

# FE Week

## BORIS LEADS LONDON REVIEW

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## OFSTED TO REPORT ON FE PREVENT

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## LORDS DEBATE APPRENTICESHIP QUALITY

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Photo: Shaun James Cox / Mind

## Royal visit marks mental health event

The Duke and Duchess of Cambridge highlighted the importance of talking about mental health as they visited Harrow College to celebrate World Mental Health Day.

The Royals met with young people who have battled mental health problems and now volunteer with Mind in Harrow or the anti-stigma campaign Time to Change, to raise awareness about mental health with other young people.

The Duke and Duchess also spent time with students from Harrow College's own welfare programme as well as health and social care learners.

The visit, on October 10, included level two childcare students Kenna Dolby and Nerice Campbell-Forde, both aged 16, who got the opportunity to present their mental health app idea.

Keena said: "The Duke and Duchess were really impressed with the app idea that we had developed and really hoped that the idea would one day become a reality."

From left: Harrow College curriculum manager health care social, Errol Allen and Mind representative Zoe Webber with the Prince William

Inset: The Duke and Duchess of Cambridge visit Harrow College with Mind chief executive Paul Farmer

# APPRENTICESHIP EXAM COST CONCERN

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EXCLUSIVE

## CBI calls for 'clarity' on new Trailblazer assessments

### AELP warns against new starts without knowing costs

they take on any new starts".

Mr Carberry said: "What is important is giving businesses and providers clarity as soon as possible on the new assessment system and associated costs.

"Companies are concerned that assessment costs for trailblazers are proportionate.

"We have been getting more worried that government inspired end assessment criteria are driving up costs for trailblazers."

It comes with provisional government figures this month showing 400 starts under the new standards in 2014/15.

Each Trailblazer group has to include an estimate of costs when they submit their

assessment plans — but this information is not published.

However, a number of published assessment plans include some reference to potential costs.

The level three electrician standard includes an AM2 test which "will be approximately £700".

Meanwhile, the Tech Partnership, the employer-led network behind both the network engineer and software developer Trailblazer apprenticeships said in its assessment plan that "our aim is that assessment costs will be 10 to 15 per cent of the total cost of the apprenticeship". This would give a "direct cost of assessment of three days of assessor per apprentice".

Terry Fennell, group operations director at the Food and Drink Training and Education Council Group of Companies, told *FE Week* that the Butchery Employer Trailblazer group had estimated the end point assessment cost for the butcher standard to be around £600.

Despite the uncertainty over assessment fees, providers are expected to include costs when claiming funding from the SFA.

A City and Guilds spokesperson told *FE Week*: "We are still working with trailblazer groups to decide the pricing structure for end assessment apprenticeships."

A spokesperson for Pearson said it was "too early at this point" to have information about how much they would charge.

An OCR spokesperson said: "It's too early to say what OCR will be charging as nothing has been finalised."

See editor's comment on page 8



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## NEWS

**Boris leading London area FE review**

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Boris Johnson (pictured) has been given a key role in deciding the future of London's FE colleges, *FE Week* can reveal.

The London mayor will, it is understood, lead the capital's post-16 education area review, which is yet to be officially announced.

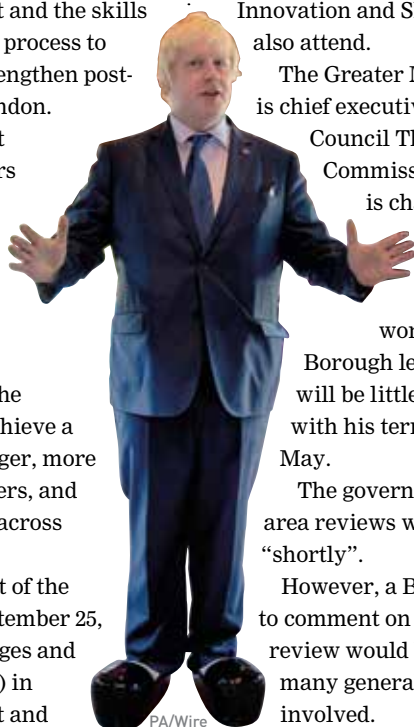
A City Hall spokesperson told *FE Week* that Mr Johnson, who is also the MP for Uxbridge and South Ruislip, had already taken a leading role in preparations for the review.

He said: "The mayor is working with borough leaders, government and the skills sector, using the area review process to help deliver our vision to strengthen post-16 skills and education in London.

"It is vitally important that businesses can access workers with the right knowledge and skills if the capital is to maintain its current strong position as a global hub for business, talent and creativity."

The government has said the reviews were "designed to achieve a transition towards fewer, larger, more resilient and efficient providers, and more effective collaboration across institution types".

It announced the second lot of the first round of reviews on September 25, involving 21 general FE colleges and 13 sixth forms colleges (SFCs) in the Tees Valley, Sussex Coast and



PA/Wire

Solent regions.

Twenty two general FE colleges and 16 SFCs were announced in the first round of reviews for Birmingham and Solihull, Greater Manchester and the Sheffield City region, announced on September 8.

College governors' board chairs, joined by either their chief executives or principals, and officials from local authorities take part in each steering group.

Members of local enterprise partnerships (LEPs), the FE Commissioner, the Sixth Form College Commissioner and Regional Schools Commissioners, and Department for Education and Department for Business, Innovation and Skills (BIS) officials will also attend.

The Greater Manchester group chair is chief executive of Trafford City

Council Theresa Grant, but FE Commissioner Dr David Collins is chairing the five other steering groups.

It is understood Mr Johnson will be

working with London

Borough leaders in his role. There will be little opportunity for delay, with his term of office set to end in May.

The government has said that more area reviews would be announced "shortly".

However, a BIS spokesperson declined to comment on when the London area review would be announced, or how many general FE and SFCs would be involved.

**Better careers advice needed to boost young apprenticeship numbers**

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Better advice and guidance for young people is needed with figures suggesting 16 to 24-year-olds were making up a shrinking proportion of apprenticeship start numbers, it has been claimed.

The number of 2014/15 apprenticeship starts was provisionally put at 492,700 in this month's statistical first release. Of these, 210,100 were aged 25 or above — a rise of 33.2 per cent, or 52,400, from the same figures last year.

And further comparing provisional figures, the 25+ age group made up 42.6 per cent of all apprenticeship starts last year, versus 36.5 per cent (157,700) in 2013/14, and 44.9 (222,200) the previous year.

The troubled, and ultimately scrapped, 24+ advanced learning loans for apprenticeships are widely acknowledged to have been responsible for the 2013/14 fall.

However, in quarter four 2014/15, the 25+ age group was provisionally behind 50.9 per cent (55,900) of all starts — up from 49.1 per cent (58,000) in 2013/14.

Teresa Frith, AoC senior skills policy manager, said: "It's more difficult to recruit apprentices in the 16 to 18 or 19 to 24 age groups for a number of reasons.

"Better careers advice and guidance would make young people aware that an



apprenticeship could be an option for them to get a foot on the career ladder."

Stewart Segal, chief executive of the Association of Employment and Learning Providers, said: "The numbers for 25+ are still 20,000 lower than the pre-loan figure but the government nailed its commitment to all-age apprenticeships to the mast well before the general election and you are seeing employers and providers respond.

"Nevertheless, AELP wants to see starts for 16 to 24 increase every year and we strongly support initiatives such as better information and guidance to help make that happen."

Provisional figures for traineeships also suggest there were 19,200 starts in 2014/15 — 800 short of former Deputy Prime Minister Nick Clegg's target of 20,000 new traineeship starts.

Meanwhile, Shadow Skills Minister Gordon Marsden accused the government of letting down young people.

## FE WEEK NEWS IN BRIEF

**Pay freeze ballot results due**

The results of a University and College Union (UCU) vote on an Association of Colleges (AoC) pay freeze recommendation for 2015/16 were due as *FE Week* was going to press.

The ballot opened in September and voting on the pay freeze proposal and potential subsequent strike action closed at noon on Thursday (October 15).

Unison members have already "overwhelmingly" rejected the offer, but did not supply *FE Week* with the full results of its vote.

See [feweek.co.uk](http://feweek.co.uk) for more.

**Awards across England**

Regional apprenticeship award winners and highly commended entries have been announced at ceremonies across England.

The events for London, the South West, North West, Yorkshire and the Humber, and West Midlands took place between Thursday (October 8) and Wednesday (October 14). The awards, now in their 12th year, celebrate the success of the country's most exceptional apprentices and employers. National awards are in January.

See [feweek.co.uk](http://feweek.co.uk) for a full report.

**'Use levy to boost pay'**

The National Union of Students has said cash from the government's planned new apprenticeship levy should subsidise pay for apprentices.

A union spokesperson said on Tuesday (October 13) businesses employing apprentices aged 16 to 21 should be able to use levy funding to pay the difference between the National Minimum Wage (NMW) rates for apprentices and 18 to 20-year-olds.

The rates increased on October 1 from £2.73 to £3.30 an-hour for apprentices and £5.13 to £5.30 an hour for 18 to 20-year-olds.

Provisional figures for 2014/15 suggested that 245,300 people achieved an apprenticeship in the last year. In comparison, final figures showed that 255,800 people achieved an apprenticeship in 2013/14.

"The government must improve the quality of apprenticeships and their results, and the Department for Business, Innovation and Skills (BIS) and the Department for Education need to have a joined up approach which provides real progression for young people," he said.

Lady Margaret Sharp, former Liberal Democrat education spokesperson in the House of Lords, said she was "very critical of current developments".

The government, in her view, was misleading people into "believing we've got all these young people into good training jobs which will not only provide them with good solid jobs when they've finished but also solve all our skills shortages".

The reality, she said, was that "very few of them are for 16 to 18-year-olds, most go to those already employed in the firm."

A BIS spokesperson said: "We are developing a comprehensive plan to grow the number of high quality apprenticeships. This will include working closely with large employers, more support for small businesses and a renewed emphasis on promoting the value of apprenticeships."



## NEWS

# More than 20 health and safety notices handed out to FE colleges

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More than 20 Health and Safety Executive (HSE) notices have been served to FE colleges in the last five years with issues ranging from dangerous workshop lathes to repetitive strain injury, *FE Week* can reveal.

Three notices have given to colleges so far this calendar year, with a further nine in 2014, one in 2013, six in 2012 and three in 2011.

The most recent was a prohibition notice issued on April 24 against Totton College, in Southampton, which, an HSE spokesperson said, related to a dangerous vehicle lift in its motor vehicle repair centre.

A Totton spokesperson told *FE Week*: “The fault was found to be with the manufacturer and quickly rectified.”

The day before, an improvement notice was given to Amersham and Wycombe College following the disturbance of asbestos dust that may have been breathed in by six people (see sidebar, right).

Lewisham Southwark College declined to comment on the improvement notice it was handed on February 23.

An HSE spokesperson said the South East London college failed to “ensure suitable and effective measures have been taken to prevent a person or object falling a distance likely to cause personal injury from the open edge of [a] water tank”.

Basingstoke College of Technology was hit with six improvement notices in just



Amersham and Wycombe College

one day — July 9 last year — after the HSE found “inadequate guarding” on a number of engineering workshop lathes.

Inspectors said there had also been “insufficient” assessment of risks associated with metalwork coolant fluid.

A college spokesperson said “appropriate action was taken” in response to the notice.

Other notable cases included Rotherham College, which received two improvement notices on May 24, 2012, after a member of staff developed repetitive strain injury.

A college spokesperson said: “A member of staff was diagnosed with tenosynovitis of the right wrist (related to key board use).

“We worked with HSE to rewrite our [display screen equipment] policy.”

Meanwhile, Oaklands College received improvement notices on January 3, 2012, and March 14, 2011.

An HSE spokesperson said the 2012 notice was over failure to put “adequate [safety] arrangements in place” before a lighting cable was broken while a trench was being dug.

The 2011 notice demanded the replacement of corroded buried metallic liquefied petroleum gas (LPG) pipework.

A spokesperson for the Hertfordshire college said: “The pipe carrying the LPG supply was while not actually leaking, in corroded condition. It was replaced by a Gas-Safe certified engineer with a non-metallic pipe.”

With regard to the other notice, he said the college agreed with HSE that “the path of all future excavations would be cat-scanned in advance to ascertain if any services were present”.

See [feweek.co.uk](http://feweek.co.uk) to read about all 22 notices and see page 18 for an expert piece by Paul Joyce, from Ofsted

## ASBESTOS WARNING

Amersham and Wycombe College was hit with an improvement notice on April 23 after five learners and a teacher were potentially subjected to asbestos dust.

An HSE spokesperson said it was issued because the college had “not provided information about the location and condition of asbestos within the college to every person liable to disturb that asbestos”.

A college spokesperson told *FE Week* that “a small amount of dust” in the ceiling void of a workroom had been disturbed “during the planned removal of an internal partition” on March 5.

“As the part of the building fabric includes asbestos sheeting — which was not damaged during this incident — as a precautionary measure, we sealed the room,” he added.

Subsequent HSE tests on the dust showed “small amounts of asbestos particles” which five learners and a teacher were subsequently warned they may have been exposed to, he said. The college was given a three-month extension, from the notice’s original June compliance deadline, until September 25. It complied with this.

The HSE spokesperson said: “The college had [previously] undertaken full asbestos surveys for the site, but decided on a new full survey as part of the response to the notice, which does take some time and is why the notice was extended.”

## Ofsted to carry out Prevent Duty thematic review

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Ofsted is to carry out a thematic review of the implementation of the anti-terrorism Prevent Duty in the FE sector, *FE Week* can reveal.

Paul Joyce (pictured), Ofsted deputy director for FE and skills and independent schools, said he had put the idea to chief inspector Sir Michael Wilshaw.

“I’ve actually proposed to our chief inspector that we do look at prevent and look at doing a survey around its early implementation in the sector,” said Mr Joyce in a webinar hosted by author of the Complete Funding Guide for Apprenticeships and former *FE Week* editor Nick Linford on October 12.

“I think it is important that we establish very early, in terms of policy, what is working and to get that good practice out. And equally to say what isn’t working — and what needs to be done,” he added.

The Prevent Duty, which came into force on September 21, requires FE institutions to put in place policies to prevent potential radicalisation of learners and exposure to extremism.

