-level-survey-technical-specification>

**ITT and teacher recruitment**

* **The number of international students applying to undergraduate courses at UK universities has risen for a second year running**. New data shows 115,730 students from outside the UK applied to start in September, up from 114,910 last year. It comes despite tougher government rules to help "slash migration". See <https://www.bbc.co.uk/news/education-68294078>
* DfE has updated “**Mandatory guidance on the criteria that organisations must meet to provide initial teacher training** in the 2023 to 2024 and 2024 to 2025 academic years”. See <https://www.gov.uk/government/publications/initial-teacher-training-criteria>

**Early years and primary**

* The DfE has issued “**Primary assessments: future dates**”. See <https://www.gov.uk/guidance/primary-assessments-future-dates>
* The DfE has issued “**Wraparound childcare: guidance for local authorities**”. See <https://www.gov.uk/government/publications/wraparound-childcare-guidance-for-local-authorities>
* The DfE has issued “Delivery support funding for financial year 2023 to 2024 to support local authorities meet costs associated with rolling out **the expanded early year entitlements**”. See <https://www.gov.uk/government/publications/local-authority-delivery-support-funding>

**School funding**

* ESFA has issued “**Pre-16 schools funding**: local authority guidance for 2024 to 2025”. See <https://www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2024-to-2025>
* ESFA has issued “**High needs funding arrangements**: 2024 to 2025”. See <https://www.gov.uk/government/publications/high-needs-funding-arrangements-2024-to-2025>

**Ofsted**

* The DfE has issued “Letters from the Department for Education to Ofsted and ISI in relation to the **inspection of independent schools** and joint working. See <https://www.gov.uk/government/publications/independent-schools-approved-inspectorates>
* Ofsted has issued “**State-funded school inspections and outcomes**”. See <https://www.gov.uk/government/statistical-data-sets/monthly-management-information-ofsteds-school-inspections-outcomes>
* The DfE has issued “**Further education and skills inspections and outcomes**”. See <https://www.gov.uk/government/statistical-data-sets/further-education-and-skills-inspections-and-outcomes-management-information-from-september-2023-to-august-2024>

**Welfare and health of children and young people**

* The NGA has issued for governors “**Exploring children’s mental health and the art of listenin**g” See <https://www.nga.org.uk/news-views/directory/childrens-mental-health-art-of-listening/?utm_source=Master+Audience&utm_campaign=f3699e7f5f-EMAIL_CAMPAIGN_2024_02_08_04_07&utm_medium=email&utm_term=0_-f3699e7f5f-%5BLIST_EMAIL_ID%5D>
* As pledged in the 2017 mental health green paper, the NHS piloted a four-week **waiting time** for children to access specialist mental health services. Following the pilots in 2021, it then proposed the four-week wait would become a new standard that services would be expected to deliver. This would mean youngsters referred to community-based mental health services getting help within four weeks. NHS data from 2021–22 showed youngsters waited on average nearly six weeks between referral and treatment. However, it has now been decided that **they do not want to set a “waiting time standard or trajectory** towards it at this time”. An NHS spokesperson said they “remain committed to publishing community mental health waiting time statistics… ahead of further work with government to help establish a formal performance standard”.
* **Almost half of the victims of criminal exploitation in the UK are British boys aged under 18**, according to a report calling for new laws to acknowledge them as ­**victims of modern slavery**. The analysis, by the Centre for Social Justice (CSJ) thinktank and the charity Justice and Care, found that criminal exploitation is the most common type of modern slavery occurring in the UK in the past four years. It found that 45% of those suffering from criminal exploitation are British boys aged 17 and under, according to referrals to the National Referral Mechanism (NRM), a system used to identify people in danger or at risk of exploitation. The analysis found that about two-thirds were British and mostly teenagers and vulnerable adults who are “forced, coerced or groomed into committing crime for someone else’s benefit”. See <https://www.theguardian.com/uk-news/2024/feb/11/british-boys-risk-modern-slavery-study-teenagers>
* Reports of **antisemitic incidents in the UK** reached a record high last year, according to figures from a Jewish security charity. The Community Security Trust (CST) recorded reports of 4,103 anti-Jewish hate incidents in 2023, up from 1,662 in 2022 and almost double the previous record of 2,255 hit in 2021. Two-thirds of incidents happened on or after the Hamas attacks on 7 October. See <https://www.bbc.co.uk/news/uk-68288727>
* Millions of parents have been issued with a fresh warning to ensure their children are vaccinated against **measles** as new figures show cases have emerged across every region in England. Cases have been found in London, the north-west, the north-east, Yorkshire and the Humber, the east Midlands, the east of England, the south-east and the south-west, UKHSA said. There are still hundreds of thousands of children who remain unprotected and therefore remain at risk of serious complications or lifelong disability.

