

FE Week

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APPRENTICE WAGE ROCKETS

The National Minimum Wage for apprentices has really taken off under Prime Minister David Cameron.

An inflation-busting 20 per cent increase — from the £2.73 an hour to £3.30, came into effect on October 1.

It was first announced in March, a few days after Mr Cameron spoke to apprentices at the BAE aerodrome, in Lancashire (pictured). It was welcomed by sector leaders including David Hughes, chief executive of the National Institute of Adult Continuing Education, who said: “The increase is good news.

“We want apprenticeships to be a positive experience for everyone and pay is a really important part of that.”



COLLEGE AREA REVIEW 'SHAMBLES'

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The government has been warned its “hastily put together area reviews have all the ingredients of being yet another Conservative Government shambles” with membership of their “unwieldy” steering groups potentially swelling to around 45.

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

Also attending will be members of local enterprise partnerships (LEPs), the FE Commissioner, the Sixth Form College Commissioner and Regional Schools Commissioners, not to mention officials from the Department for Education (DfE) and also the Department for Business, Innovation and Skills (BIS).

It’s a situation that has led to criticism

from Shadow Schools Minister, and former Scunthorpe college principal, Nic Dakin. He said: “These hastily put together area reviews have all the ingredients of being yet another Conservative Government shambles. The steering groups look very unwieldy. And the reviews don’t have to involve all post-16 providers in an area with sixth forms, UTCs, free schools and others left out. Finally there is no clarity where additional money will come from to implement outcomes. So at first glance it has all the ingredients of another fine mess.”

Invite lists among the first meetings to have been held for the Birmingham and Solihull, Greater Manchester and Sheffield city regions featured, according to *FE Week* sources, no fewer than 25 members.

And the second lot of area reviews, announced on September 25, could see steering group memberships of more than 40 with, for example, 13 colleges involved in the Solent area review covering 11 local authority areas.

The Sheffield review involves 10 colleges and among them is Longley Park Sixth Form College, whose local MP, Harry Harpham, said the number of meeting attendees could affect the quality of decision-making.

“I am concerned that having 25 members is far too many to be perfectly honest and I believe it is unmanageable,” said the Labour MP for Sheffield Brightside and Hillsborough.

“If you have any group with over 12 to 13 members then you run into management ability issues. My experience is that you should get a group up to 13 as a limit to make proper decisions and have proper debates.”

The situation has also drawn criticism from former chief executive of the FE Funding Council from 1997 to 2001 David Melville, chair of Pearson Education Ltd and governor of Manchester Metropolitan University, who also said that school sixth forms should be included in the area reviews.

He told *FE Week*: “It is very difficult with

such wide-ranging interests, some of which are conflicting with the exercise, to reach a sensible conclusion.”

He added: “I think it’s an ill-conceived exercise in that it’s clear it’s doing something it’s very difficult to do — review post-16 education without taking into account schools sixth forms. It doesn’t make any sense to not do this and the government is trying to make it look like it’s all-embracing.”

The first meeting for the Birmingham and Solihull steering group was on September 18, Greater Manchester’s was three days later and Sheffield’s was on September 28. Of the second lot from the first round, Tees Valley was on October 1, Sussex Coast was due on October 22 and Solent was due on November 5.

A spokesperson for BIS and DfE said it was a “matter for steering groups to update their own meetings and progress, which they will do in due course.”

See editor’s comment and cartoon on page 8

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FE WEEK ANNUAL APPRENTICESHIP CONFERENCE AND EXHIBITION 2016

HEADLINE SPONSOR



SEE PAGE 6 FURTHER INFORMATION

Frameworks deadline doubts

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Uncertainty around the deadline of the apprenticeship frameworks is growing after the Department for Business, Innovation and Skills (BIS) refused to confirm they would cease come 2017/18.

Adam Harper, BIS head of apprenticeship legislation, was non-committal when questioned about the deadline for the end of apprenticeship frameworks and move to Trailblazer standards, at London's Capita apprenticeships and traineeships conference, on September 23.

With providers keen to find out if BIS was sticking to its planned cut-off for frameworks, *FE Week* asked BIS if it was now planning to allow them to continue beyond August 2017.

However, a BIS spokesperson declined to comment on the issue directly, saying instead that "there will be one new standard for each occupation identified by employers as requiring an apprenticeship, and the standards will replace existing apprenticeship frameworks."

He would not be drawn on a timescale for when this process should be completed by.

The government had confirmed the date for when it wanted old frameworks to be scrapped in an implementation plan for apprenticeship reform back in October 2013.

It stated: "The Trailblazers will provide clear examples of effective practice and approaches which others can build on as we move towards full implementation of the

reforms during 2015/16 and 2016/17.

"Our aim is that from 2017/18, all new apprenticeship starts will be based on the new standards."

But the government was forced to defend progress with implementation of Trailblazer apprenticeships in June, after *FE Week* reported that official figures indicated there had been just 300 starts on the new programmes in nine months.

Another *FE Week* report on August 6 revealed that frustration was growing among Trailblazer apprenticeship designers, with many of the new standards still awaiting government approval for delivery almost a year after they were published.

Just 24 standards had been published by BIS at that time as ready for delivery, and that figure still only stood at 54 as of September 24.

Yet the government said in August that more than 350 standards had either been delivered or were being developed.

It led to claims in *FE Week* on September 4 that Skills Minister Nick Boles had broken a promise made to the House of Commons Education Select Committee in January that there would be "many fewer" new apprenticeship Trailblazer standards than the frameworks, of which there were 334 at the time, they will replace.

The story saw *FE Week* editor Chris Henwood, in edition 145 of the newspaper, on September 7, raise the prospect of the frameworks deadline being put back.

FE WEEK NEWS IN BRIEF

Apprenticeships podcasts

The Association of Employment and Learning Providers (AELP) has launched four new podcasts on apprenticeship reforms.

They provide information on the development of new Trailblazer standards and how they will affect providers.

A new downloadable guide has also been published by AELP, called Resources for planning and action — effective practice from the Apprenticeship Staff Support Programme, which includes a section on planning for delivery of new standards.

Visit www.apprenticeship-staff-support.co.uk/resources to download them all.

Dual mandate response

The government has said it aims to publish its response to Dr Vince Cable's 'dual mandate' consultation later this month.

The consultation, which closed June 16, addressed the FE sector's dual role of providing vocational training for the workplace, and being a 'second chance sector' for those who didn't get their GCSEs at school.

A government spokesperson told *FE Week* the issues in the consultation were still relevant, but needed to be considered in the context of the government's Productivity Plan

Screen learning awards

College media teams have got two months to get their entries in for the 2016 Learning on Screen Awards.

Nominations for the awards, in their 12th year, open on October 6 and close on December 1.

They are held each year by the British Universities Film & Video Council (BUFVC) and celebrate excellence in the use of moving image and related media in learning, teaching and research.