Questions have been raised about the sector’s readiness for the duty. A survey by the Association of Teachers and Lecturers (ATL), of its members in English FE colleges

as reported by *FE Week*, found that 45 per cent of those questioned had not had any training in how to stop students being drawn into terrorism.

Mr Joyce acknowledged that many providers “do get nervous” about new legislative requirements such as the Prevent Duty, and outlined what Ofsted inspectors would be looking for when they visited providers.

“What we’re interested in is ensuring that staff are aware of the prevent agenda, that staff are aware of what to do given certain circumstances — if learners were particularly at risk, do they know what action to take? — so clearly, training is a part of that,” he said.

Inspectors would be “particularly interested” in the management of the Prevent Duty, he said.

On the subject of the appropriateness of guest speakers, Mr Joyce said inspectors would ask providers about the processes they follow “to ensure those speakers are appropriate, in terms of subject knowledge and their own standing”.

Ofsted would be looking for examples of good practice, he said, and would aim to “publicise that far and wide to the sector whenever we find it”. “We’ve made it very clear to our inspectors that this is an implementation year in terms of the requirements of the prevent duty,” he said.

An Ofsted spokesperson said the review had been agreed and preliminary work was under way.



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## NEWS FROM PARLIAMENT

BUSY WESTMINSTER  
WEEK FOR FE SECTOR

It was a busy week in Parliament for FE and skills with a number of committee evidence sessions and Lords' debates touching upon sector issues.

The House of Commons Business, Innovation and Skills Select Committee took evidence on the government's Productivity Plan on Tuesday (October 13), before hearing from Business Secretary Sajid Javid (see page 8) the following day on the work of his department.

Meanwhile, the House of Lords Social Mobility Committee sat on Wednesday (October 14) for its fourth evidence session, having already heard from former Deputy Prime Minister Nick Clegg, among others, in July.

Two days earlier there had been a Lords debate on the Enterprise Bill, which includes proposals for a large employers' apprenticeship levy. And on Thursday (October 15), Lords debated the quality of apprenticeships, among other related issues.

However, the sector is set to figure prominently again next week in Parliamentary proceedings with FE college sector finances coming under the microscope of the Public Accounts Committee.

Committee chair Meg Hillier, investigating concerns of a 'financial meltdown', is expected to grill Department for Business, Innovation and Skills permanent secretary Martin Donnelly, DfE permanent secretary Chris Wormald and sector funding agencies chief executive Peter Lauener on Monday.

See [feweek.co.uk](http://feweek.co.uk) for more, including an exclusive expert piece by Ms Hillier and follow *FE Week* on Twitter for live coverage of her committee hearing.

## Lords demand quality and quantity in debate on apprenticeships

**ALIX ROBERTSON AND REBECCA JONES**  
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Quality must not be compromised in the government's drive to create 3m apprenticeships by 2020, members of the House of Lords said in a debate on 'the availability and quality of apprenticeships'.

The debate was opened by Labour peer Lady Prosser, former deputy general secretary of the Transport and General Workers' Union and ex-president of the Trades Union Congress, with a further 20 peers speaking on the topic, including a rebuttal from Conservative peer the Earl of Courtown.

In her opening speech, Lady Prosser said the government's plans to create 3m apprenticeships by 2020 "must not be a proposal for never mind the quality — feel the width", adding that companies should both commit to apprenticeships and work to bring in underrepresented groups of students.

Conservative peer Lord Lingfield, chairman of the Chartered Institution for Further Education, supported the view, saying: "To be effective these must be really good quality apprenticeships, many we hope will be at level three, and recognised widely as such by students, teachers parents and employers."

He added that work must be done to promote the reputation of apprenticeships, to ensure they are seen as a "viable and worthwhile alternative and a sure course towards employment" rather than a "second or third order option".

Lord Lingfield highlighted the Apprentice Development Centre in Derbyshire, run as a partnership between Toyota and Burton & South Derbyshire College, as an example of a provider that is well recognised for delivering high quality apprenticeships.

Other issues raised in the debate included the gender imbalance between levels of training and job prospects, the need to ensure that apprenticeships are accessible for students with special educational needs,



Baroness Prosser

and the role of FE colleges in assisting the delivery of apprenticeships, in light of funding cuts.

The debate, on Thursday (October 1), came three days after Lords held the second reading of the Enterprise Bill, which contains levy proposals and plans for public sector bodies to have apprenticeship targets.

Liberal Democrat Lord Stoneham of Droxford said he was "deeply disappointed" with the bill, adding: "Its appearance suggested that the government has spent the



Lord Lingfield

summer wandering around looking for things to put into it."

He said the problem of encouraging the small business sector to take on new apprentices without "weighing them down with the bureaucracy of government incentive schemes and costs," had not been addressed, and the government should also be focusing more on tackling the "30,000 annual shortage of engineers going into training".

Labour's Baroness Donaghy said that though the commitment on paper was welcome, the apprenticeship levy could turn out to be "a tax on training" that might displace training budgets for existing workers.

She also questioned what the government's plans were for negotiations with employers and unions on the implementation of the apprenticeship targets.

"If you force the NHS to take on more apprentices, where there is insufficient staffing capacity to provide the right supervision and mentoring, it could be very risky," she said.

"The types of roles for which apprenticeships exist do not necessarily match up with the job vacancies.

"A health care assistant for example in the NHS, wishing to be a nurse, cannot currently do so through an apprenticeship and would require funding to support their progression."

## Levy better as 'nuclear' deterrent, says academic

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A senior academic has said apprenticeship levy plans were like a "nuclear weapon — it may be worth threatening you are going to use it more than actually use it."

Professor Ewart Keep, director of Oxford University's centre on skills, had told the House of Lords Social Mobility Committee he was "very surprised" by the government announcement in June of plans for the apprenticeship levy.

He said: "What worries me is with firms that have not previously had apprenticeships before, but will fall inside levy payments — certain sorts of private training providers will say to them, you are now paying the levy, let's see how we can work with you to gain the system to get some of your money back for training that you might have been doing anyway."

Professor Keep added: "I fear that, particularly as it is really tied to the government's 3m apprenticeship target [by 2020], what we will see is quality will be sacrificed for quantity."

"My general expectation is that when push comes to shove and there is any indication that the target won't be met, quality will get traded off."

Professor Keep's comments to the committee, which is investigating the transition between school and work and its impact on social mobility, follow widespread sector concerns about apprenticeship quality as reported recently in *FE Week*.

Such concerns have been raised, for example, by the Department for Business, Innovation and Skills consultation on the proposed levy, which raised the possibility of allowing employers to

use providers not subject to an approval system or even Ofsted inspections.

And although Skills Minister Nick Boles has outlined his view that employers' apprenticeship levy money could only be spent on Skills Funding Agency-registered providers, and that Ofsted would have a continued role in inspecting them, his shadow, Gordon Marsden, has also expressed concern about falling apprenticeship success rates.

However, Tanith Dodge, HR director at Marks and Spencer, told the committee on Wednesday, October 14, that there was a "naivety among young people about the opportunities out there [for vocational training]."

"The whole process of applying is so important. Employers have got a big responsibility to help young people with feedback [if they don't get on an apprenticeship] for future applications," she said.

Nick Chambers, director of the Education and Employers Taskforce charity, agreed that "more could be done with applications for apprenticeships".

"A lot more are going to older workers and not younger people," he said. "Things like helping [young people] with a mock interview or a CV can make a real difference."

Emma Codd, managing partner for talent at Deloitte, also said during the hearing: "Businesses have to put in the time to show people who go in at level two how they can progress [to higher level apprenticeships]."

The committee is expected to have at least two further evidence sessions — on October 21 and 28 — before reporting its findings by March 23. Witnesses for future evidence sessions are yet to be announced.

## Learning opportunities 'detrimental' to productivity

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The difficulty faced by small to medium-sized enterprises (SMEs) in running apprenticeships was raised with members of the House of Commons Business, Innovation and Skills Select Committee.

Stephen Ibbotson, director of business at the Institute of Chartered Accountants, told the committee, which held its first evidence session looking at the government's Productivity Plan on Tuesday (October 13), that SMEs were generally supportive of apprenticeships.

But, he said, for others, getting an apprentice "can be detrimental to productivity because it takes experienced people to work with them, and they also sometimes struggle to get the calibre of apprentice they want".

The Productivity Plan outlines, among other things, a number of apprenticeship-related measures including the large employers' levy and employment targets for public sector

bodies in order to increase skills.

However, Allan Cook, ATKINS chairman and vice president of the Royal Academy Engineering, told committee MPs that — while apprenticeships were a "big part of the solution" to the skills shortage in engineering — businesses, and particularly SMEs, found it very difficult to navigate the different government initiatives.

"The coordination that has to exist between education — FE, higher education — and industry, helped by the government, is absolutely essential. It has to be a holistic approach," he said.

Miguel Coelho, fellow, Institute for Government, expressed concerns over the government's focus on apprenticeship targets.

"The quantity seems to have been one of the persistent problems we've had over the years — a focus on quantity and not on quality," he said.

In contrast, he added, the evidence from countries such as Germany and Austria, which have long-standing apprenticeship programmes, "suggests that the really interesting thing about vocational education is when you have three-year degrees."



## NEWS

## FE Week journalists up for awards — again

Five Lsect journalists, including three from *FE Week*, have been shortlisted for eight education journalism awards.

*FE Week* reporter Paul Offord won last year's outstanding FE journalism category at the Chartered Institute of Public Relations awards and is up for the same prize again, along with *FE Week* editor Chris Henwood.

Paul has also been shortlisted in the outstanding apprenticeships and skills journalism category, as has *FE Week* and *Schools Week* reporter Freddie Whittaker.

*Schools Week* reporters Sophie Scott and John Dickens have both received two nods. Sophie has been shortlisted in the

outstanding data education commentary category — a new award this year — and John is up for the outstanding national education journalism award.

Both have also been shortlisted for most promising newcomer to education journalism.

"I'm incredibly proud of the team. Once again their hard work has paid off," said Shane Mann, managing director of Lsect, which publishes the two titles.

"Over the past 12 months, editorial teams from both *FE Week* and *Schools Week* have relentlessly and tirelessly worked to bring our readers thought-provoking, challenging and investigative journalism."

Winners will be announced at the awards ceremony, sponsored by City & Guilds, at Dartmouth House, Mayfair, London, on November 12.



Paul Offord



Chris Henwood



Freddie Whittaker



Sophie Scott



John Dickens

## 'Boost FE with HE cash' report due

The government is expected to face calls to boost FE budgets with funding from the higher education sector in a new report.

The Policy Exchange was due to publish its report today (Monday, October 19) and it is thought the conclusions will include a rebalancing of government finances towards the two sectors.

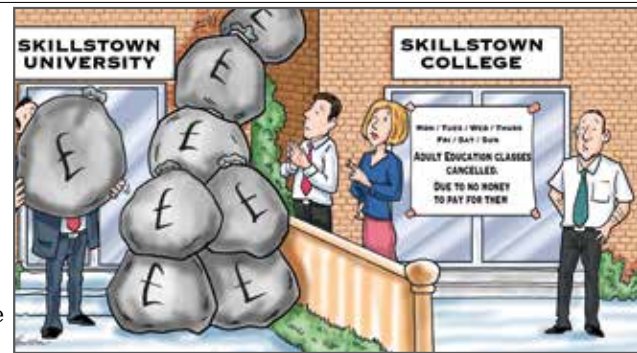
It comes after Jonathan Simons, head of education at the right-leaning think-tank, which counts Skills Minister Nick Boles as founder, said the Department for Business, Innovation and Skills (BIS) should divert cash from universities to help FE, which is "falling over".

In an exclusive interview with *FE Week*, and expanding on his above comments from the Northern Rocks pedagogy conference in Leeds in June, he said the government needed to ensure value for money for "all students, regardless of what route they take".

He said: "In advance of a challenging spending review, we need to think hard about how we best spend all available government funds. When it comes to post-secondary education, the field is currently skewed in favour of higher education."

The Skills Funding Agency announced in July that FE providers faced a cut of 3.9 per cent on their non-apprenticeship adult skills budgets between August and March 2016.

It came on top of cuts of up to 24 per cent already made to adult skills budgets earlier



The *FE Week* cartoon from edition 142, in June this year, about Policy Exchange proposals that FE budgets should be boosted by higher education funding

this year.

Mr Simons said: "When the adult skills budget is being cut by 24 per cent in 2015/16, and at the same time the higher education sector reports discretionary reserves for 2013/14 equivalent to just under half of their entire annual income, I'd expect BIS to think hard and work with colleges, universities, employers and training providers to ensure value for money in education for all students after the age of 18, regardless of what route they take and which qualifications they study."

A BIS spokesperson said: "Any funding decisions will be made following the spending review."

Mr Simons' comments come with the adult skills budget having been cut by 24 per cent since 2009-10. And, according to the National Audit Office, more than one-in-four of the entire FE college network could effectively go bankrupt within 12 months.

See [feweek.co.uk](http://feweek.co.uk) for more on the report.

## Tackling the digital skills shortage - one college at a time.



Chris Clifford  
Director of Education, risual

risual education was formed to help address the digital shortage through collaboration with Microsoft, and our industry expertise to create a centre of excellence for IT in each LEP area. This is to take direct action in response to the UK Digital Skills Taskforce's report "Digital Skills for Tomorrow's Worlds" which highlights Britain's growing shortage of digital skills. Whilst stereotypical perceptions of technology careers prevent many students from continuing into the digital industries, estimates from the Science Council suggest that the ICT workforce will grow 39% by 2030, and a report from O2 stated that around 745,000 additional workers with digital skills would be needed to meet demands between now and 2017.

A key priority of risual is to work with LEPs in order to support skills and employment strategic priorities by creating an aspirational and innovative enterprise culture. Through our academy offer, and using the UNESCO ICT Competency Framework for Teachers we will bring together the education and employment sectors. By producing a collaborative delivery model for apprenticeships to form a direct route for full time learners into apprenticeships within the local region, risual will promote educational reform and sustainable economic development. By addressing the digital skills shortage, this gives young people the skills and attributes needed to build an effective workforce for the future to face economic challenges and counteract unemployment.

risual Academies will introduce a state of the art learning space with the latest Microsoft technologies, in addition to providing curriculum support to provide teachers and students with the latest digital literacy skills in the industry, in line with FELTAG recommendations. risual will drive innovation in technology in colleges, enhancing teaching and learning whilst enabling students to develop the digital literacy skills they need to be effective citizens and members of the workforce.