**Care of children and young people**

* A primary headteacher of nearly 20 years has become the **first schools safeguarding tsar,** tasked with helping leaders communicate better with other agencies. Over the next year, Jon Le Fevre will help the DfE to explore whether schools should become a fourth safeguarding partner and help roll out social care reforms. Schools looking to work with Le Fevre can reach him on jon.lefevre@education.gov.uk
* **Some care homes in England are refusing to take children with complex needs because they are worried it might affect their Ofsted inspection ratings**, fuelling concern that vulnerable young people in the social care system are having to wait months or even years for a stable home. “There can be an unwillingness of some providers to take children with any level of complexity, or increasingly serving immediate or inappropriate notice periods, for fear of the impact on their Ofsted rating,” said John Pearce, president of the Association of Directors of Children’s Services (ADCS). See <https://www.theguardian.com/society/2024/feb/11/care-homes-england-reject-complex-needs-children-protect-ofsted-ratings>

**Education news for schools**

* Ministers are being warned that it would be **a “national travesty” to cut tutoring after reports that there will be no future funding for the National Tutoring Programme (NTP) in the Spring Budget.** School leaders’ unions have said many schools currently using the NTP to help their pupils catch up will no longer be able to afford to if reports that chancellor Jeremy Hunt will not extend funding beyond this academic year in the Spring Budget prove to be correct. See <https://www.tes.com/magazine/news/general/cutting-national-tutoring-programme-funding-schools>
* A major research project is being launched to examine **the impact of teacher training, classroom practice and professional development on pupil outcomes**. The Nuffield Foundation has awarded a £2.4 million grant to the National Institute of Teaching (NIoT) to lead a five-year project targeting teacher preparation and development. The Teaching Improvement through Data and Evaluation (TIDE) project will aim to bring together data to explore how or what approaches to teacher training, classroom practice and CPD impact pupil outcomes. Schools have not yet been chosen for the scheme. Organisers say it is set to involve schools in the founding multi-academy trusts of NioT. See <https://www.tes.com/magazine/news/general/teacher-training-impact-pupils-project-track>
* For details on **Mars Day**, Tuesday 5 March 2024, see <https://email.stem.org.uk/q/11oBrIRqb5sHLdxJrssPuDA/wv>

**School management**

* The DfE has updated “Find, join or create a **network for school business professionals**”. See <https://www.gov.uk/government/publications/join-or-create-a-network-for-school-business-professionals>
* The DfE has updated “**Local authority interactive tool (LAIT**)”. See <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>
* For the latest **ESFA Update**, see <https://www.gov.uk/government/publications/esfa-update-14-february-2024>
* DfE has sent out letters requesting a set of regulators **to update their strategic approach to AI**, with the intention of increasing the transparency around how they are implementing the AI Regulation White Paper proposals. See <https://www.gov.uk/government/publications/request-for-regulators-to-publish-an-update-on-their-strategic-approach-to-ai-secretary-of-state-letters> Ofsted and Ofqual are being asked by ministers to produce an updated plan for how they will approach artificial intelligence (AI), amid concerns about the potential for the technology to be abused in education.
* **Supply spend** is rising across the schools system. Leaders say the rise is driven by the growing support needs of pupils, as well as ongoing teacher shortages and higher supply prices. While many multi-academy trusts (MATs) saw supply costs fall over the pandemic, the latest annual accounts reveal they have since risen significantly compared with before Covid-19. Maintained schools have seen a similar pattern, with supply spend per pupil rising by a third between 2018-19 and 2022-23 according to government data <https://explore-education-statistics.service.gov.uk/data-tables/permalink/2e27bf2d-1d23-4f6c-dcb0-08dc26eee589> . Local authority-run special schools have been hit particularly hard, with per pupil costs shooting up by 56 per cent over that time. Some supply agencies say they are also struggling to recruit, which pushes costs up.

Many schools can also face extra costs from some supply agencies if they want to appoint teachers to full-time posts - these are called finders’ fees or supply release costs. You often see finders’ fees up to around 20 per cent of the salary the supply teacher is being appointed to.

**Post 16**

* The DfE has issued “**Turing Scheme**: international study and work placements”. See <https://www.gov.uk/government/publications/turing-scheme-international-study-and-work-placements> and “Turing Scheme: **apply for funding** for international placements”, See <https://www.gov.uk/guidance/turing-scheme-apply-for-funding-for-international-placements>
* ESFA has updated “**T Level resources for universities**”. See <https://www.gov.uk/government/publications/t-level-resources-for-universities>
* The DfE has issued details of providers **registered to deliver T Levels** and providers intending to deliver the T Level foundation year. See <https://www.gov.uk/government/publications/providers-selected-to-deliver-t-levels>
* The DfE has issued “**Further education corporations and sixth-form college corporations: governance guide**”. See <https://www.gov.uk/government/publications/further-education-corporations-and-sixth-form-college-corporations-governance-guide--2>
* ESFA have issued “The course directory contains information on **courses offered by learning providers** who are contracted with the Education and Skills Funding Agency (ESFA)”. See <https://www.gov.uk/government/publications/sfa-course-directory>

**Tony Stephens**