There are categories for in-house and student production, among others. Visit bufvc.ac.uk/ for more.

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'Consider all facts' on new performance measure

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Association of Employment and Learning Providers (AELP) chief executive Stewart Segal urged the government to ensure that "all the facts are considered" before destination performance data is used to trigger "transformational improvements".

The Department for Business, Innovation and Skills (BIS) launched a consultation on Wednesday (September 30), which will close on December 2, on its proposal for an outcome-based success measure to complement the existing qualification achievement success rates.

The 38-page consultation document said providers that don't achieve "positive outcomes", should face "intervention action" for example by the Skills Funding Agency (SFA), Education Funding Agency (EFA), Ofsted, and FE Commissioner Dr David Collins.

However, Mr Segal (pictured) told *FE Week*: "Performance has to be seen in context. Much of the [performance] data will be out of date by the time it is reviewed, so any decisions around intervention have to be made once all the facts are considered."

David Corke, director of education and skills at the Association of Colleges, said: "Outcome-based success measures can be a useful indicator of the quality of FE as long as

courses are judged on a wide range of factors.

"However, judging courses on their outputs creates a league table mentality which can lead to unfairly negative judgements being made on some courses."

The consultation document stated that: "By introducing minimum standards for learner outcomes, we expect to provoke transformational improvements in the provision that is delivered and will want them to be seen as having 'bite'".

It explained that minimum standards, based on current qualification achievement rates, are under the existing framework "not a target to aim for, but are typically set below the levels that a good or average performing provider is achieving".

The government would still, under the new framework incorporating the destination measures, "expect to set them below the level that a good or average provider is achieving", it added.

But "if a provider fell below the minimum standards on either qualification achievement rates or positive destinations, government would expect to apply its intervention arrangements to determine whether action was warranted," it said.

The document said the new outcome measures set for launch in summer 2017 would focus on learner destinations,

into further learning and into or within employment including apprenticeships, learner progression, to a higher level qualification, and earnings following completion of a course.

But it added that the government was not proposing to use the earnings measure for the minimum standards framework, as it thinks that "is more appropriate for informing choice".

The government also proposed measuring the proportion of learners that progress to a qualification at a higher level than their existing highest level of attainment, initially covering only 19 to 20-year-old learners, in a previous three-month consultation on the issue launched last August.

But the latest consultation document, which features 10 questions, said that this had proved to be "impractical" because of "greater than expected complexity with creating the required data from the available sources".

In his foreword to the latest consultation, Skills Minister Nick Boles said: "In December 2014, I confirmed my intention to proceed with the new adult (19+) learner outcome measures for FE, to complement the qualification achievement measure we already use.

"The new measures have been developed using data from across government, matched robustly and securely."

Visit feweek.co.uk for a link to the survey.



NEWS

CBI calls for Low Pay Commissions-type body for levy rate

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The Confederation of British Industry (CBI) wants the rate for the government's planned apprenticeship levy to be controlled by a new independent board with the Low Pay Commission (LPC) as the "blueprint", *FE Week* can reveal

It made the proposal as part of its submission to the government consultation on the levy plans, which closed on Friday, October 2.

A CBI spokesperson said its consultation response called for "the rate to be set by a new levy board, independent of government and providers".

"It must be set based on sound evidence with the potential for the introduction of a cap on the total levy paid by any one business," he added.

The CBI also called for the LPC, an independent body that advises the government about national minimum wage rises, to be treated as a "blueprint" for the new levy board.

The spokesperson said that its consultation response also stated that the levy "must give employers real control — signing off new standards, setting time rules on spending to the [levy] board".

The consultation document was criticised after its publication on August 21 by Neil Carberry (pictured), CBI director for



employment and skills, for failing to explore the cost involved or the minimum size of "larger employers" that the levy is set to apply to.

The Association of Colleges' consultation response said the levy "should be set at 0.5 per cent of payroll, paid by all public and private organisations with more than 250 employees, and used to support high quality training".

It added that the government "must not be seen to be using the levy as a reason to reduce its own £1.5bn annual spending on apprenticeships, because this will leave average funding at just £2,000 per apprentice and stall the necessary progress towards a high quality programme".

The University and College Union response said that the lack of detail in the consultation document on "the size of employers in scope of the scheme, the levy rate and sectoral considerations" were "glaring omissions".

"As this is a scheme for large employers only, we do not believe that smaller companies should be eligible for support by it — these

firms should continue to receive SFA funding," it added.

In its consultation submission, the National Institute of Adult Continuing Education said: "We believe any underspend within the apprentice levy budget should be made available to fund digital vouchers for apprenticeships in smaller businesses who have not paid the levy.

"To deliver 3m apprenticeships by 2020, the government needs to continue to support the expansion of apprentice places within small and medium sized businesses."

The National Union of Students said in its response that "it is absolutely vital apprenticeship funding from the levy is used to support training by smaller companies".

"Restricting funding to large companies who have paid the levy will only limit scope and access to apprenticeships," it added.

Dr Mary Bousted, general secretary of the Association of Teachers and Lecturers said: "We are making it clear in our consultation response that the protection of government funding for 16 to 18-year-old apprenticeship programmes is imperative."

A spokesperson for the Department for Business, innovation and Skills said: "We will provide our response to the consultation submissions in due course."

The Association of Employment and Learning Providers and Federation of Small Businesses were unable to provide their submissions at the time of going to press.

Levy 'double whammy' not issue for 2/3

Almost two thirds of large construction employers would support paying a "double whammy" of charges after the government's apprenticeship levy is launched, a new survey has indicated.

Building trade bosses already pay a levy that allows the Construction Industry Training Board (CITB) to develop qualifications and standards and give out £150m a-year in grants to employers to fund training.

But the CBI told *FE Week* on September 21 that employers should not have to pay a "double-whammy" of CITB and apprenticeship levies.

The issue was addressed by a CITB survey that asked 100 large construction employers if its levy

should continue alongside the apprenticeship charge.

Stephen Radley, CITB director of policy and strategic planning, said that the survey option "favoured by nearly six out of ten (59 per cent)" respondents would involve paying "the new levy plus CITB's at a reduced rate, with a modified level of CITB services".

Only 24 per cent of employers questioned backed paying the full CITB charge and apprenticeship levy, while 17 per cent opted for only paying the proposed apprenticeships levy.

See feweek.co.uk for an expert piece on the CITB survey by Stephen Radley.

Leaked BIS memo raises questions about SFA future

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The future of the Skills Funding Agency (SFA) is once again in question, with a leaked Department for Business, Innovation and Skills (BIS) memo suggesting it plans to more than halve the number of its partner organisations by 2020.

Details of the leaked document were revealed in the *Guardian*, and include proposals to reduce the number of its partner organisations — of which the SFA is one — to 20, cut operating costs by 30 to 40 per cent and consolidate the "BIS family" from around 80 sites into seven or eight "centres of excellence".