Microsoft will also drive business through their Associate Colleges, by marketing them as their centres of excellence and Colleges will benefit from recognition and inclusion into a global community of identified exemplary institutions.

This scheme is open exclusively to one College in each LEP region, applications are to be made via our website [www.risualeducation.com](http://www.risualeducation.com). risual will seek guidance from the LEP board with regards to the recommended College to become the IT Centre of Excellence for the region.

Apply here: [www.risual.al/apply](http://www.risual.al/apply)





# Edge annual lecture focuses on bridging skills gap

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“People without jobs and jobs without people” was Australian chief executive Nicholas Wyman’s chosen topic for the 2015 Edge Foundation Annual Lecture, as he spoke about the challenge of the ‘skills gap’.

Mr Wyman delivered his keynote speech to an audience at Glaziers Hall, in London Bridge, following an introduction from former Education Secretary and Edge Foundation chair Lord Kenneth Baker.

His top three recommendations for tackling the skills gap began with on-the-job training from school age, followed by determining the skills gap in the labour market and linking it to skill areas in the curriculum. His top tip was to build in better collaboration between training providers and industry.

Mr Wyman acknowledged that not everyone might agree with the idea of a ‘skills gap’, but said: “I personally believe there is a skills gap and I say that because people are leaving our education systems without the skills that employers need.”

As chief executive officer of the Australian Institute for Workplace Skills and Innovation, he gave a global perspective on the topic, covering education systems from Singapore to Canada, but said “there is no silver bullet, there is no one system that is going to solve this labour market mismatch”.

In the context of an aging population, Mr Wyman said engaging young people and securing the labour pipeline is vital, and leaving the problem to governments to solve is not good enough.

“I say it’s industry’s problem. I say it’s the educators’ problem. I say it’s a problem for communities and a problem for parents — everyone needs to be involved in the conversation,” he added.

The event’s keynote speech was followed by a panel discussion, chaired by David Harbourne, acting chief executive officer of the Edge Foundation. The debate covered a range of topics, including concerns that the government’s proposed large employers’ apprenticeship levy could fail to address challenges in FE.

Panel member Ben Willmott, head of public policy at the CIPD, the independent body for HR and people development, said controls around the quality of apprenticeships were needed, as well as increasing the number to the government’s target of 3m by 2020.

“The danger of the levy is unless there’s some controls around quality, it could just end up boosting the numbers and not necessarily increasing the quality,” he said.

Mr Willmott’s comments came in response to a question raised by a representative from the Education and Training Foundation, who expressed concerns about funding struggles in the FE sector and an insufficient number of employers coming forward to provide opportunities for young people in



Nicholas Wyman



From left: David Harbourne, David Meller, Deirdre Hughes, Ben Willmott, Sue Williamson, Lord Kenneth Baker

vocational education.

The event panel was completed by David Meller, chair of the National Apprenticeship Ambassadors Network; Deirdre Hughes, principal research fellow, Warwick Institute for Employment Research; and Sue Williamson chief executive SSAT. They were asked whether they thought the levy would be able to tackle such problems.

Mr Willmott said ensuring “businesses and providers are really working collaboratively together” would be key. He cited an example from the CIPD’s consultation response on the apprenticeship levy, in which one employer in the food sector said it would not have its two higher level apprenticeships if the local university had not broached the subject.

“If they’d been left to their own devices that wouldn’t have happened,” said Mr Willmott. “I think it comes back to the issue of partnerships and ecosystems.”

Ms Hughes, former chair of the National Careers Council, focused on the need to address the UK’s “untapped talent”. She

said young people who have dropped out of AS or A-level must be engaged in order to help meet apprenticeship targets.

“If you have a look at the number of young people that drop out of AS or A-level ... that number is significant,” she said.

“If we’ve got a challenge around meeting apprenticeship targets and we can enthuse employers to take more young people on, then actually I think we need to be thinking around how we can get behind those young people.”

Mr Meller said he was confident government plans for apprenticeships were on track. “I think they will get us to the number of 3m,” he said.

“Our trajectory at the moment is on target to get five/six hundred thousand this year. We are very conscious of working for high quality, we don’t just want a number,” he said, adding that “more and more companies are being signed up every day”.

## PM SAYS LEVY WILL APPLY TO SCOTLAND

FE WEEK REPORTER  
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Prime Minister David Cameron (pictured) has revealed that the large employers’ apprenticeship levy would apply to Scotland.

He said on Wednesday (October 14) that Scotland would get a “full and fair share of any apprenticeship levy.”

It came three months after Skills Minister Nick Boles, in reply to a written question from then-Shadow Culture, Media and Sport Secretary Chris Bryant, said simply that the levy would “support post-16 apprenticeships in England.”

Mr Bryant, Shadow Leader of the House of Commons, had asked Mr Boles if he would hold a consultation on the introduction of the apprenticeship levy, which is expected to come into force in 2017.

Mr Boles replied: “The government is introducing a UK-wide levy to help fund the increase in quantity and quality of apprenticeship training. The levy will support post-16 apprenticeships in England.”

A Department for Business, Innovation and Skills (BIS) consultation on the levy closed on October 2. It explained how the government wants the levy “to be calculated on the basis of employee earnings and for employers to pay the levy through their PAYE return”.

But it failed to give any indication of the cost involved, instead stating that the “rate and scope” of the levy for “all sectors” would be announced as part of the autumn spending review. The threshold for what defines a large employer is also expected in the spending review.

Mr Cameron’s comment that Scotland would be involved in the sharing out of levy funding came during Prime Minister’s questions last Wednesday and was in reply to a question from Callum McCaig.

The Scottish National Party MP for Aberdeen South asked: “The Scottish government has estimated that the apprenticeship levy introduced by the Chancellor in the July Budget will raise £391m from Scotland, with £146m of that coming from the public sector.

“As yet, there has been no confirmation that a single penny of that will come to Scotland to fund our distinct modern apprenticeship programme. Will the Prime Minister confirm today that Scotland will receive our fair share of this funding, or are we seeing another pig in a poke from this supposed one nation Government?”

Mr Cameron said: “We have not yet set the rate of the apprenticeship levy or, indeed, set what size a business has to be before it starts paying it.

“The guarantee I can give the honourable gentleman is that Scotland will be treated fairly and will get its full and fair share of any apprenticeship levy, but, as ever with SNP Members, they invent a grievance before it even exists.”

A BIS spokesperson said: “The apprenticeship levy is UK-wide. Skills policy is a devolved area so the Devolved Administrations will continue to have complete flexibility over how to support businesses through training and apprenticeships.”



See page 19 for an expert piece by Dr Hughes



## NEWS

# Government absent as FE protestors call for Esol answers

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Government ministers were missing from a lobby on funding cuts to English for Speakers of Other Languages (Esol) — despite the event drawing hundreds of demonstrators from across the FE sector.

Around 600 staff and students from a range of colleges gathered at the Houses of Parliament on Wednesday (October 14) to protest against the cuts, but no members of government attended the event to respond.

Leila El-Metoui, an education officer for charity Schools Out UK, described the event as a “huge success with some great motivational speakers”, but added that she was frustrated by the absence of government representatives.

“Shame, shame, shame on BIS [the Department for Business, Innovation and Skills] and the SFA [Skills Funding Agency] for not turning up and not sending a representative, because they are the ones holding the strings to the purse and they didn’t even bother,” she said.

The rally, hosted by campaign group Action for Esol and the University and College Union (UCU) London branch, came in response to the government’s decision in July to cut funding for a £45m programme of English courses for foreign language speakers, run with Jobcentre Plus.

A range of speakers attended the event



Demonstrators at the Esol rally

including Liz Lawrence, UCU president; Shakira Martin, NUS vice president for FE; and college principals Gerry McDonald, from Tower Hamlets College, and Ian Ashman, from Hackney Community College.

But Labour politicians Matthew Pennycook, Richard Burgon and Andy Slaughter were the only MPs to attend.

A BIS spokesperson declined to comment on why it had no representative had been present or whether the rally would influence Esol policy.

Instead, he said: “The government continues to cover the full cost of Esol for those who have been in the UK for at least three years, are in receipt of JSA [Job Seekers Allowance] and

who need to improve their English in order to find work. This will continue to be funded through the Adult Skills Budget.

“In 2013/14, BIS invested an estimated £140m on fully and part-funded Esol courses, supporting 142,000 learners.”

Rebecca Durand is an Esol teacher from Tower Hamlets College. She brought her students to the rally and said her college had long waiting lists, with applications for Esol building up as classes are cut back.

“It’s getting harder and harder for students to get into the classes. There are so many restrictions ... we’re being treated like we’re part of the immigration services and part of the welfare system. We just want to teach



Jenny Roden, from Natecla (standing)

English,” she said.

A number of Tower Hamlets College students attended the demonstration, including Aziza Rahima, 46, who came to the UK from Bangladesh eight years ago with her husband and two sons, aged 19 and 11. She said she enjoys studying at Tower Hamlets and has found it very helpful, but added that she is worried about the cuts.

“Our Esol class funding has been cut. We are not speaking English properly. It’s all cut so we have a real problem,” she said.

Students not only joined the rally but some also chose to make speeches themselves, facing a large audience to express what language learning has meant to them.

Michela Ravano, an Esol teacher from Morley College, said she was “extremely proud” of her students for speaking out at the event.

“They could hardly speak English and they went up there and said their thoughts, it was very moving.

“It is very difficult to stand up and speak in other country and express your rights,” she said.

## Subcontracting audits requirement questioned by AoC

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A new Skills Funding Agency (SFA) requirement for lead contractors to pay for an external audit of their subcontracting arrangements will “create the need for hundreds of additional reports,” Association of Colleges assistant chief executive Julian Gravatt (pictured) has warned.

He said the requirement, contained in funding agreements for 2015/16 and requesting ‘annual subcontracting assurance,’ was already carried out internally by providers as “good practice”.

A notice has been sent by the SFA to lead providers about the new clause, which requires lead providers that “subcontract more than a defined level of provision to obtain a report from an external auditor that provides assurance on the arrangements in place to manage and control their subcontractors”.

Lead providers must also provide “a certificate confirming that the report provides satisfactory assurance,” according to the notice, which has not been sent to subcontractors but is available on fewweek.co.uk.

“It is good practice for college audit committees to get an internal auditor to look at their education and training sub-contracts, but it is not necessary for the SFA

to be so prescriptive on the issue,” said Mr Gravatt.

He added the new clause would “create the need for hundreds of additional reports for colleges and larger training providers”.

Policy Consortium member and Institute of Education senior research associate Mick Fletcher said: “It seems to me to be another example of passing a job and the associated costs to providers because the SFA no longer has the resources to provide proper oversight of the sector.

“Lead providers will no doubt pass the extra cost to their subcontractors and ultimately it will come out of resources intended for learners — there is nowhere else.

“Meanwhile, the government will continue to claim that cutting ‘back office’ staff at the SFA doesn’t affect the front line.”

And Association of Employment and Learning Providers chief executive Stewart Segal also questioned the need for the new clause.

“The external assurance can be integrated into the existing assurance process, including financial and process audits, and we believe it should not add significant costs to the process,” he said.

“We will continue to discuss the implementation of these new requirements with the SFA.”

The SFA declined to comment on criticism of the new clause. It is understood that information in the notice will be incorporated into future published guidance.



## Commissioner reveals early review findings

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Further Education Commissioner Dr David Collins (pictured) has revealed his early findings from the first wave of post-16 area reviews.

Scores of people came to hear Dr Collins speak at this year’s Higher and Further Education Show, in London’s ExCel, on Wednesday, October 14.

He discussed the reviews in Birmingham and Solihull, Greater Manchester, Sheffield, Tees Valley, Sussex Coast and Solent, which the government has said were “designed to achieve a transition towards fewer, larger, more resilient and efficient providers, and more effective collaboration across institution types”.

Dr Collins said: “For the next 18 months, myself and a team of advisers supported the Skills Funding Agency and Education Funding Agency will be going around the country endeavouring and encouraging marriages, federations and divorces between colleges to try and set up a sustainable further education sector”.

He added: “What has been clear when we have gone around the colleges in trouble is that the majority speak about the historical situation of poor management and do not address the current issues on efficiency.”

His speech came with initial area review

steering group meetings having taken place last month and earlier this month. The first steering group meeting for the Sussex Coast review is due on October 22 and for Solent it’s on November 5.

Dr Collins said the second steering group meetings would look at the rationalisation of curriculum and the third ones would focus on shared services and estates.

The fourth will look at the financial implications and changes that need to be made to the colleges.

Dr Collins also addressed some of the issues he had already identified.

“I have got some issues at the moment with the background knowledge of principals — some of whom

may have come from a curriculum route and be weak on the finance side,” he said, adding that the next round of reviews would be announced in December.

“Others may have come from the finance side and be weak on the curriculum side.

“It doesn’t matter if you have got a very strong team around you but if you happen to have a weakness in the area of knowledge around you, then you are, in technical terms, in deep do-do.”

Association of Colleges (AoC) chief executive Martin Doel also spoke at the show in the FE Theatre, along with National Institute of Adult Continuing Education (Niace) head of employment and skills Toni Pearce.





## FE WEEK COMMENT

## I agree with Stewart

This week Sajid Javid, the Secretary of State at the Department for Innovation and Skills (BIS), told the select committee he felt it necessary to support the introduction of an apprenticeship levy because the new 'higher quality' standards were more expensive than the current frameworks.

Cheap portfolios with tick box assessor observations are out, to be replaced in many cases by attendance at an approved test centre.

This new end point assessment, in the case of the network engineer standard for example, will last a full week at a test centre.

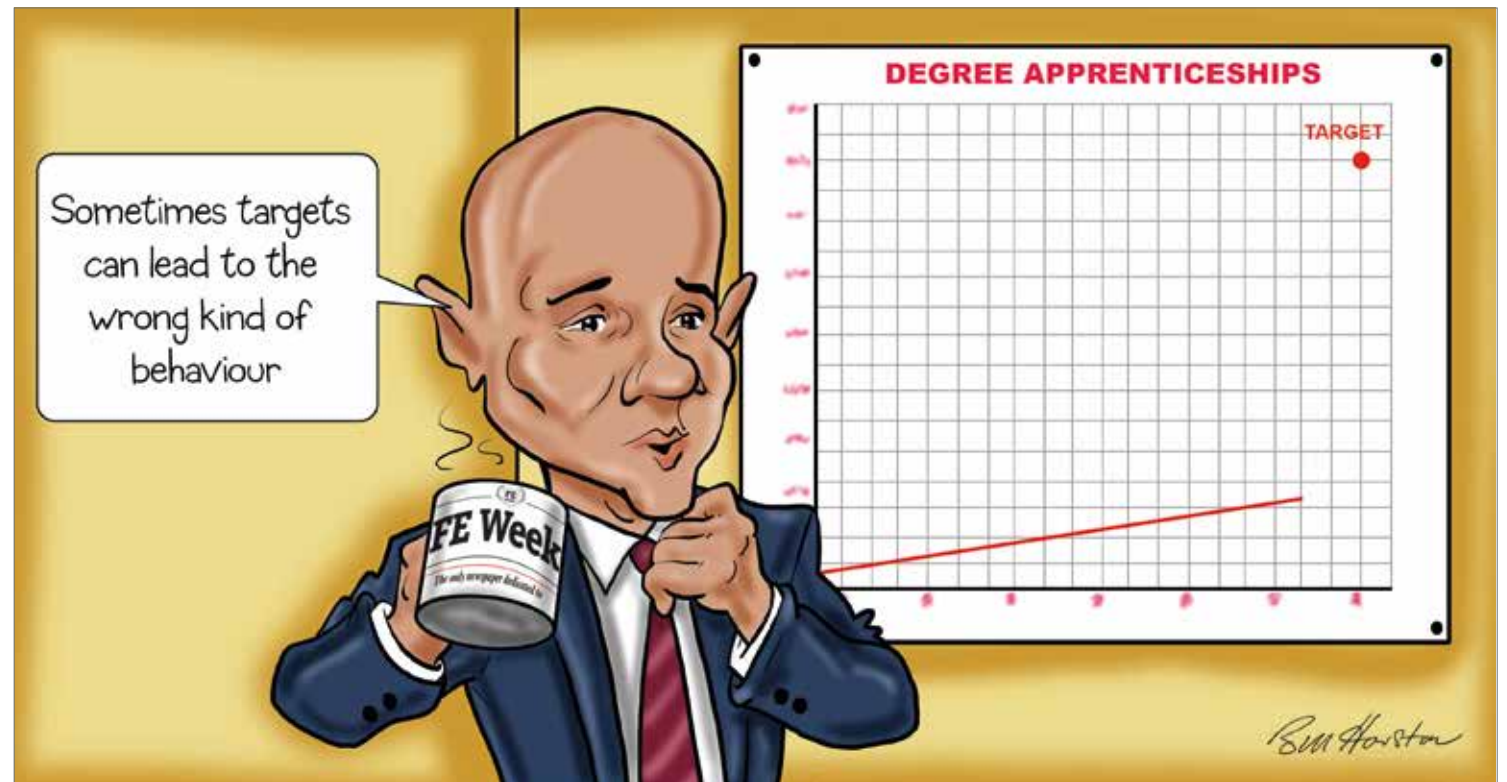
Significantly upping the cost of assessment isn't necessarily a bad thing. If employers see a real value from any corresponding increase in the quality of training and rigor of assessment to achieve a pass, merit or distinction.

But it raises some important questions, such as; how can providers responsibly negotiate fees with employers if they don't know the cost of assessment? If only one assessment organisation gets approved for a standard what is their incentive to offer a competitive price? And, who will pay for the apprentice travel and accommodation for assessment centres and who will pay for expensive assessment resists if the learner fails to attend or pass?

Steward Segal, the chief executive of the AELP, is right.

Providers need to down their trailblazer tools and stick to the current frameworks until these questions are answered.

**Chris Henwood**  
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## Javid rules out degree apprenticeships target as too 'complex'

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Business Secretary Sajid Javid has ruled out a degree apprenticeships target — warning it would be “too complex” and could “lead to the wrong kind of behaviour”.

The Bromsgrove MP was grilled by members of the House of Commons Business, Innovation and Skills Select Committee on Wednesday (October 14) in a one-off evidence session.

They questioned him about whether — in light of the 3m apprenticeships target for the period of this Parliament having been set — government should also be aiming for a set number of higher level apprenticeships.

“We have not set a target for higher level apprenticeships. Sometimes your targets, just generally, can lead to the wrong kind of behaviour and be too much of a blunt instrument,” said Mr Javid.

“So I didn't want to have more targets

within targets, and then more targets as it would make it more complex.

“We have rationale for it, and I have explained that, but we want to see an increase in quality.”

He added: “If your concern that it is just about quantity that the government is going to focus on then it couldn't be further from the truth.”

It comes with the latest statistical first release showing that, provisionally, the number of higher apprenticeship starts last year came in at 19,300 — just under 4 per cent of the total number of apprenticeships (492,700). Final figures show there were 9,200 higher apprenticeship starts the previous year (2.1 per cent of the total), 9,800 (1.9 per cent) in 2012/13 and 3,700 (0.7 per cent) the year before that.

And Mr Javid told members of the committee, which was looking into the work of the Department for Business, Innovation and Skills (BIS) and also heard from BIS permanent secretary Martin Donnelly, of the government's “passion” for degree

apprenticeships.

He told how he wanted to see the proposed levy help fund growth in the programme.

“We had to come up with a way in which we could focus on all qualities of apprenticeships, especially the more higher quality apprenticeships — for example degree apprenticeships are something that we are very passionate about,” he said.

“We want to see a big growth in that and it costs a lot of money and I wanted to see if there was a sustainable way to fund that and that is why we came up with the levy.

“But there are different types of quality apprenticeships and within five years from now there might be a type of apprenticeship that we don't have today, in terms of focus.

“But if employers demand a certain skill that they think can also be dealt with by an apprenticeship, if it is not just through a degree route for example, then we want to leave that flexibility.”

He added: “There will be a huge focus on both the quality of apprenticeships as well as the quantity.”

## COMMENTS

## Minister says Ofsted apprenticeships review likely to highlight 'quite a lot of bad practice'

So Ofsted have inspected Apprenticeship provision for years. If it is going to lay bare bad practice in Apprenticeships, surely it follows that there has also been bad (or at the very least ineffective) practice within their own organisation, and other agencies, in bringing about improvement?

Suzanne Green

## Boles addresses apprenticeship standard quality concerns

When so many SFA-funded learning providers are still using paper-based methods to manage their apprentices, assessors or verifiers. It beats me that anyone still believes that those in the FE and Skills sector still using methods introduced in the eighties are effectively 'policing' themselves now. So how does an outside agency. Being an SFA registered training provider is by

no means a guarantee of quality' any more than it would be for an employer using outdated methods. Transparency of data, accessible to learner and all key stakeholders in real time, would be a good start. Not hidden in paper portfolios that very few can interpret. 2020?

Colin Gallacher

## Could Matthew Hancock be facing his biggest test yet with IT system role in large employers' apprenticeship levy?

It is important that we deal with the issues being raised by employers and their bodies such as the CBI so that we get the design right. Let's do that before we charge at some headline deadline which we find we cannot achieve. This has happened too many times on large Government IT systems. Let's not repeat history. It's too important.

Graham Hasting-Evans

The record of big government IT systems is not glorious so good luck to Hancock — he'll need it! As ever with these things the devil will be in the detail, something that government ministers of all parties are usually not keen to get involved in. If you add to the mix the continuing arguments about who it is supposed to cover (what exactly is a large employer?) and the term 'poisoned chalice' seems quite apt.

Mike Farmer

I really feel sorry for Matthew Hancock. The task he has been assigned is enormous and to think it can be achieved within the set timescale is just not possible. I feel he has been set up to fail. I just hope that the lessons learned from ILA and EMA are taken into account and a fair and equitable payment system is devised and operated by a fair and equitable organisation.

Ops Director

## TOP #ESOLRALLY TWEETS

@ShaneNIACE  
So great to see Principals like @IanAshmanHCC sticking up for ESOL learners and calling for an ESOL Strategy

@dgmorris295  
ESOL is “the beginning of people's lives in this country. It welcomes people in” #lovefe #Esolrally

@Gemma\_CW  
Solidarity with those at #ESOLrally yesterday. Cutting funding for ESOL is a stupid, cruel policy and a really false economy.

@resistunite  
Amazing #saveESOL protest today outside parliament before the lobby #LoveFE

@lelmeducation  
English is more than education it's about dignity! Quote from esol student #esol #loveesol #loveFE



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## PROFILE



I think the Army influenced my leadership style — the motto of the Royal Academy Sandhurst is ‘serve to lead’



# WINNING HEARTS AND MINDS

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There is an ongoing debate in the FE college sector about whether a principal should have a classroom background, or whether what's really needed is business acumen forged in the cut-and-thrust world of the private sector.

But could a third option — bearing in mind the relentless attack on sector finances — be service in the armed forces?

It's a background that appears to have served Shelagh Legrave, whose enrolment in the Women's Royal Army Corps in the early 1980s kicked off a six-year spell in the armed forces, and the 15,000 learners at her Chichester College well — as evidenced by a glowing Ofsted report in April last year that featured outstanding grades across the headline fields.

“I think the Army influenced my leadership style — the motto of the Royal Academy Sandhurst is ‘serve to lead’,” explains Legrave, aged 57.

“In the 1980s the leadership style was very autocratic and it has taken me time to reflect and change that style and I have been heavily influenced by later books such as *Good to Great*, but nevertheless the Army gave me a grounding in the importance of winning the hearts and minds of those you are leading.”

The college's outstanding result came six years after it was last inspected and achieved a ‘good’ rating under the principalship of her predecessor, Richard Parker.

“I needed to change the leadership style and my view was that I needed to get people to buy into the vision of becoming outstanding, and I had to win everybody's

hearts and minds to do that,” explains Legrave.

She adds: “Everybody smiled when I gave them my vision and thought, ‘will you actually be able to achieve that?’, but I knew what I needed to do.”

She started at the college 12 years ago as chief finance officer and then became chief operating officer, where she took on a curriculum area in foundation learning.

Before joining the college Legrave was Roehampton University's director of finances, and before that she worked in the world of banking.

“Everybody told me not to go into FE as the funding was complicated and it was a

difficult sector to work in,” she recalls.

But Legrave's ‘Civvy Street’ career had started in 1987 at NatWest bank, where she ran a telecommunications department.

She went on to work in the heart of London's banking scene for 11 years, qualifying as an accountant and becoming a divisional deputy chief financial adviser.

“Then I met someone I wanted to marry when I was 38, and realised that working in the city and marriage was never going to work — I just couldn't keep working those long hours,” she says.

The person she had met was Paul, and they did indeed go on to marry and have a son, Edmund.

Her next move was to look



A photograph of Legrave taken when she was five years old



## It's a personal thing

### What's your favourite book?

One of them is War and Peace. I have re-read it several times and I still couldn't recite the whole story to you. I think it's just a fascinating saga.

I love history so, Good to Great by Jim Collins which researched the success of large American corporations over a 25-year period and gives a blueprint for leading successful organisations is another favourite

### What do you do to switch off from work?

I play sport, but I also watch a lot of sport which is a great relaxant for me. I'm a passionate Leicester City fan, and I am also a passionate Leicester Tigers fan, because I was brought up in Leicestershire

### What's your pet hate?

I hate being patronised. When I worked in the City [London], the culture was very male-dominated and very chauvinistic, and I have worked really hard to remove that in any culture I have worked in since

### If you could invite anyone to a dinner party, living or dead, who would it be?

One of the people would be my grandfather, Guy Chester, who left all of his wealth to the Methodists, and had a huge work ethic. The other person would be Mother Teresa, because I was always so in awe of what she did in giving up everything she had to work in Calcutta

### What did you want to be when you were growing up?

As a child I was always fascinated by business and I wanted to go into Lloyd's as an underwriter because that is what my grandfather did



Legrave with her parents Edna (left), and Dermot (right) when she served in the army

for a role outside of central London and she managed to secure a role as the director of finance at Roehampton University. She worked there for five years.

"I worked up until the week before Edmund was supposed to be born, but he came early — so I stopped on the Friday and he was born on the Monday," explains Legrave.

"By the Wednesday I had the vice-chancellor at the university talking to me about some unfinished business that we hadn't sorted out."

By this time Paul had started working at Chichester Cathedral and suggested the family move there from London to raise Edmund — and then the Chichester College chief finance officer job came up.

"We moved to Chichester when our son was three weeks old — so it was a very hectic time in my life," says Legrave.

Seven years later she was appointed to her current position as principal of the college, where a specialist area is furniture making and this year at WorldSkills in Sao Paulo former learner Edward Harriman won gold in the skills, two years after fellow former Chichester learner George Callow also won gold in WorldSkill Leipzig.

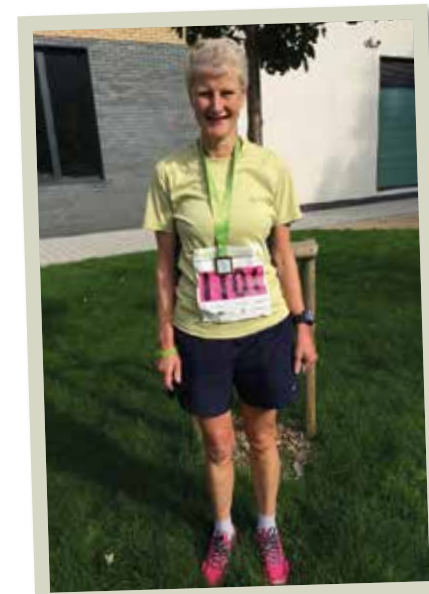
Legrave says: "This country is absolutely dependent on FE providing the vocational skills in order to achieve personality gain."

She adds: "There is a future for apprenticeships, and I still think, despite what the government is saying, there is a place for FE colleges.

"But we've got also to focus on employability skills, and we've got to continue to focus on employability skills so that people are able to go out and make their mark in industry and commerce. That's what we're about."