The proposals are based on recommendations from consultancy firm McKinsey, after Business Secretary Sajid Javid reportedly called them in to carry out an "efficiency and effectiveness review" of BIS in late July.

According to the *Guardian* article, by James Wilsdon, professor of science and democracy in the Science Policy Research Unit (SPRU) at the University of Sussex, BIS staff are now being consulted on the proposals, with a detailed implementation plan expected to follow in January.

Mr Wilsdon writes: "The case for radical



change is set out in stark terms. Despite 'huge strides in the last five years', BIS is 'too complex', with '45 partner organisations and 80+ locations', such that 'those who deal with us find us hard to understand and navigate'.

"BIS 'currently costs too much to run', and its users 'need a better service' with 'faster and more efficient access to advice and funding'."

It's not the first time that doubts have been raised over the future of the SFA. In 2012 a report by Lord Heseltine, one time deputy prime minister, questioned the role of the SFA and called for apprenticeship and post-19 education funding to be devolved to local areas, via a single funding pot.

Further questions were raised in November, when Peter Lauener was appointed chief executive of the SFA in addition to his existing role heading up the Education Funding Agency. Rumours of a planned merger of the two bodies were later met with denial by the government and by Mr Lauener himself.

A BIS spokesperson said it did not comment on leaks.

Gazelle in ROI 'priority' pledge

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Gazelle colleges have been told that proving their £15k membership fee is money well spent is now a "priority" for the organisation.

The fee was cut from £35k after the number of college members plummeted from 23 to ten in just over a year — with three out of five founder colleges among those to have quit — following repeated criticism that Gazelle carried out no return on investment (ROI) analysis.

The new membership fee was announced by the organisation, and reported on *feweek.co.uk*, on September 24 with the conclusion of its long-running membership review.

And while the initial announcement contained no mention of ROI analysis, a spokesperson for the organisation has since told *FE Week*: "We know we need to do more work on ROI analysis of activity going forward and this is a priority for the new grouping."

It comes after Gazelle chief executive Fintan Donohue told *FE Week* in January with the launch of an impact review — that did not contain any ROI analysis or consideration of whether membership might affect Ofsted grades — that it was for college members to decide if his organisation delivered value for money.

But Gazelle Colleges Group chair Stella Mbubaegbu, principal of continued Gazelle member Highbury College Portsmouth, said last week that Gazelle "needed to change in order to better reflect the financial pressures

facing colleges".

The Gazelle spokesperson further said the £15k figure had been determined by members as "an appropriate amount to support a more focussed set of objectives and associated activities". And it came in response to the January report which, she said, recommended "a more affordable programme of activity".

She added: "The new structure gives full ownership to members through the mechanism of a not-for-profit company, providing a single type of membership by removing the distinction between founders and other members."

Despite this, the two remaining Gazelle founder members — City College Norwich and Warwickshire College Group — will not have to fork out the £15k membership fee for two years "in recognition of their early endeavours and investment".

A number of organisations had been linked to Gazelle, including Gazelle Global, Gazelle Foundation and Gazelle Transform, but Dick Palmer, chief executive of Transforming Education in Norfolk (Ten), which includes Norwich college, said: "Gazelle will be ceasing all activities and any residual funds will be shared among shareholders."

He added: "A group of colleges, together with partners and sponsors, remain dedicated to advancing the enterprise and entrepreneurial agenda through the Gazelle Colleges Group. The Gazelle Colleges Group will, from December 2015, be the only Gazelle entity in existence."

See page 14 for an expert piece by Fintan Donohue

Principals have say their on latest area reviews

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A further three post-16 education area reviews were announced late last month by the government, taking the number of colleges undergoing the process to 72.

Twenty one general FE colleges and 13 sixth form colleges (SFCs) across the Tees Valley, Sussex Coast and Solent regions, were added to the 22 general FE colleges and 16 SFCs whose futures were already being assessed in reviews in Birmingham and Solihull, Greater Manchester, and Sheffield city.

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”.

A number of principals from colleges in the latest three reviews spoke to *FE Week*.

Solent

Nigel Duncan, principal of Fareham College, said: “We are working in partnership with other colleges and stakeholder organisations in the Solent area to collectively review our collaborative arrangements to reflect the ever-changing FE landscape.”

Dr Jan Edrich, principal of Eastleigh College, said: “We are hopeful that this review will help to secure long term stability for our learners and that what will emerge is the best kind of provision in meeting local area needs.”

Mike Gaston, principal of South Downs College, said: “We wish to ensure we engage as a strategic partner with employers and other providers, responding to the needs of business and continuing to contribute to our economic and cultural community.”

“We note that this will rely on considerable additional investment of time, but believe that there could be many synergies between the objectives of the review and our own vision, to ensure we continue as leading provider for professional and technical excellence.”

John McDougall, principal at Havant College said: “We are really pleased about the area reviews and it is good to be involved in shaping the agenda.”

“However our main concern is the exclusion of provision in the secondary school sector. It means that there is not a level playing field and it should be.”

Declined to comment: Barton Peveril College

Did not respond: Brockenhurst College, Highbury College, Isle of Wight College, Itchen College,













Portsmouth College, Richard Taunton’s Sixth Form College, Southampton City College, and St Vincent College

Sussex coast

Sue Dare, chair of FE Sussex and principal of Northbrook College Sussex, said: “We are already involved in delivering shared services and are in discussions about working more closely together.”

“The area review will have much to build on and, speaking on behalf of Northbrook

THE PRINCIPALS

		
Phil Cook Stockton Riverside College	Sue Dare Northbrook College	Nigel Duncan Fareham College
		
Dr Jan Edrich Eastleigh College	Mike Gaston South Downs College	Darren Hankey Hartlepool College of FE
		
Zoe Lewis Middlesbrough College	Shelagh Legrave Chichester College	John McDougall Havant College
		
Martin Raby Cleveland College of Art & Design	Dan Shelley Sussex Coast College	Sarah Wright Central Sussex College

College, I look forward to taking part in shaping the future direction of FE.”

Mike Hopkins, principal of Sussex Downs College, said: “We are the largest provider of post-16 education and training in East Sussex and will work in partnership with its sister colleges within FE Sussex, local authorities and schools in order to ensure a positive engagement with the area review.”

“As a sovereign organisation, the board is determined that Sussex Downs will be guided, first and foremost, by what it sees as being in the best interest of students and employers.”

Nick Juba, chief executive of City College Brighton and Hove, said: “I hope that the area review process will generate sensible and realistic ideas for future ways of working, given the very challenging public funding environment facing the whole of the sector.”

Shelagh Legrave, principal of Chichester College, said: “We are supportive of the area

review process in the context of inevitable further spending cuts and will work closely with the FE Commissioner.”

Jill Sawyer, vice principal for students and learning of Varndean College, said: “Any review of post-16 provision needs to include all the providers funded by government including school and academy sixth forms and private providers.”