From left, Legrave's husband of 18 years Paul, Legrave and her 14-year-old son Edmund outside the family home in Chichester



Legrave before completing a half marathon earlier in October

Legrave and her identical twin sister Brigid Simmonds together at a garden party



## Further Education Trust for Leadership Fellowship Programme

Following the successful launch of our Fellowship programme earlier this year, the Further Education Trust for Leadership (FETL) is delighted to announce the next round of Fellowships will launch on Monday 19th October 2015.

FETL encourages the leadership of thinking across and about the FE and Skills system in the UK. For us, this means being able to focus beyond the immediate horizon; and to envisage the challenges to, and opportunities for, the sector of the future.

Our Fellowships offer a unique opportunity to pursue a research interest that benefits FE and Skills in the UK.

Fellowships take at least six months to complete, during which time you will be supported by a prestigious higher education research institution to develop work that will support change in the FE and Skills sector.

We welcome expressions of interest from individuals with innovative and visionary ideas, who work in the field of FE and Skills.

**For details of how to apply please visit [www.fetl.org.uk](http://www.fetl.org.uk) or call us on 0203 637 0977**

**Applications close  
30th November 2015**

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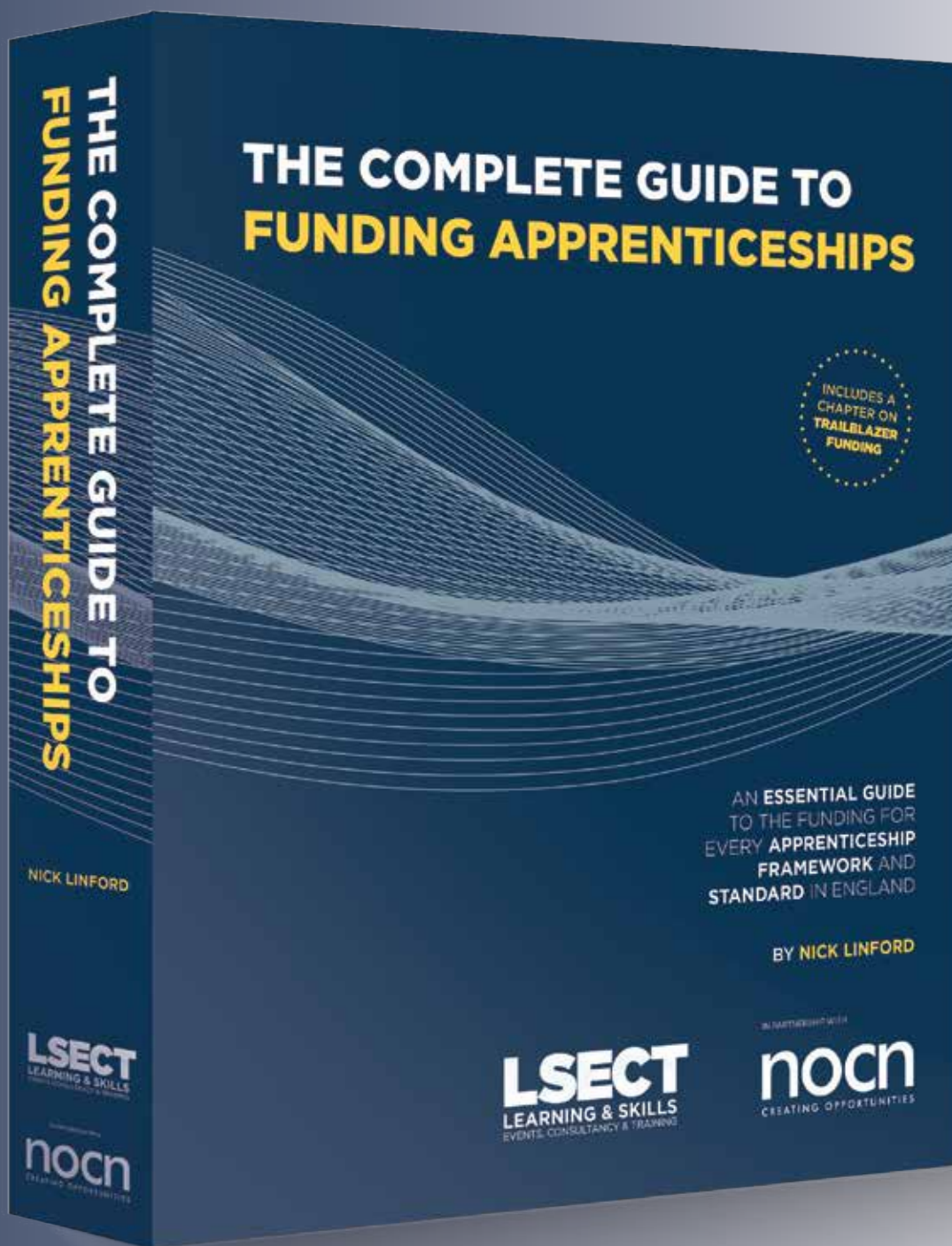
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# The Skills Show

19–21 November  
The NEC Birmingham



## AN EXCITING, INTERACTIVE SHOWCASE OF SKILLS AND CAREERS

to inspire and prepare your students for their future

- Boost your students' aspirations, confidence, commitment and potential at the UK's largest skills and careers event.
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Find a Future is the educational organisation that brings together WorldSkills UK Skills Competitions, The Skills Show and The Skills Show Experience, providing young people across the UK with the chance to unlock their potential and get inspired about the world of work. Through hands-on skills competitions and experiential careers events, we aim to develop their understanding of, and engagement with, further education, apprenticeships and skills.



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# KICK START YOUR STUDENTS' FUTURE CAREERS



**With many new skills and jobs in demand for the future workplace, The Skills Show, brought to you by Find a Future, held at the NEC Birmingham 19 to 21 November and free to attend, provides an exciting, interactive showcase of skills and careers to inspire and prepare your students for their future.**

The size of 12 football pitches, The Skills Show is packed with careers, further education and training experiences, expert advice and the UK's top companies, such as the BBC, Jaguar Land Rover and Virgin Media, across an extensive range of employment sectors. With hundreds of different industries to explore, visitors can try job-related skills across a huge range of careers, from hospitality and plumbing to merchandising and web design.

Both students and teachers will benefit from a visit to the new Future Skills Zone, which highlights what skills will be in demand for jobs in years to come and to keep up-to-date with changing workforce needs.

Expert careers advisers are available for students to get one-to-one advice, providing up-to-date information about the routes into vocational careers as well as CV advice and live job, apprenticeship and work experience vacancies.

The show offers a useful way to fulfil key requirements of the new Statutory Careers guidance and deliver against Ofsted. In addition, The Staff Room offers a dedicated space for teachers to attend careers seminars, share experiences with other college teachers, chat to advice providers and gather free resources.

The WorldSkills UK Skills Competitions finals are also hosted at the show, providing a great inspiration to your students as they watch the best of the best compete in over 60 different skills. Information on how to get your students involved with skills competitions will be available, as will the chance to meet Skills Champions to find out what it's like to compete.

Timeslots are filling up fast but are still available to book – get your free tickets at [findafuture.org.uk/book](http://findafuture.org.uk/book). Travel bursaries for colleges are available on a first-come first-served basis.

**FIND A  
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## THE EDGE CHALLENGE

**Lead sponsor of The Skills Show, the Edge Foundation, is an independent education charity which champions technical, practical and vocational learning. At the leading edge of thinking and best practice in the sector, the Edge Foundation will be showcasing its work with organisations including the Eden Project and the Edge Hotel School, on its stand in Hall 9 at The Skills Show.**

On 19 November, the event will host the final presentation of the Edge Challenge, an exciting national competition to find exceptional young entrepreneurs with innovative business ideas. Now in its third year, it is run in partnership with the Peter Jones Enterprise Academy and the Gazelle Colleges Group.

FE and Sixth Form college students from across the country who are studying or have studied for a technical, practical or vocational qualification compete by pitching their business ideas to a panel of entrepreneurs.

The individual winner will receive £3,000 to develop their idea and help from a business mentor for six months to get their project off the ground. There are also second and third prizes of £1,250 and £750, and £4,000 for the best team.

The finalists will showcase their business ideas and accept their prizes at the Spotlight stage in Hall 9 at 2pm on the opening day of The Skills Show.

## WORLDSKILLS UK SKILLS COMPETITION SUCCESS TO INFORM TEACHING AND LEARNING

**To enable educators in curriculum design, development and delivery to learn more about embedding the principals of skills competition preparation into teaching and learning, Find a Future is running a series of free seminars at The Skills Show.**



Personal success stories of Skills Champions, our network of inspiring young professionals, all of whom have competed as part of Team UK, Squad UK or at the finals of the WorldSkills UK Skills Competitions, have highlighted the hugely positive impact that the WorldSkills UK Skills Competition programme can have on an individual's career.

Furthermore, research conducted as part of the WorldSkills London 2011 Legacy programme, in partnership with the AoC, informed that best practise from the WorldSkills UK Skills Competition development programme should be transferred to mainstream vocational education and training across the UK so all learners can benefit from competition and coaching strategies.

The seminars, which take place on Thursday 19 and Friday 20 November on the Spotlight stages, will share Find a Future's learning and underpinning success factors from WorldSkills São Paulo 2015. Attendees will learn how skills competitions activity can be linked to the Common Inspection Framework to deliver world class standards in teaching and learning.

For more information and to book a place please visit [findafuture.org.uk/planner](http://findafuture.org.uk/planner)





## THE ROAD TO ABU DHABI 2017

**Hot on the heels of the UK's success at WorldSkills São Paulo 2015, preparations are under way for WorldSkills Abu Dhabi 2017, which takes place from 14 to 19 October 2017.**

The UK is currently seventh in the WorldSkills rankings after the excellent performance at WorldSkills São Paulo 2015 which saw Team UK win three Gold, four Silver and two Bronze medals and 24 Medallions of Excellence. The UK was also awarded the Albert Vidal Award for the first time in the competition's 60 year history. Rianne Chester, who attended Warrington Collegiate and now runs Beauty by Rianne, received the Albert Vidal Award after scoring the most points scored by any competitor at the competition.

For the first time, Squad UK for the international WorldSkills Competition will be selected at The Skills Show. The big reveal of those who have been named in Squad UK for WorldSkills Abu Dhabi 2017 will be announced during the Big Celebration on the evening of Saturday 21 November.

Following their selection, members of Squad UK will participate in a bespoke training and development programme which will include the selection of Team UK ahead of WorldSkills Abu Dhabi 2017. The development programme will include a series of milestones and benchmarks which Squad UK Competitors must achieve.

Taking part in the WorldSkills Competition enables the UK to share best practise in vocational teaching, raising standards and expertise in further education, skills and apprenticeships.



## GOING FOR GOLD AT THE SKILLS SHOW

**The UK's most talented apprentices and learners will be going for Gold at The Skills Show, from 19 to 21 November, as they compete in the finals of the WorldSkills UK Skills Competitions.**

Over 4,000 people registered to take part in the competitions, which are designed to raise standards, esteem and levels of expertise in further education, skills and apprenticeships as well as recognising and rewarding exceptional talent. The competitions are run in a range of industries from Engineering, Construction through to IT, Creative and Professional Services. Those competing at The Skills Show have won their places following a fiercely competitive round of over 400 heats that have taken place across the UK during 2015.

Taking part in WorldSkills UK Skills Competitions develops a person's technical and personal skills, enabling them to test their knowledge against their peers and to showcase their talent and expertise.

For colleges and training providers, embedding WorldSkills UK Skills Competitions into their vocational education and training system raises standards in teaching, motivates learners and celebrates the achievements of their trainers, teachers and learners.

For more information and to get involved please visit [findafuture.org.uk/how-to-get-involved](http://findafuture.org.uk/how-to-get-involved)

## PREMIER COLLEGES AT THE SKILLS SHOW

**Premier Colleges is a working group of further and higher education institutions, with vocational education and training at its heart.**

Working collectively as a Lead Sponsor of The Skills Show for a fourth year, their aim is to raise the aspirations of young people, showcase the extensive choice of vocational opportunities available and provide a vital link from education to industry and employment.

### Premier College's new and exciting activities this year include:

**Experience the story of photography...** Take a journey back to Victorian times and see what you would have looked like in Victorian clothing using a plate camera. Edit photos in Photoshop before making your way to the 'dark room' to experiment with photography chemicals using the 'SwankoLab' app. Then head to our selfie booth where you can use fun props and the latest camera equipment to create the perfect selfie!

**If you have a passion for cars and automotive,** this is the Have a Go for you! Try your hand at laser wheel-alignment on a race car or experience the adrenaline of a pit-stop in our go-kart wheel changing challenge. Take part in a range of automotive activities to give you a taste of the subject, including replacing spark plugs and brake pads, using a 3D printer and displaying vehicle painting panels.

**If you've been inspired by the Great British Bake Off,** here's your chance to shine. You will get the opportunity to be creative in the kitchen and experience a range of practical bakery and cookery skills. You can either decorate a fondant cake,

learn sugar paste techniques by making figurines or decorate éclairs and tartlets. Or if savoury is your speciality, learn how to make fresh pasta the Italian way.

**Get your hard hat on and step into our interactive building site...** Experience a range of construction related activities, from building a house and a roof to creating an archway or painting by numbers. If you're looking to build a career in construction in the future, this Have a Go will give you a valuable insight into the industry and the varied skills you can learn.





# The Skills Show

19 – 21 November  
The NEC Birmingham



## THE STAFF ROOM AT THE SKILLS SHOW

A dedicated programme for careers professionals, teachers and parents at The Skills Show, the UK's largest skills and careers event.

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Email [DrSue@feweek.co.uk](mailto:DrSue@feweek.co.uk) with your questions. Dr Sue will hand out a £100 Amazon gift card for her favourite question



# Dear Dr Sue

On the third Monday of every month Dr Sue, who is the Hoxex director of policy and external relations, answers your questions, backed by the experience of almost a decade as principal of Canterbury College, in addition to time served in further senior civil service posts at the Department for Education and Employment, Department for Education and Skills, and Department for Innovation, Universities and Skills.

*I responded to some queries about area reviews in my Dear Dr Sue page last month and since then I've received lots more questions on this from college governors.*

*It seems to be the only topic on people's minds at the moment. I suppose this is to be expected, but shouldn't we be worrying about the spending review and making it clear to those who can influence funding decisions that any further cuts could be devastating for our post-16 education services?*

*Nevertheless, I seem to be falling into the same trap, because all three of the questions I am responding to this month are around area reviews.*

## LONDON LIKELY TO BE DIVIDED

**My college is based in London. Is London going to be treated as one single area for the purposes of area review?**

The London review will be led by the Mayor of London working with the leaders of the London boroughs. The team working on this is consulting on what the shape the review should look like. I would have thought London's skills requirements can only be met by a sub-regional approach. That would probably mean at least five area reviews. There will be issues with boundaries, student travel patterns, and regional employers — but I don't see any other way of dealing with this properly.

## CAN I SAY 'NO'?

**If we don't agree to the area review outcomes, can the Secretary of State do what the Scottish Education Minister did recently to a Scottish College and remove us from our roles as Chairs and Governors?**

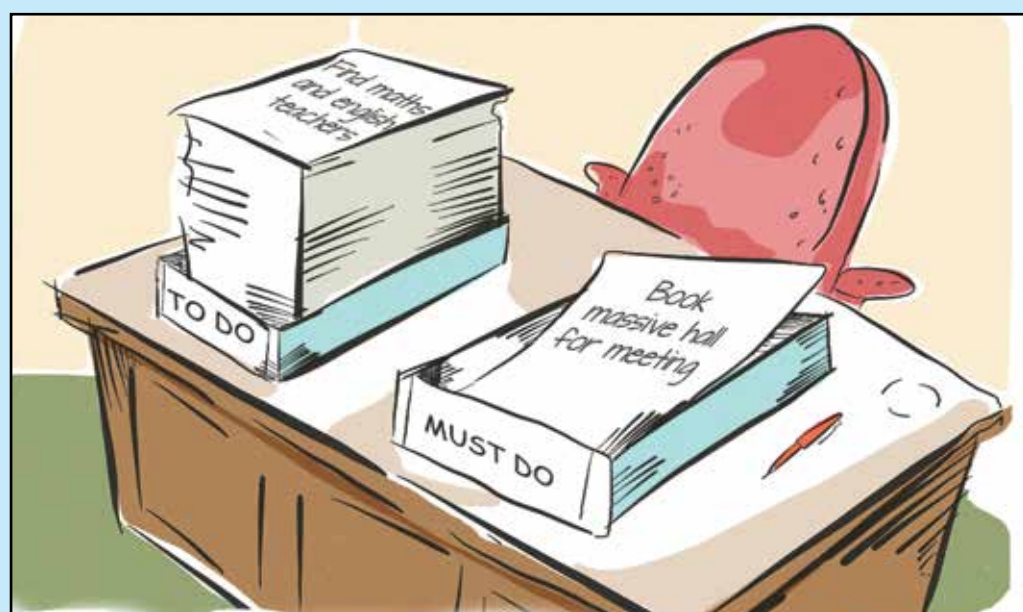
I do not know the detail of the particular college in question, nor would it be right for me to comment on that detail if that were the case but, significantly, in Scotland the colleges are no longer classified as independent/private sector organisations. Since 2013, they are managed more directly by the Education Department and chairs are appointed by Scottish Ministers. As such, it is easier for them to be removed which is not the case in England. Colleges in England are

## AREA REVIEW OPPORTUNITY COSTS

**Who is covering the cost of area reviews — not just the cost of the analysis and any mergers etc., but the opportunity cost as well?**

The Department for Business, Innovation and Skills (BIS) is covering the cost of the reviews, which are being undertaken by the FE and Sixth Form College Commissioners.

The Combined Authorities are meeting the costs of the ones which they are doing. The cost of implementing the recommended outcomes (for example, any mergers or the setting up of shared services etc) will be borne by the colleges involved. It is expected this will come from efficiencies and savings made later. Your question about opportunity costs is very relevant as the reviews will take up a considerable amount of senior management time which could have been used to source new business or improve the learner experience. There appears to be no fund in BIS to which you can bid to cover any opportunity costs. It will be really important for governors to consider from day one the cost of involvement in an area review and to have the recommendations that come out of the review fully costed.



exempted charities and as such are covered by Charity Law.

In England, the relevant Secretary of State acts as the Principal Regulator and has a role in letting the Charity Commission know of any issues and could intervene if there were substantial concerns that a college is being mismanaged and/or its Board of Governors was thought not to be acting in the best interest of the charity.

However, the guidance on area reviews is very clear; it is for governing bodies to decide and it will be for their boards to take the decisions on ensuring the long-term stability of their own college. So, provided you act within Charity Law, take the decision collectively, and demonstrate how you have considered all the options surrounding the area review, you should not have to worry.



## EXPERTS



## PAUL JOYCE

Deputy director for FE and skills, Ofsted

### Safeguarding at 'heart' of new common inspection framework

The Health and Safety Executive (HSE) has issued 22 improvement and prohibition notices to general FE colleges in the last five years. However, the safety of learners at college is not just inspected by the HSE, explains Paul Joyce.

Inspectors draw upon a range of evidence when deciding if safeguarding arrangements are effective.

In order for students to acquire the knowledge and skills that will help them advance to FE, training or employment, it's vital that colleges and other FE and skills providers offer safe environments for them to learn in.

So it is no surprise that the word safeguarding appears frequently in the new common inspection framework and FE and skills handbook.

Although a number of things have changed with the introduction of the new framework, safeguarding remains very much at its heart.

But what do we actually mean by safeguarding in the context of FE and skills providers?

Well it is about ensuring learners are protected from harm and ensuring their welfare, it is about making sure students feel safe and are safe in their learning environments wherever that may be, in the classroom, the workshop, or in the workplace.

Inspectors draw upon a range of evidence when deciding if safeguarding arrangements are effective. They will ask the following kinds of questions — has the provider assessed the risk to students' safety effectively?

Do students say they feel safe? Do staff

understand the range of risks to students? For example, would they recognise signs of internet bullying, child sexual exploitation or vulnerability to extremism? Do they know to whom to refer such cases where they have concerns? Can the provider demonstrate where they effectively handled an incident or accident? Has the provider put in place necessary and proportionate steps for safe recruitment? What steps have they taken to review cases and policies?

You will see that we have published a new guidance document: 'Inspecting safeguarding in early years, education and skills settings' which sets out our general policy and practice [visit [feweek.co.uk](http://feweek.co.uk) for link].

This complements the handbook for the inspection of FE and skills providers. Inspectors will evaluate whether a provider's safeguarding arrangements are effective or not on all full and short inspections.

On full inspections this judgement will be made as part of the 'effectiveness of leadership and management' key judgement and will obviously have a bearing on that judgement and thus on overall effectiveness.

Furthermore, an important criterion in the personal development, behaviour and welfare key judgement on full inspections is 'how well learners know how to protect themselves from the risk associated with radicalisation, extremism, forms of abuse, grooming and bullying, including through

the use of the internet'.

On a short inspection, if inspectors find that safeguarding is not effective, then the

Although a number of things have changed with the introduction of the new framework, safeguarding remains very much at its heart

short inspection will always be converted into a full inspection.

A lower grade may well follow. Certainly, unless a provider has effective safeguarding arrangements and keeps its students safe, then it cannot be judged to be good or outstanding.

The good news is that most providers have ensured they safeguard their learners since we started making a specific safeguarding judgement a year ago.

Graham Hasting-Evans considers whether Lord Sugar's quest for simply an 'apprentice' rather than, for example, a higher or intermediate one is a wise approach.

This month saw The Apprentice return to our screens for its 11th Series.

As ever, Lord Sugar and his aides had a firm grip on the 12 apprentice hopefuls picked for the show to fight it out and win £250,000 — and a business partnership with the man himself.

But while the BBC's Apprentice may be a reality show, being an apprentice in reality is somewhat different.

This has led me to consider when is an apprentice not an apprentice?

My question comes at a time when employers have escaped the reach of a government clampdown on 'misuse' of the word apprenticeship. Companies who run their own unfunded courses and label them 'apprenticeships' can continue to deliver such programmes in less than a year — without fear of a proposed magistrates' court prosecution and fine.

Even firms that run internal 'apprenticeship' programmes with government funding not specifically for the official scheme will remain free from strict rules that apply to Department for Business, Innovation and Skills-funded apprenticeship provision.

Little wonder then that the apprenticeship 'brand' remains weak and continues to confuse many — despite the government's pledge to create 3m more in the life of this parliament.



## GRAHAM HASTING-EVANS

Managing director of NOCN

### When is an apprentice not an apprentice?

You don't need me to tell you that apprenticeships are currently FE's main focus and funding steam. The Conservative's insistence on 3m apprentices in record-breaking time is enough to focus anyone's mind.

But, does it really matter if we can't create 3m apprentices by the end of this government and should every company be forced to have one or, do companies already have apprentices, but call them something else?

We seem to have developed a new language around apprenticeships. We have intermediate apprenticeships, apprenticeships, higher level apprenticeships and now degree apprenticeships.

Could companies, employees, providers and potential apprentices be holding back because of a lack of understanding and/or agreement of what an apprentice actually is? Do we risk being distracted from core learner needs by faddy terminology, trendy targets and politics?

In other words do we really need all these

titles or do they just confuse it all and make us lose sight of what it's all about?

To me, as someone who went through an engineering apprenticeship some years ago (we would probably call it a degree apprenticeship now), an apprenticeship is an apprenticeship. That is what it has been called throughout history and, in fact the word apprenticeship is commonly recognised. It's always been a rite of passage to a defined and recognised job or a profession.

Does Lord Sugar, when he is looking for someone to join his business and management team look for a 'high level apprentice', or a 'degree apprentice'? No.

The Skills Funding Agency's 'official' definition of an apprentice is 'a person who is employed and is embarking on a clearly defined significant period of both formal education and training mixed with practical work experience, under direction, to develop all the skills and competencies necessary to finally do a specific job role.'

The FE sector and other training

providers train many for jobs that fit the 'apprenticeship model' (bricklayers, chefs, health care assistants, plant operators and rail technicians) but the model applies to many other jobs which may not have considered they have been through an apprenticeship — accountants, bankers, chartered engineers, doctors, lawyers and nurses.

Let's recognise this reality and make sure we get the training and assessment resources in place to deliver 3m 'high quality' apprenticeships across the board.

Do we really need all these titles or do they just confuse it all and make us lose sight of what it's all about?

And, by the way, a little bird tells me that Civil Servants are considering that the word 'apprenticeship' should be applied only when an apprentice is qualified — like the word graduate. I suppose a non-qualified apprentice might be called an 'under apprentice', which leads me to my final question — who's going to tell Lord Sugar?



Fresh from her appearance on the Edge annual lecture panel, Deirdre Hughes explains how a skills gap solution might be a fully functioning careers guidance system for young people.

We all know that most employers, particularly smaller businesses, value experience above all other criteria when it comes to recruiting young people.

But declining numbers of young people are getting experience of work while still at school, college or university; fewer employers are recruiting young people; and there is a new reality that careers support for young people throughout their formal and informal schooling is not working well.

Many families are well aware of the human costs of child poverty and youth unemployment.

Any prolonged delay in finding a foothold into a job or career can seriously damage a young person's confidence and self-esteem. This can have a lasting scarring effect and represents a real waste of young people's talent and resource.

Imagine a scenario whereby every young person in England thinks about routes to success from an early age in the knowledge that they are continuously gaining some form of relevant experience and exposure to working life. Also, imagine what it might feel like to know that you will be given careers and employability support from a wide range of sources — maybe some beyond your wildest dreams.

People who inspire you, places that



## DR DEIRDRE HUGHES

Principal research fellow, Warwick University, Institute for Employment Research (IER)

### 'At least 100 hours of experience of the world of work by the age of 16'

invigorate and motivate you to connect your day-to-day learning to future work possibilities, projects that stretch and challenge you to achieve more. Finally, think about what success would look like when it comes to a 'careers offer' for all young people in our cities and towns across England?

For many young people (and their families), as well as for many employers the careers and employability landscape is both complex and confusing.

Achieving a culture change in careers and employability provision is about a shift from complexity to simplicity; moving away from constantly layering up new initiatives; supporting young people to find possibilities to differentiate themselves on their way to job and/or career success; and making explicit a career pathways/careers offer that every young person should experience to achieve the best possible set of outcomes from his/her schooling that will inform their future working lives.

In June 2015, the London Enterprise Panel, led by Boris Johnson MP, set out its vision for shaping a successful careers offer for every young London. This included a vision for more young people to accumulate at least 100 hours experience of the world of work by the age of 16 years old.

In mid-November 2015, the London Ambitions report and its leading supporters from business, education, careers, enterprise and human resource specialists will put the spotlight on ways of creating more opportunities for young people. No-one can predict jobs of the future with any certainty — but the more we can prepare young people for challenges that lie ahead this improves their future prosperity and life chances.

That is why I also support the principle of helping more young people who achieve GCSE maths (grade C or above) to consider the added-benefits of staying with maths and understanding its relevance to everyday life now and in the future. In 2014, 250,000

students passed GCSE maths (grade C or above) but did not continue at AS/A-level having achieved the grade, but then dropping the subject at 16.

### Achieving a culture change in careers and employability provision is about a shift from complexity to simplicity

A Higher Education Academy (HEA) Mathematics Transitions report investigated the mathematical and statistical requirements of university degrees in business and management, chemistry, computing, economics, geography, sociology and psychology. They discovered more than 80,000 students following these courses struggled to meet their mathematical demands. Also, around 178,100 of 16 to 18-year-olds failed to complete the post-16 qualifications they had embarked upon in 2012-13. Might this situation be reversed if careers support services and maths were both made more relevant to young people's future prospects and their everyday lives?

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## CAMPUS ROUND-UP

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Student Bethany Pattie with the restored 1960s Rover 100

## All over the Rover for charity

The Car repair students at Newcastle College put their skills to work by restoring a classic car in aid of charity. Level two students studying the diploma in vehicle accident body repair principles restored the 1960s Rover 100 which is now ready to be sent to auction, where it will raise money for BEN — the motor and allied trades Benevolent fund.

The learners fixed bodywork and kept a photo diary of the work carried out, including everything from sanding off the paintwork, welding broken parts,

administering filler and repainting it.