“Although it’s of course important to know what the business needs of a region are, that is not the sole purpose of education post-16 and many of our young people go on to contribute to the national economy.”

“Young people and their parents should also be involved in a consultation about changes to their future opportunities for education and training in Brighton and Hove.”

Dan Shelley, vice principal of Sussex Coast College Hastings, said: “We are positively engaging fully with the process and plan

to work closely with the review team, local partner colleges and our membership group FE Sussex alongside our local enterprise partnership and local authority.”

Chris Thomson, principal of Brighton Hove and Sussex Sixth Form College, said: “It is regrettable that sixth forms are not fully involved in the area review as this means that it is not a complete review that covers all sixth forms and colleges. On the other hand school data will be looked at and that will be helpful.”

“In regards to the upcoming review, I feel that the college is currently well placed, in terms of FE conditions. I am interested to see what happens with the review as our mission is to develop the learning needs of the students and the outcomes should be beneficial.”

Sarah Wright, principal of Central Sussex College, said: “We hope that the outcome of the review of post 16 education enables the FE sector to continue to provide a varied and balanced local education in order to meet the needs of local industry.”

“It will be very important that all post 16 education providers are considered simultaneously rather than just colleges.”

Declined to comment: Plumpton College

Did not respond: Bexhill College and Worthing College

Tees Valley

Phil Cook, principal and chief executive Stockton Riverside College, said: “Our focus throughout this review, and beyond it, will be to ensure the continuous provision of high quality education and training for all our students, businesses and partners.”

Darren Hankey, Hartlepool College of FE principal, said: “We’re happy to play a full and pro-active role in the area review, but would echo some of the concerns already made about the process about the providers that are involved.”

“I’ve done some analysis of funding agency allocations to the colleges involved in the Tees Valley review and we account for 60 per cent of allocation, but other providers in the area, not involved in the review, account for the remaining 40 per cent.”

Zoe Lewis, principal of Middlesbrough College, said: “This is not unexpected given the scale of government cuts exacerbated locally by a sharp decline in demographics coupled with an increase in the number of providers.”

“The college’s governing body and leadership team have been successfully implementing a strategy in anticipation of the many challenges confronting the FE sector; having determined to realign our offer to the needs of our community, the skills requirements of employers and key local economic priorities.”

Martin Raby, principal of Cleveland College of Art & Design, said: “We are happy to play our part in the process, but share the Association of Colleges’ concern that not all post-16 providers are included in the review.”

Declined to comment: Stockton Sixth Form College

Did not respond: Darlington College, Hartlepool Sixth Form College, Prior Pursglove College, Queen Elizabeth Sixth Form College, and Redcar and Cleveland College

FEATURING

MARINA GAZE

FORMER OFSTED DEPUTY DIRECTOR

RICH WILLIAMS • THE SFA

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NEWS

Labour Party conference 2015



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A more joined-up approach to opposition FE policy was signalled at the Labour Party conference as Angela Eagle and Lucy Powell both pledged to fight cuts to the sector.

The Shadow Business Secretary and Shadow Education Secretary both named FE as a key battleground in their speeches in Brighton as they criticised cuts to post-16 funding.

Their shared concern about the area of policy is another signal that Labour plans to pursue a more joined-up approach to its opposition on the issue, with Gordon Marsden's re-appointment to a Skills Minister post that now straddles both departments.

In her speech, Ms Eagle warned the government was presiding over a "skills emergency", which she said threatened economic growth.

She said: "Success in the 21st Century means partnering with business to make the most of all of our talent. Yet more than two thirds of businesses now need more high-skilled staff. In construction, manufacturing, science, engineering and technology the skills shortage is at its worst.

"So what is the government's answer to this challenge? They've cut FE budgets. They're failing young people on vocational qualifications. And they're dumbing down apprenticeships.

"Conference, our young people deserve more than this ideologically driven recipe of cuts and neglect."

Turning her criticism to Sajid Javid, Ms Eagle said the business secretary had "recently boasted" that he was looking for 40 per cent cuts to his department ahead of "the Chancellor's looming, ideologically driven Whitehall cuts".

She added: "Perhaps he should concentrate more on the day job and less on his ambitions to be the next right wing Prime Minister.

"This Tory ideological obsession with a small state is getting in the way of our national interest and leaving our economy vulnerable.

"And if this failure to support strategic industries was not enough, this Tory government is presiding over a productivity crisis."

Ms Powell warned delegates about what she described as the "deepest, most severe cuts to post-16 education that we'll have ever seen".

She added: "Investment in, and focus on, post-16 education is vital for young people getting decent jobs and for creating a productive economy.



Young people deserve more than this ideologically-driven recipe of cuts

"It's perverse that under this government we are likely to see up to 40 per cent cuts in post-16 provision, leading to the closure of many good sixth form colleges and colleges.

"I don't intend to sit on the sidelines. We will make a difference.

"On free schools meals we've already won a small victory this week. But let's be clear this puts further pressures on early years and post-16 education."

FE sector organisations have welcomed signs

of a more joined-up approach and a stronger challenge to funding cuts.

Chris Walden, director of communications and public affairs at the Association of Colleges (AoC), said: "We are pleased that the Labour Party has recognised the seriousness of the cuts and how they are affecting colleges."

Stewart Segal, chief executive of the Association of Employment and Learning Providers (AELP), said: "We are delighted

that Gordon Marsden has returned to his former post, especially as his responsibilities now mirror those of [Skills Minister] Nick Boles.

"We look forward to picking up with Gordon on Labour's apprenticeship policies and we're hoping to discuss how the party's skills policies might link up with employment programmes."

The Department for Business, Innovation and Skills declined to comment.



Angela Eagle and inset, Lucy Powell

Apprenticeship problems 'germinated' under New Labour

Some of the "problems" facing apprenticeships policy were "germinated" in the New Labour period, a former adviser to David Blunkett and Gordon Brown has warned.

Nick Pearce, who worked for Mr Blunkett when he was education and employment secretary in the late-1990s and later headed up Mr Brown's policy unit, told the Association of Colleges Labour conference fringe that Labour had "got some things wrong" as it tried to expand apprenticeships.

Mr Pearce, now director of the left-leaning Institute for Public Policy Research (IPPR) think tank, said Labour expanded apprenticeships to coincide with Tony Blair's 50 per cent in higher education policy and again a decade later under Mr Brown's premiership.

But he warned that policy problems could not be solved by numerical targets, and admitted expansions of apprenticeships became too numbers-focused.

He said the National Apprenticeship Service was established because

the government "thought the problem was that we didn't have enough of a delivery state" and set targets.

He added: "If you're then to do that you do set in train processes which allow people to say '3m apprenticeships, doesn't matter what level, doesn't matter what the quality is like, doesn't matter if people are already in work'.

"We have to get away from thinking our policy problems are solved by setting a big number and then saying the state will deliver that."