Learner Bethany Pattie, aged 18, worked on the project and has now moved on to the level three course.

She said: “We were all excited about the project because we had never done anything like it before, and we really wanted to raise money for BEN.

“We have had a mind-blowing experience. I think we have all learned a lot about ourselves, as well as each other. Seeing the Rover in its glory, all gleaming and shiny, is a wonderful feeling.”

## Celebrity salon gets knockout opening



David Haye cuts the ribbon with Aidan Phelan to open the Aidan Phelan Academy &amp; Salon

Former world heavyweight boxing champion David Haye used his hands to less damaging effect when he arrived to cut the ribbon to a new college hair academy and salon.

Mr Haye was guest of honour at Carshalton College, in Surrey, to open celebrity hairdresser Aidan Phelan’s new venture, the Aidan Phelan Salon & Academy.

“I have known Aidan for years — he has come from humble beginnings and has shown that with hard work and dedication

anything is possible,” said Mr Haye.

The academy hopes to give industry experience to Carshalton College’s existing programme, with the attached commercial salon giving learners a chance to develop their training.

Mr Phelan, hairdresser to stars including David Beckham, said: “The future of our industry relies on fresh young talent, and being at the grass roots of the industry feels incredible. Great hairdressing all stems from great education and I’m proud to be part of that.”

## Sir Ben sets learners off on rib-making journey

Four-time Olympic sailing champion Sir Ben Ainslie will be using boats hand-built by City College Southampton apprentices when he takes on the 35th America’s Cup challenge, writes Billy Camden.

If Sir Ben Ainslie is successful in winning his second America’s Cup in 2017 then he’ll have a group of 80 City College Southampton apprentices to thank.

For the group studying at the college’s Marine Skills Centre has spent the last two years constructing and perfecting the pair of boats he will be racing with.

The level two and three apprentice boat builders and engineers were commissioned by Sir Ben’s racing team, Land Rover BAR, to build two ribs (Rigid Inflatable Boats).

They used skills involved in building the mould, composite construction, fairing, painting, and fitting the boats out with tubes, electronics and engines.

Apprentice Drew Matthews, aged 19, said: “I especially enjoyed being able to see the crew and facilities behind the project and how much effort it takes to get the boat in the water and keep it running. I really enjoyed testing the docking rib.

“I got to experience a side of boatbuilding



City College Southampton apprentices visit Land Rover Bar’s HQ to meet Sir Ben Ainslie. From left: Alex Bolton, aged 17, Jordan Amery, 17, Jack Foster, 18, Sir Ben Ainslie, Drew Matthews, 19, Jay Patel, 19, and Danielle Thomas, 18

that I do not normally see.”

And to top off the experience, six of the apprentices headed to Land Rover BAR’s home in Portsmouth to meet the man himself and see their finished product on the water.

Jay Patel, 19, said: “It was my first time working with composites and I really enjoyed it. It is different to my normal way of working. It was great to meet Sir Ben and listen to the advice he gave us.”

Jordan Amery, 17, said: “It was great to see behind the scenes at BAR and to get an

insight into America’s cup racing.

“The skills we’ve learned will definitely help in my future career. Working on the ribs you can see how the skills can be developed into the level at which America’s cup boats are built.”

The college’s marine lecturer, Darren

Patten rotated the apprentices so the highest possible number of students had the opportunity to work on the project.

He said: “This has been an incredible opportunity for our apprentices.

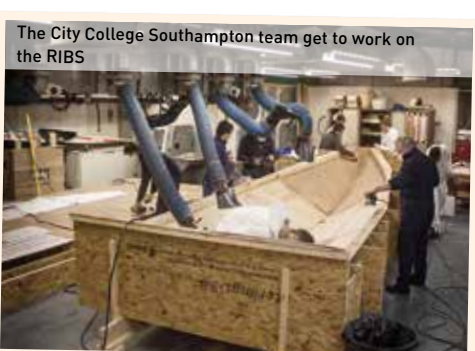
“The project has taught them everything from the building of the mould, through the composite construction.

“More importantly, it’s given them vital experience in being commissioned for a real project and who better to say you’ve built a boat for than Sir Ben?”

FEATURED  
CAMPUS  
ROUND-UP



Apprentices Adam West (left), aged 28, and Dan Funnell (right), 19, ensuring frames are fitted level before gluing. Lecturer Darren Patten cleaning up in the back



The City College Southampton team get to work on the RIBS



Apprentice Danielle Thomas, aged 18, with the finished boats at Land Rover BAR HQ

## DO YOU WANT TO BE IN CAMPUS ROUND-UP?

Send your stories with pictures to [campus@feweek.co.uk](mailto:campus@feweek.co.uk) including names, ages and course details of students where applicable



# MOVERS & SHAKERS

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

**E**llen Thinnesen will be the new principal of Sunderland College come the New Year, following the retirement of Anne Isherwood.

Ms Thinnesen will arrive from Tameside College where she was deputy principal. Prior to this, she held various senior management and teaching roles at Grimsby Institute of Further and Higher Education.

Ms Thinnesen said she felt "honoured" to be joining Sunderland College.

"The organisation already has an excellent reputation for the quality of its teaching and

learning and I'm looking forward to working with the staff, students and governors to build upon this," she added.

"There are some exciting times ahead with the opening of the college's new £29m City Campus, which will provide our students with the highest quality learning environment and I'm delighted to be leading the college into its next stage of development."

Rob Lawson, chair of governors for Sunderland College, said the board were "delighted" with the appointment of Ms

Thinnesen and thanked outgoing principal Ms Isherwood for her three years of service as principal.

"She [Ms Isherwood] has overseen the development of the new £22m Sports and Arts Academies at Bede Campus, played an instrumental role in securing the development of our City Campus and built upon the college's core strength of teaching and learning," he said.

Meanwhile, training provider Qube Learning has appointed funding and compliance specialist David Hawkins of SRF Consultancy as their new quality and compliance director.

Mr Hawkins has spent more than 16 years at SRF where he advised colleges and independent providers.

He said he "couldn't be more pleased" to have joined the Qube executive team.

"Qube are an organisation that I have always enjoyed working with and share my

values of having the learner experience at the heart of operations," he said.

"It's too easy today for observers to knock apprenticeships from a distance without understanding the immense effort and skill it takes on behalf of learners and providers in order to achieve, whereas Qube are able to celebrate the learner journey."

"I'm very much looking forward to helping the organisation continue to grow and make a difference to the apprentices and learners they develop."

And, Jason Gunningham, head of sport, outdoor education and public services at Bridgwater College, has been appointed to the national committee of the England Colleges Football Association (ECFA) by the Association of Colleges Sport.

The role will see Mr Gunningham help support and shape the various initiatives being planned by the ECFA to "enhance and develop" football provision within FE.

Mr Gunningham said: "I am extremely honoured to have been asked to apply and then accepted onto the ECFA national committee."

"The initiatives aim to increase the participation, quality and breadth of offer that colleges can deliver within their own institutions, and obviously this allows me to transfer best practice throughout the country to our own award winning provision, here at Bridgwater College."



Ellen Thinnesen



Anne Isherwood



David Hawkins



Jason Gunningham

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

TRIBAL

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AAC 2016 HOST: **EMILY MAITLIS**  
BROADCASTER & JOURNALIST

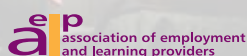
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## JOBS



## FASHION RETAIL ACADEMY

The Fashion Retail Academy have 3 new posts to fill

### ENGLISH AND MATHS CO-ORDINATOR 1.0 FTE

(ASAP start date)  
£28,928

### GCSE & FUNCTIONAL SKILLS MATHS LECTURER 0.6 FTE

(ASAP start date)  
£16,544.50 (FTE £27,574)

### GCSE & FUNCTIONAL SKILLS ENGLISH ASSOCIATE LECTURER

(4<sup>th</sup> Jan 2016 start date)  
£37.58 p/h

Based at the heart of the retail sector in the centre of London, the Fashion Retail Academy is the first National Skills Academy set up for high quality FE vocational training in Fashion Retail. It really is a unique combination of retail business and fashion education that is specially designed for the challenging and fast-paced fashion retail world.

The FRA are looking for Lecturers and a Coordinator with skills in Math's and English to teach our GCSE and Functional Skills Learners.

The post-holder(s) will be responsible for the planning, delivery and assessment of GCSE and/or Functional Skills Mathematics and/or English. Delivery of individual and small group support and embedding English and Maths across the academy. Essentially you will have had FE teaching exposure and preferably be PGCE or Ptlls qualified. You must be open to change and possess the skills to work within a team with a positive and flexible approach.

Please visit: <https://fashionretail-public.sharepoint.com/> for more information about the roles and to apply.

**CLOSING DATE: Thursday 12<sup>th</sup> November 2015.**

**INTERVIEWS: provisionally arranged for 19<sup>th</sup> November 2015.**

## Lecturer in Maths Tonbridge, Kent

Salary up to £32,157 per annum,  
plus a Golden Hello payment of £3,000

We are seeking an outstanding classroom practitioner who can demonstrate inspirational teaching, learning and assessment leading to successful outcomes for learners.

You would deliver GCSE Maths to a variety of students, from retake classes to adult classes and some functional skills maths as part of a progression to GCSE course, liaising with staff across the department to ensure parity of provision across the College.

You will be required to have a teaching qualification and be qualified to Degree level or professional equivalent in maths or a closely related subject area.

The College is committed to safeguarding and promoting the welfare of all our users and expects all staff to share this commitment, in order for all to achieve their full potential.

**To find out more information about the College and to apply for the role, please visit**  
[westkent.ac.uk/vacancies](http://westkent.ac.uk/vacancies)

*West Kent College is an equal opportunities employer and positively encourages applications from suitably qualified and eligible candidates regardless of sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status, or pregnancy and maternity.*



# Working towards outstanding

## Current Vacancies

- **Brickwork** – Sessional Lecturer
- **Carpentry & Joinery** – Sessional Lecturer
- **Electrical Installation** – Sessional Lecturer
- **Media, Games and Computing** – Tutor Demonstrator/Technician
- **Hairdressing** – IQA Apprenticeships
- **Learning Support Assistants** (term time only – cross college)

Nescot has become one of Further Education's success stories as we progress towards being recognised as outstanding. In 2010, Ofsted rated Nescot as Outstanding for Leadership, Management, Capacity to Improve, Care & Support for Students,

Tutorials, Enrichment, Safeguarding and Financial Management.

At Nescot we want to help our students succeed in their ambitions. Our students value our welcoming, friendly and caring atmosphere and our lively learning community and with

your help we will continue on our journey to Outstanding.

We are able to offer you a final salary pension scheme, generous holidays and the facilities of a College campus set in 70 acres of green belt in a peaceful setting. The College has excellent transport links

and is set in a location convenient to London and the South East and offers a large free on-site car park.

We are currently recruiting to the vacancies listed above and would welcome applications from suitably qualified and experienced candidates. Further

information and closing dates for each post can be found by visiting Nescot's own recruitment website by going to [www.nescot.ac.uk](http://www.nescot.ac.uk) and following the links to 'Working at Nescot'.

If you are interested in applying for any of these vacancies please forward

your CV with a covering email to [jobs@nescot.ac.uk](mailto:jobs@nescot.ac.uk). If you would like any further information please do not hesitate to contact us on the same email address.





## Are you ready to make a real difference?



West Lancashire College seeks to appoint three key leaders to deliver an ambitious five year strategic plan. The college is part of NCG, one of the largest educational, training and employability organisations in the UK with a turnover of over £179m.

WLC, a grade 2 college - with outstanding features intends to raise the aspirations of its students by unlocking potential through vocational learning. Operating out of the college's flagship £40m modern facility in Skelmersdale, the right candidates will have the opportunity to be part of a brand new Senior Leadership Team and make a real difference locally. Through partnership working they will be instrumental in changing the direction of the college to deliver skills leading to employment.

### Benefits:

- Competitive salary and re-location package
- A genuine opportunity to gain extensive cross college experience
- Form part of a brand new Senior Leadership Team
- On-site nursery
- 35 days annual leave
- Teachers or Local Government pension scheme

### Director of Curriculum and Employer Partnerships - £61,503

The Director of Curriculum and Employer Partnerships will lead the college's curriculum strategy of FE, HE & Apprenticeships with the skills and experience to inspire and motivate the college's curriculum management teams. Key to success for this role will be the ability to develop strong long term partnerships with local employers to support a pro-active approach to vocational provision at the college.

### Director of Quality and Support - £61,503

The Director of Quality and Support will drive forward quality across all points of the learner journey, improving provision and the student experience through enriched teaching, learning, assessment and ILT. This role offers the successful candidate opportunity to also lead student-facing services that impact quality.

### Director of Finance and Business Services - £61,503

The Director of Finance and Business Services will be instrumental in leading the college to deliver its objectives through sound management of finances and the realisation of the college's true business potential. The successful candidate will demonstrate an ability to work closely with college managers to improve the commercial quality of decision making.

Closing date for applications is Monday 2nd November 2015, the assessment day will be held on 30th November and successful candidates will be interviewed 1st - 3rd December.

To apply for any of these roles or to download an application pack visit: [www.protocol.co.uk/WLC](http://www.protocol.co.uk/WLC)

Alternatively you can contact our FE Management Recruitment Team for an informal and confidential discussion at any time on 0115 911 1206 or via [femanagers@protocol.co.uk](mailto:femanagers@protocol.co.uk)

**Protocol** | Excellence in FE



## HOURLY PAID TEACHERS IN ENGLISH/MATHEMATICS (GCSE) 15-022

£22.4086 - £24.4614 PER HOUR OF TEACHING

0-25 HOURS PER WEEK

COLCHESTER/BRAINTREE/CLACTON AS REQUIRED

We are currently looking for individuals to work within the Maths and English Department to plan and deliver English and or mathematics in line with College policy. You will take part in quality assurance processes including the planning and marking of assessments and keep comprehensive tracking records, communicating effectively with vocational course teams. You will also be expected to conduct teaching/learning activities appropriate to the needs of individual learners and provide accurate and timely formative assessment and feedback to learners.

With experience of working with a wide range of learners at different ability levels, you will have a specialist qualification in Mathematics or English and be suitably qualified to level 3 or above with a teaching qualification or a commitment to obtain one in post. You will also have an understanding of GCSE and functional skills with an ability to plan and deliver imaginative and motivational sessions which enthuse, inspire and develop others.

Please specify on your application whether you are applying to teach English, Maths or both.

**CLOSING DATE: 26 OCTOBER 2015**

A job description and application pack can be obtained from our website: [www.colchester.ac.uk](http://www.colchester.ac.uk).

Applications, by CV if preferred, should be emailed to [jobline@colchester.ac.uk](mailto:jobline@colchester.ac.uk).



## LECTURER IN ENGLISH

(Graduate Teaching Internship Programme)

£19,272 per annum

Loughborough College introduced a Graduate Teaching Internship Programme during the 2015-2016 academic year to encourage graduates to consider a career in teaching and are currently recruiting for a graduate teacher in English.

The programme offers graduates the opportunity to spend time working directly with young people and inspirational lecturers to gain hands on experience in a dynamic and vibrant College. The internships are designed to help graduates with a passion for, and a curiosity about the world of further and higher education, to assess whether teaching is a viable and long term career pathway for them.

Each internship will be structured across two full academic years and will include a blend of work shadowing, teaching observations, team teaching and individual teaching. Each intern will be assigned a specific development mentor, usually an experienced lecturer, to support their development throughout the programme. In addition to gaining invaluable hands on experience, each intern will be supported to become a fully qualified teacher via attainment of the Level 5 Diploma in Education and Training over a two-year period.

To be eligible to apply for a place on the scheme, candidates must hold a relevant degree and have a genuine interest in developing a career in teaching, and be able to commit to the programme for a minimum two year duration.

**Closing date for applications: Sunday, 1st November 2015**

**To apply: <https://apply.loucollcareers.co.uk/38597FEW>**



### GCSE/Functional English Tutor

We are seeking a proven, confident and well-qualified teacher to help develop Basic Skills at CLIP. You will be responsible for organising and delivering Basic English - Entry to Level 2 - across all our centres, as well as being tutor for GCSE English. You must have an open and friendly disposition and we are particularly keen to hear your ideas about community engagement - how we can encourage more local people to come forward to improve their English and maths.

Join a small but successful social enterprise where your teaching skills can make a real difference to people's life chances.

*Community Learning in Partnership (CLIP) is a community interest company and provider of local post-16 education, specialising in widening participation. Receiving an Ofsted Grade 2 in Feb 2014, we strive to promote opportunities and aspiration in rural/coastal Lincolnshire.*

Please view the full job specification on our website: [www.cliplearning.com](http://www.cliplearning.com)

Application is by CV and covering letter.

Closing date is Wed 5 November 2015.



### TEACHER OF MATHEMATICS

**SALARY: £24,142 – £34,194 P.A. (OR £36,840 – £39,466**

**IF ELIGIBLE FOR THE PSP SCALE) INCLUSIVE OF LONDON WEIGHTING**

**JOB START: JANUARY 2015**

Leyton Sixth Form College offers a wide range of A level and vocational courses to approximately 2,000 full-time 16-19 year old students. We strive to provide high quality education and support to our students in fulfilling their academic potential and becoming thinking, questioning and caring members of society. We are a diverse and vibrant college and are both proud of and celebrate the year on year success and achievements of our students and staff.

We are presently seeking an excellent teacher for AS/A2 Level and GCSE courses in Mathematics, to make a significant contribution to our successful Mathematics programme area.

You will be qualified to teach within a sixth form college and be able to demonstrate exceptional classroom management and organisational skills, as well as have a successful track record of raising the standard of attainment and aspirations of students. An up-to-date knowledge of a wide range of popular software/other packages for mathematics is essential.

In return, we offer excellent benefits and development opportunities, as well as the opportunity to work within a thriving and committed environment.

For further information and to apply, please go to [www.leyton.ac.uk](http://www.leyton.ac.uk)

Please note that CVs will not be accepted for this role.

For any queries about the role, please email [jobs@leyton.ac.uk](mailto:jobs@leyton.ac.uk) or call us on 020 8928 9000.

**Closing date for applications: 12.00 midday on Friday 30th October 2015**

**Interview date: Wednesday 11th November 2015**

Leyton Sixth Form College has a strong commitment to safeguarding students and safe recruitment. All posts are subject to enhanced DBS clearance







## FULL TIME MATHS & ENGLISH TUTOR/ TEACHER - £35,000PA OTE

### LOCATION: ENGLAND

Due to the outstanding successes of our work to date, we are looking to recruit a new team of 15 experienced Skills for Life tutors.

You will be delivering English and Maths from Entry Level through to Level 2, contextualised with a vocational award. Some delivery will be in the Health and Social Care sector, and therefore any experience in the H&SC sector would be an advantage but not essential. The role will be working on a peripatetic basis, delivering in your region. Willingness to travel and your own transport are essential.

### ESSENTIAL CRITERIA - PLEASE DO NOT APPLY IF YOU CAN'T COMPLY:

- Full time ONLY with flexible hours
- Have achieved a recognised full teaching qualification - Cert ed/ PGCE/ DTLLS or equivalent
- Experience in teaching English and/or Maths
- Outstanding personal written and verbal communication skills
- A driving license and access to your own transportation

### HIGHLY DESIRED CRITERIA

- Experience of working with adult learners
- Working towards or have achieved a Level 4/5 Subject Specialist qualification in literacy and/ or Numeracy
- Excellent ICT Skills

The successful candidate will also be required to have a valid DBS Clearance Check. In the first instance, please send an email outlining your recent relevant experience together with your CV. NCC Skills Ltd is an Equal Opportunities Employer.

No agencies please [jobs@nccskills.co.uk](mailto:jobs@nccskills.co.uk)

[www.nccskills.co.uk](http://www.nccskills.co.uk)

## The College of West Anglia



### Lecturer in Maths 20 hours per week

£12996 - £17948 per annum

(Appointments will not usually be made above point L10 (£14313) and progression beyond point L10 is subject to the attainment of certain qualifications)

**A Golden Handshake of £1,600 is applicable, which is payable on joining**

You will have a Degree in maths or a related subject or equivalent and experience of teaching maths in a school, college or to adults. You will also have a teaching qualification (Certificate in Education and Training) or equivalent and Level 2 Literacy (GCSE A\*-C) or equivalent or be willing to obtain.

We offer an excellent package including a generous annual leave allowance, plus five college closure days (pro rata for part-time), fee waivers on some college courses and a contributory pension scheme.

To apply for this position, please visit  
[cwa.ac.uk/vacancies](http://cwa.ac.uk/vacancies)

Closing date for receipt of all applications:  
12 noon, Friday 23 October, 2015

### An Equal Opportunities Employer

The college is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment



## Maths and English Department Lecturer GCSE/iGCSE ENGLISH Full time or Part Time hours considered

£22,961.24 to £35,594.00\*\* per annum (FTE 1.0) \*\*Conditions apply

Basingstoke College of Technology is a welcoming and professional FE college in north Hampshire. We are looking for a lecturer in GCSE English Language (including the iGCSE) to join our enthusiastic colleagues.

Working in our Maths and English department, you will deliver inclusive, responsive and innovative English teaching across the college. The main responsibility of the role is to manage, develop and co-ordinate the part-time and full-time GCSE courses.

Experience of teaching GCSE English within the post-16 sector is essential as well as the ability to deliver the curriculum creatively with strong independent organisational skills. You will also ensure that the administrative responsibilities of your designated courses are in line with the awarding bodies' expectations as well as the development, marketing and promotion of English and new programmes.

You will have at least a Level 3 subject specialist qualification in English and ideally minimum of two years' experience of teaching up to and including level 2, although this is not essential. You would be joining a supportive team which has a strong focus on improving standards and achieving success.

*BCoT is committed to safeguarding and promoting the welfare of all its learners, and expects all staff to share this commitment. The successful applicant will be required to undertake appropriate checks, including an enhanced DBS disclosure as well as providing proof of right to work in the UK.*

*BCoT is an equal opportunities employer and we welcome enquiries from everyone and value diversity in our workforce.*

Applications will be reviewed on an on-going basis and an appointment made as soon as a suitable candidate is identified.

To apply for this post, please click on the link below:-  
[https://www.hirewire.co.uk/FE/1053284/THW\\_JobBoard.aspx](https://www.hirewire.co.uk/FE/1053284/THW_JobBoard.aspx)

If you wish to send a CV with your application, please remember to click 'upload' after attaching it, otherwise your CV will not be sent to us.



## Easton&OtleyCollege

### WANT TO WORK FOR ONE OF THE LARGEST LANDBASED COLLEGES IN THE UK?

#### Bank Staff - Maths &/or English Lecturers, ACE OBS MEL, Otley Campus, £22.45 per delivery hour, £12.44 per attendance hour

The post holder will be responsible for the planning, delivery, assessment and moderation of a course(s) within their subject area to enable the learners to achieve the learning outcomes including a high level of learner retention and achievement.

In doing so the post-holder will comply with the college quality standards, the common inspection framework and the Self-Assessment Action Plan

Closing date: 21st October 2015

#### Bank Staff - Maths & English Lecturers, ACE EBS MEL, Easton Campus, £22.45 per delivery hour, £12.44 per attendance hour

The post holder will be responsible for the planning, delivery, assessment and moderation of a course(s) within their subject area to enable the learners to achieve the learning outcomes including a high level of learner retention and achievement.

In doing so the post-holder will comply with the college quality standards, the common inspection framework and the Self-Assessment Action Plan.

Fixed Term hours are available, please state clearly on the application form if you are interested in Sessional work only or Fixed Term hours and if so the days and times.

Closing date: 22nd October 2015

Further details including job descriptions and person specifications  
available at [www.eastonotley.ac.uk/other-information/jobs/](http://www.eastonotley.ac.uk/other-information/jobs/)  
or call (01603) 731200



The College is committed to safeguarding and promoting the welfare of learners and expects all staff and volunteers to share this commitment.



# FEWEEK

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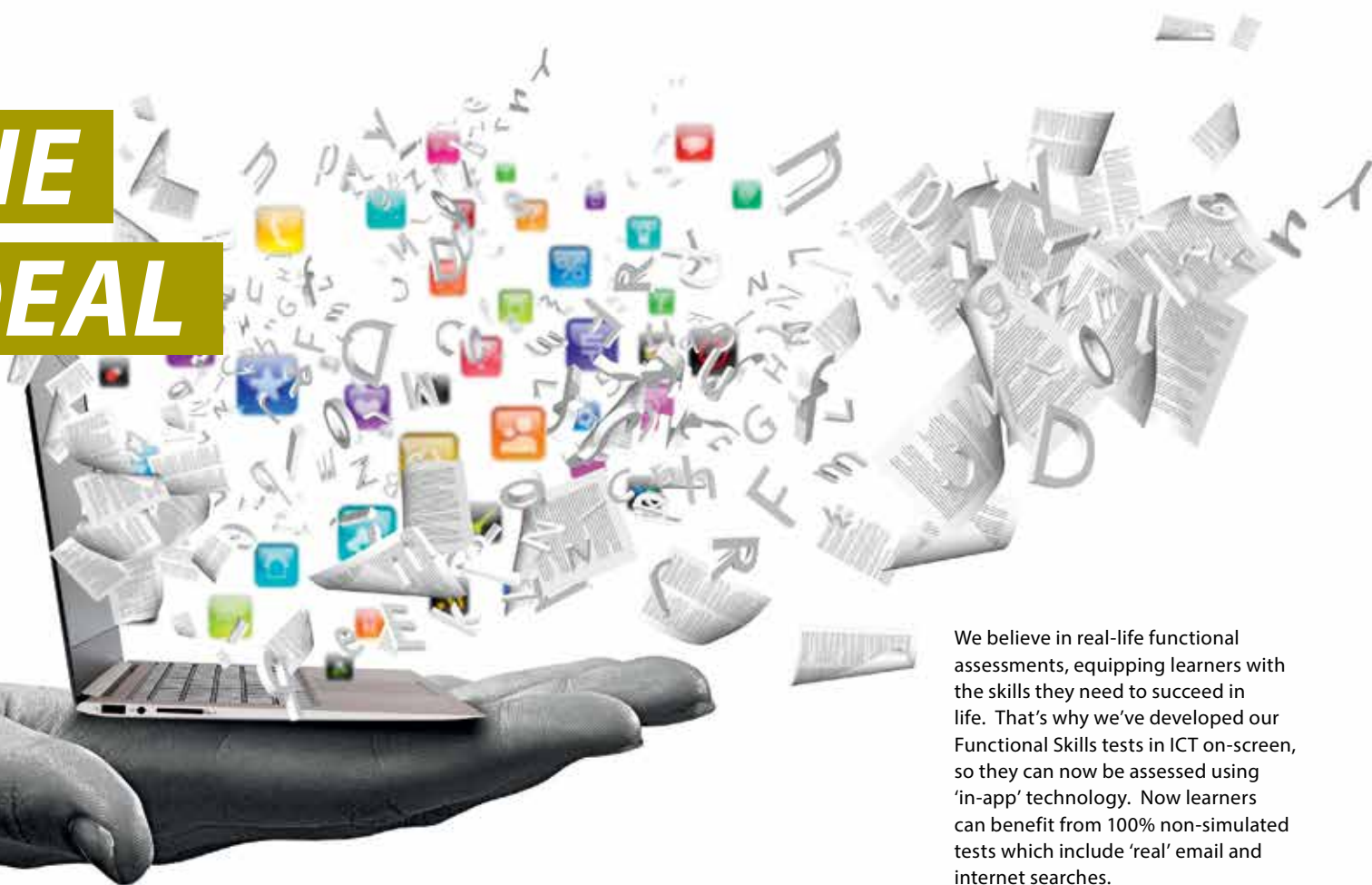
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 Call our Customer Contact Centre: 02476 851509  
 @ocr\_vocational



## 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

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

Difficulty:  
**EASY**

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

Difficulty:  
**MEDIUM**

Solutions:  
Next week

### Last Week's solutions

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

Difficulty:  
**EASY**

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

Difficulty:  
**MEDIUM**

## Spot the difference to WIN an FE Week mug



Spot five differences. First correct entry wins an FE Week mug. Text your name and picture of your completed spot the difference to 07969 166 374.

The last edition's spot the difference winner was Nicola Pittman (pictured right), Youth East manager at Hertford Regional College.