Mr Pearce also criticised the apprentice minimum wage, branding it "a complete disgrace".

He said: "The use of apprenticeships to lower wages, to effectively circumvent the national minimum wage is a real problem.

"When the new so-called national living wage comes in, because it's for over-25s, there will be even greater incentive for companies to employ young people on apprenticeships to keep their wage costs down."

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NEWS

Sector gives BIS committee its views on Productivity Plan

JUDE BURKE AND REBECCA JONES
NEWS@FEWEEK.CO.UK

The task of the first official inquiry of the House of Commons Business, Innovation and Skills Select Committee is to look at the government's Productivity Plan.

Committee chair Iain Wright, announcing the inquiry in July, said he wanted to explore whether the plan addressed the main causes of low productivity in the UK and whether it was likely to achieve its desired results.

The Productivity Plan itself had been launched earlier that month and it outlines, among other things, how the government intends to reform FE to boost productivity in the UK with proposals for an apprenticeship levy, per-learner funding for adult learning, new institutes of technology to replace some FE colleges, and further devolution.

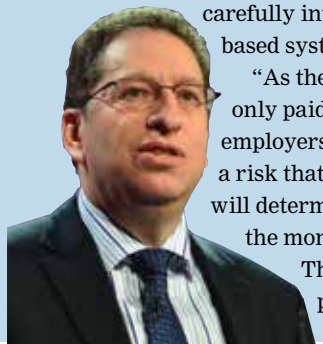
And while a Department for Business, Innovation and Skills consultation on the proposed large employers' apprenticeship levy closed on October 2, the window for submissions on the committee's productivity plan inquiry closed on September 10.

FE Week has pulled together a selection of these inquiry responses from the FE and skills world on some of the key issues in the plan that affect the sector. Visit feweek.co.uk for a link to the responses.

Association of Employment and Learning Providers (AELP)

On the apprenticeship levy: "There are dangers that in the long term it will create a focus on the financial aspects of the programme and it will not be possible to control the quality of a programme where many employers would not have chosen to be involved. This is a cultural shift and we should not rush the introduction of the programme. AELP has recommended that the apprenticeship programme is built over the next three or four years while we carefully introduce a levy-based system.

"As the levy is only paid by large employers, there is a risk that only they will determine how the money is spent. The drive for productivity



Iain Wright and, inset, the Productivity Plan. Below, from left, AELP chief executive Steve Segal, ASCL general secretary Brian Lightman and Edge acting chief executive David Harborne

means that we have to engage small and medium-sized enterprises (SMEs) who will deliver much of the growth in the programme."

Association of School and College Leaders (ASCL)

On specialist and technical colleges: "The specialist colleges and higher level technical colleges which will emerge from the area-based reviews are huge investments and are very much leaps of faith in sectors which are deemed to be the future growth industries. While one must applaud leaps of faith and vision these should be provided as additional facilities — not institutions that will replace existing provision. If they fail there is no safety-net provision as they will have merged or closed."

Federation of Small Businesses (FSB)

On the apprenticeship levy: "The new employer-led apprenticeship system has the potential to address the skills gap in the UK, creating a system that is responsive to the skills and training needs of businesses. However, small businesses who are integral to achieving this ambitious target must not be priced out of taking on apprenticeships. The current uncertainty around how the funding model will apply to SMEs, what level of contribution these firms will be required to provide for training, and the impact of



the levy on small firms must be resolved as soon as possible."

National Institute of Adult Continuing Education (Niace)

On localisation: "Government should involve local areas in the commissioning of provision either through co-commissioning or by fully devolving, so that local provision can be integrated and deliver more sustainable job outcomes. Local enterprise partnerships should take on an oversight role to ensure that local skills providers prioritise long-term unemployed adults such that adequate volumes of skills provision are made available to them."

National Consortium of Colleges and Providers

On localisation: "The major downside to devolving decisions on basic skills funding to local regions would be the 'postcode lottery' that would result from the inconsistent approaches taken by different local authorities.

On per-learner funding: "A per learner system will likely put off employers from helping their staff improve their basic skills. With a potential consequence of this proposal being less training taking place on site, employers will be reluctant to disrupt their business for employees to attend training sessions."

Confederation of British Industry (CBI)

On the apprenticeship levy: "We are clear that a statutory levy is not the route we would have followed. This is because levies typically distort skills systems by incentivising quantity over quality and by encouraging employers to invest solely in levy funded programmes at the expense of other — often more appropriate — forms of 'in house' training.

"Government must give employers real control over standards, so that only business-relevant training is funded. It must also ensure that levy funds are only accessible by levy payers and that employers are consulted on the rate and reach of the levy — not simply on its implementation."

Edge Foundation

On institutes of technology: "The government has proposed creating two new categories of FE college — National Colleges and Institutes of Technology. We understand the rationale, but believe both could be combined under the single name of 'Polytechnic Colleges', with a mission to provide clear lines of sight to professional and technical qualifications at levels four-seven, including higher and degree apprenticeships."



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FE WEEK COMMENT

Lost at sea

The area reviews have a fundamental problem that won't be easy to mend. Colleges are being reviewed in Lep area groups. This makes for both an unworkable and illogical process.

Take the Solent area review for example.

It is unworkable because the Lep area includes 13 colleges with 13 principals and governing bodies with a combined turnover of £190m, 3,558 staff and 64,000 students.

So they are being asked to navigate and launch an area review implementation plan within three to four months. A plan that will need to satisfy 11 local authorities, the LEP board, both commissioners, BIS, DfE, the Regional School Commissioner and presumably Skills Minister Nick Boles. Aside from a drunken sailor, who would think that this is achievable?

It is also illogical to create a college area review on Lep boundaries. For example, Brockenhurst College and South Downs College are in the same Solent Lep and yet 40 miles apart. Whereas the sixth form colleges of Richard Taunton and Totton are in different Leps in the Solent region — and therefore different area reviews — yet just five miles apart.

Before more time and money is diverted away from delivering courses and pointed towards consultants, the government needs to lower the anchor.

Or has the boat from Portsmouth College to the Isle of Wight College already set sail?

Chris Henwood

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'Soviet-style' apprenticeship quality question

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The government's record on improving the quality of the apprenticeships programme has come in for questioning.

Falling success rates, exemptions from minimum standards and publicly-aired doubts from the education watchdog's chief inspector Sir Michael Wilshaw have cast a shadow over the government's 3m apprenticeship starts target for this Parliament.

It's a situation that has led Shadow Skills Minister Gordon Marsden to warn against a "Soviet-style five-year plan simply churning out numbers at the expense of quality and progression". He said he was "especially concerned" that success rates for apprentices aged 19 and above fell by almost six percentage points, from 74.3 per cent in 2011/12 to 68.4 per cent in 2013/14.

The same national success rates table, reported by *FE Week* in April, showed that overall apprenticeship success rates had fallen by nearly 5 percentage points, from 73.8 per cent in 2011/12 to 68.9 per cent in 2013/14.

Mr Marsden said: "These statistics should

be a wake-up call to this government to establish if this trend is continuing. They should be talking urgently to colleges and other providers including representatives from both service and manufacturing sectors for their take on the situation."

It comes after *FE Week* reported last month that the government had rejected calls to stop employers running in-house 'apprenticeships' of less than 12 months, despite a 12-month minimum duration being a key element for ensuring quality for publicly-funded apprenticeships.

Meanwhile, the Skills Funding Agency (SFA) has said it will not publish achievement rates for the new apprenticeship standards in the national success rate tables, and that apprenticeship standards will not be included in minimum standards for 2015 to 2016.

The SFA has also opted to keep the minimum standard threshold for apprenticeship success rates at 55 per cent for 2014/15 — although it has said it is "intending" to raise that threshold to 62 per cent for 2015/16.

The Department for Business, Innovation and Skills (BIS) has also raised the possibility,

in its consultation for the proposed large employers' apprenticeship levy, of allowing employers to use the services of providers that are not subject to an approval system or even Ofsted inspections.

Meanwhile, Ofsted chief inspector Sir Michael last year wrote in his annual report on FE and skills for 2013/14 that the "quality of apprenticeships is still not good enough".

It all comes with the publication of Ofsted's much-awaited review of apprenticeships expected on October 22.

A BIS spokesperson said: "The apprenticeship success rates from 2011 to 2014 do not reflect our fundamental reforms and the new [employer led] Trailblazer [apprenticeships] that will drive up quality."

"All providers will still be expected to follow the SFA Trailblazer funding rules, meet the expectations set out in their quality statement and will be subject to the terms in their intervention policy," the spokesperson added. "During 2015/2016, the SFA will explore how to best incorporate apprenticeship standards into qualification achievement rates," he said.

The SFA declined to comment.

COMMENTS

'Not only a car crash, but a multiple pile-up' — the FE sector view revisited six months after 2015 survey

The government don't seem to realise that FE is the sector that can make their plans a reality: Apprentices – day release taught by FE colleges. Up-skilling workforce – carried out by FE colleges. Re-skilling workforce – carried out by FE colleges. Digital skills – mostly taught by FE colleges. Improving productivity – FE colleges help this. Integrating immigrants – FE colleges teach ESOL. Perhaps FE colleges should also be training the government in thinking skills.

FE Lecturer

Principal says 'no' to AoC

The first of many I am sure. Leading where many of us will follow. Well done Dawn.

John White

As a Chair of an outstanding but small Adult College in the North it comes as no surprise that Principals and Governors are questioning the vfm they get from membership bodies. But with the Area Review process gathering breathtaking speed there is an even greater need for a unified voice, cooperation and sharing experience and expertise.

Bob Harrison

Loughborough College principal Esme Winch set for newly-created managing director's post at NCFE

I think you have definitely picked the right woman for the job! Go Esme!!!! We miss you!

Sharon Karaa

Three more post-16 education area reviews announced involving 34 colleges

It seems bizarre to carry out these reviews without considering other publicly funded providers!

Stefan Drew

Shadow Skills Minister Gordon Marsden hits out over DfE climbdown on English and maths funding rule

Welcome back Gordon!! Young people need a powerful voice on their behalf

Peter Cobrin

Fairer if the schools have funding clawed back if grade C and above is not achieved.

Lesley Ellis

TOP AREA REVIEW TWEETS

@EmLouYoung
Schools and independent providers can 'opt' in say the govt?! Why would they when they might face closure?! Bonkers

@SanghaDr
Hardly a new initiative, however whatever any reviews suggest & conclude GFE Colleges upskill & develop who sustain local communities

@DunfordR
Needs doing, but should include school 6th forms

@BomoSarah
Solent FE Area Review from 5 Nov includes @brockcollege (Hampshire) but not @BPCollege (Dorset)

@SecondaryCEIAG
Seems inexplicable to exclude school 6th forms > The problem with England's post-16 area reviews

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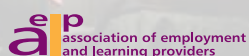


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NEWS

Colleges with repeated deficits to speed up merger plans after FE Commissioner visit

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Two Midland colleges that are already in a federation have sped up plans to merge on the advice of FE Commissioner Dr David Collins (pictured front) after he saw how their recurring deficits were hitting finances.

Dr Collins visited North Warwickshire and Hinckley College in May and South Leicestershire College the following month over concerns about the colleges' finances.

The two colleges claim to have made significant improvements in quality alongside cost savings since forming a federation in 2013.

However, these savings have not kept pace with the scale of funding reductions, leading to Dr Collins' visit, Marion Plant (pictured front, left), principal of both colleges, told *FE Week*.

"Quality is good. Financial improvement has not been quick enough," she said.

Ms Plant said the two colleges had been planning to merge for some time, and that the commissioner had endorsed these existing plans. "What the commissioner is saying is that there are further benefits, both financial and in terms of simplicity of running a business, for merging," she said.

The merger is expected to take place by the

end of the current academic year, subject to approval.

In his report, which has yet to be published, the college claimed that Dr Collins said: "Since the Federation, the college [South Leicestershire College] has made rapid progress in success rates for both classroom and apprenticeship learning".

North Warwickshire and Hinckley College, which has around 12,000 learners, had a pilot inspection under the new Ofsted framework in January, and was rated 'good', according to the college. Ofsted has declined to reveal the results of pilot inspections. In its last published inspection report, in 2012, the college was also rated as 'good'.

South Leicestershire College, which has around 8,000 learners, improved its rating from 'requires improvement' to 'good' in its last Ofsted inspection, which was carried out in November.

North Warwickshire and Hinckley College governors' board chair Dr Peter Lavender OBE said: "We are looking forward to a future as one combined college that will be good for local people and financially stable."

Toni Fazaeli, governors' board chair at South Leicestershire College, said: "The financial environment is tough, but the college has a robust recovery plan and is making good progress. We anticipate being in financial surplus by the end of the academic year."

The Department for Business, Innovation and Skills declined to supply a copy of Dr Collins' inspection report ahead of its publication, while Ms Plant said the colleges did not have a hard copy to give.

Another centre to address lack of FE research

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A third FE research centre has launched just a year after Professor Lady Alison Wolf decried how the sector was "woefully short of good, up-to-date research".

The Centre for Post-14 Education and Work, launched by University College London's Institute of Education (UCL/IoE) on September 21, will undertake research in a number of areas, including technical and vocational education and training, and adult skills, community and lifelong learning.

Centre manager Paul Grainger said it would "look at the relationship of all education to work, including vocational, academic and baccalaureate qualifications, and adult education, to promote a more inclusive curriculum post-14 and in lifetime learning".

The work of the new centre, said Mr Grainger, would complement that of other sector organisations involved in research, including the Further Education Trust for Leadership (Fetl) and the Centre for Vocational Education Research (CVER). Meanwhile, a fourth research body remains in the planning stages at the Education and Training Foundation (ETF). Fetl launched last summer in response to the need for "decent independent research for FE-by-FE thinkers and in order to use the knowledge to make better tomorrows for the sector, its leaders and its task", according to its founding president, Dame Ruth

Silver. Dame Silver said she was "delighted" by the arrival of "fellow travellers" with the aim of providing good quality, independent FE sector research.

The CVER, based at London School of Economics, "aims to become a world-class research hub" focusing on vocational education, according to founding director Dr Sandra McNally.

ETF's Vocational Education and Training Centre, proposed in response to recommendations from the Commission for Adult Vocational Teaching and Learning (CAVTL) in March 2013, is still in development with no date yet for its launch. Sheila Kearney, head of research at ETF, said she was "delighted by the growth in research within the sector". She added ETF's own research strategy "complements and supports the work of other partners who share our agenda around a research and evidence-based culture in FE".

Julian Gravatt, Association of Colleges assistant chief executive, said: "It's good there are new centres and new programmes. The key is to ensure the research is good quality, adds to our understanding of issues and isn't buried when findings are inconvenient."

Association of Employment and Learning Providers (AELP) chief executive Stewart Segal said: "It will be important that any research is integrated with the research initiated by other organisations in the sector such as ETF."

See page 16 for an expert piece by Paul Grainger

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PROFILE



Connexions in itself was a good idea but it was probably trying to solve the ills of the world, without being focussed



THE FETL CONNECTI

BY REBECCA COONEY
NEWS@FEWEEK.CO.UK

Ayub Khan finds it ironic that he has spent a good portion of his working life developing careers advice given how bad his own experiences have been.

“My careers advice was being asked, aged 15: ‘What do you want to do?’ and I said: ‘I like mucking around with cars’ and the chap turned round, got a booklet on how to be a motor mechanic, dropped it in front of me and bang that was it, over,” says Khan, who was appointed interim chief executive of the Further Education Trust for Leadership (Fetl) in June.

So in 2003, when Khan found himself as interim chief executive of Connexions South London before moving to the Richmond branch as deputy chief executive, his aim “was to make sure that didn’t happen, and that if it did it was quickly dealt with because it shouldn’t happen.”

Khan, aged 50, stayed with the organisation until 2008, when the

Richmond branch morphed into a shared commissioning partnership with the local authority, he worked until 2013 and also sat on the government taskforce on careers progression.

And although he admits it wasn’t perfect, he’s a fan of the now largely defunct Connexions service.

“Connexions in itself was a good idea but it was probably trying to solve the ills of the world, without being focussed,” he says.

“Ultimately, it doesn’t matter about structure, it doesn’t matter about organisation. If you’ve got poor leadership at the top the whole thing fails.”

And he says that “some really crazy examples of poor leadership and management” in some branches had led to everyone being “tarred with the same brush.”

“In my experience, even when it was running it was being rubbished across the board, not constructively,” he says.

“But if you go back to user satisfaction, there are some really good reports hidden in the depths of the Department for Education’s

archives now which have young people saying ‘actually Connexions is making difference for me, and I’m content with the service’.”

As is often said, a key source of careers advice for young people is their parents, and for Khan, the youngest of five, that meant a heavy push towards university.

“I’m very proud to say I’m the first person in my family not to have gone to university — because I think we put such an emphasis on it, particularly children and young people at such an early age,” he says.

But, he adds: “My dad was very driven to get his children to university.

“He came over from India in the late 50s, early 60s, and as is the case with many parents, he felt university was important for his family — and of course it is, but not going to university doesn’t mean you can’t be successful.”

However, Khan’s father, Noor, did have an impact on his awareness of politics — Noor was a security guard at the Houses of Parliament, and used to take the young Khan

into work with him.

“We used to get Christmas cards personally signed by Margaret Thatcher, and I never really understood why they were there,” Khan remembers.

Khan, a true Cockney born within earshot of the Bow Bells, grew up on the Ocean Estate in Mile End — one of the most deprived council estates in East London.

He has never met his mother and, he says, has “no idea who she is or was, whether she’s still alive”.

He adds: “It probably did have an impact on me — being a parent now, you appreciate having a two-unit family so I think it probably has had an impact, but how it’s manifested itself I don’t know.”

Despite this, he describes his early years in East London as “enjoyable” and “secure”.

However, when he was 12, the family moved to North Chingford, which was an entirely different experience.

“At the time it was Norman Tebbit’s constituency, and it was when the National Front were at their height,” he says.

It's a personal thing

What's your favourite book?

The Prince by Machiavelli. An Jonathan Powell, who was Blair's chief of staff wrote a book called The New Machiavelli: How to Wield Power in the Modern World, which was a take on The Prince, charting it against the previous government and it's a really good read I'm just interested in leadership, I find it fascinating looking at different people and their leadership styles and their approach

What do you do to switch off from work?

I spend time with family and friends. I'm a fanatical Leeds fan and I've supported Leeds since I was six because I was living in East London and I always wanted to be different. I've also got a pet rabbit, Hamley — he's like a dog. He does think he's a dog. It's real identity crisis. He and my granddaughter Ophelia, they're the apple of my eye

What's your pet hate?

I get really irritated when I'm with people who are above themselves and arrogant and patronising, that just turns me off completely. It's a sign of their insecurity and you see that across all kinds of leadership positions. And they need to get a grip. Also, when you see wasted talent in people generally, that is also a pet hate for me. I really want people to do well, particularly young people. I get frustrated when they're not given opportunities or perhaps people who are insecure prevent them from moving on

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

Nelson Mandela — with everything that he did in his life, it would be fascinating to sit down with him and talk about his life and some of the inner turmoil he probably would have had in that struggle. Being a fanatical Leeds I've got to have an afternoon with [1960s Leeds player and manager] Don Revie, just to see his leadership style and why it was so successful

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

I just wanted to be happy and successful in whatever I was going to do and whatever I'm going to do in the future. Of course, I'd have loved to have been a footballer, particularly playing for Leeds, but I was never ever going to be that — but it was about whatever you want to be being content, it doesn't mean you lack ambition

no qualifications — I was what we would describe as a Neet [not in education, employment or training] today," he says.

Khan got himself a job in a clothes shop but slowly began to realise that what he wanted was a career, and so moved into recruitment.

It was during his 20s that he re-met his now wife Julie — having first encountered her at a family wedding, aged five.

"My brother is considerably older than me and he married a lovely young woman, my sister-in-law Mary, and Julie was bridesmaid and I was page boy — Julie remembers me chasing her across the stage at the reception," he says.

"I didn't see the family again until I was in my late 20s and things just developed from there."

The couple have two daughters, Alexandra and Megan, and a grand-daughter, Ophelia.

In 1993, Khan landed himself a job at the South Thames Training and Enterprise Council (Tec) as a training adviser, before moving to North West London Tec as head of training and quality, before becoming

director of post-16 learning at the Essex Learning and Skills Council.

"I just seem to have been within the post-16 sector wearing a number of different hats — not as a practitioner but in a supportive role," he says, adding he's never been tempted to try teaching himself.

"I don't think I'd be a very good practitioner — I can see how stressful it is and I think my skills and gifts come from supporting people in a different role."

From there he was seconded to Connexions, and when the funding cuts on local government "began to bite" in 2013 and the shared services he ran was wound up, he became chief executive of the Rochester Diocesan Multi Academy Trust.

And when Mark Ravenhall stepped down as Fetl chief executive in June, Khan, previously a Fetl trustee stepped into the role.

Since its inception in May 2014, he says the FE leadership thinktank has "made a good start".

But, he adds: "We've got a lot of work to do.



Khan with his wife Julie on their wedding day in June 1990



Khan with, from left, his daughter, Alexandra, wife Julie, granddaughter Ophelia Rose, and daughter Megan



Khan aged four

"And at the age of 12 or 13 that was the first time I'd experienced racism, and it was real shock to me because where I'd come from we'd had friends of all different colours.

"I remember walking along station road and a grown man spitting in my face and saying go back home and I looked at him and I thought, quite ridiculously: 'What, round the corner?' — but that was the kind of hate that you had to deal with."

Looking back, Khan says, encounters like that have helped to shape him.

"It built the resilience in me — it allows you to suffer setbacks, but also to challenge things head on," he says.

"And we haven't solved this problem yet have we? I still go to meetings where I add colour in more ways than one, and I think to myself, this cannot be right still."

At the time however, the impact of being one of only two students from the black and minority ethnic community at his school left Khan "turned off" by education.

"School was a really bad experience for me. I hated it and left with little or

"The problem in the sector is if you're getting government funding then you're busy doing whatever the government is telling you to do with taxpayers' money, and you don't have time for anything else.

"We are saying yes you can do that, of course but what about thinking about what needs to be done? How can we put the time and space in? How can we provide the energy and space for you to do that?"

And although Khan has moved away from direct involvement in careers advice provision, he's still doing his bit.

"My granddaughter says she wants to be a vet," he says.

"And I say: 'Well, what do you know about being a vet?' so we're already talking about it — not at any great depth but children at that age have aspirations and you've got to channel that aspiration in the right way.

"I'm a great believer that you start to have that conversation, and nurture it, not put it off and have it for the very first time when you're 16."

ON



FE INSIDER

Shane Chown is head of policy & public affairs at Niace and a governor at Westminster Kingsway College. He is also a former Institute for Learning policy officer and ex-vice president of the National Union of Students. His exclusive FE Insider column features in the first FE Week of every month.

Taking Treasury's lead

On September 29, Jeremy Corbyn delivered his first speech as the Leader of the Labour Party in Brighton.

Although he'd never admit it himself, many have argued that the speech was the most important of his political life, and the media has treated it as such with forensic examination of everything from the way it was delivered, what he was wearing, the team who helped write it as well as what was and wasn't included in its content.

With so much attention on Mr Corbyn, the publication of the government's National Infrastructure Plan for Skills has gone largely unnoticed. But this document is important for two main reasons.

Firstly, we finally have an acknowledgement that that skill shortages and skills gaps in key growth sectors cannot be met by investment in young people entering the labour market alone.

The National Infrastructure Pipeline details how £411bn is going to be invested in transport, energy, communications, flood defences, water and sewerage, waste and science and research.

Is the government now intent on reducing skills investment to its infrastructure priorities only?

The government is now beginning to respond to calls from construction and construction engineering bodies that skills deficits in these sectors are the single biggest risk to the 564 project and programmes designed to improve UK infrastructure.

To attach some figures — the report cites evidence from Infrastructure UK which says that this level of infrastructure investment would create demand for 250,000 workers in construction and 150,000 in engineering construction.

In context, this means needing to recruit and train nearly 100,000 additional workers per year by 2020 and up-skill around 250,000 of the existing workforce.

The report also highlights the challenges with retirement and people leaving the industry.

In power, for example, an estimated 50 per cent of current employees are set to leave the sector and 200,000 new recruits will be needed by 2023. In rail, 20 per cent of the workforce is over the age of 55 and 25 to 30 per cent of the traction, rolling-stock and electrification workforce will leave in the next five years.

A further eye-catching stat is drawn from the recent UK Industry Performance Report, which revealed that construction employees on average are receiving only 1.2 days of training in a year.

It also highlights the compelling regional disparity in construction skills where the skills gap for construction is 12 per cent in the South-west, but over 30 per cent in the Midlands.

Addressing these needs will place a huge responsibility on provider-employer relationships in science, technology, engineering and maths (Stem) industries and something, no doubt, area reviews are going to concern themselves with when analysing availability of provision against current and future demand from employers.

The second main reason this plan is important is because it cements the government's shift in direction in skills policy in alignment with what employers are saying they need, but in a less generic way they have done before.

What's interesting is that this document was not published by the government department with lead responsibility for skill policy — the Department for Business, Innovation and Skills (BIS). The document's foreword hasn't come from Business Secretary Sajid Javid or Skills Minister Nick Boles. Instead, the Treasury has taken the lead via its delivery arm — Infrastructure UK and the document is opened by Lord O'Neill who is the Commercial Secretary to the Treasury.

Is the government now intent on reducing skills investment to its infrastructure priorities only?

If you're facing cuts in funding on the magnitude that BIS is expecting to, you can kind of see how that argument would play out between BIS and the Treasury — "you can have a skills budget, but only if it delivers on our Infrastructure Plan" for example.

That scenario would indicate a very obvious two-tier system in that the provision of training in subjects like hospitality, childcare, business and health and social care would have to be an apprenticeship through the levy or through learning loans. If that is the case, the future of non-Stem, non-apprenticeships provision looks uncertain indeed.



FINTAN DONOHUE

Gazelle chief executive and former principal of North Hertfordshire College (NHC)

Has Gazelle changed its spots?

Gazelle has responded to long-running criticism that its £35k membership fee, along with other costs, could not be justified in the absence of any return on investment analysis, including any proof that membership affected Ofsted grades. Fintan Donohue explains how such criticism has changed the organisation.

The Gazelle Colleges Group commissioned an analysis of its impact from an independent research organisation (whose members regularly write as expert commentators for *FE Week*) late last year.

It provided a significant amount of detail about the activity of the group and concluded that it had a positive impact on members and the wider sector.

However, in common with criticism levelled by *FE Week*, it also said the group needed to change — in particular to develop how we measure and demonstrate impact, to increase efficiency and improve the clarity of communications and structure.

We took those criticisms on board and launched a review, led by a working group of members, and a series of recommendations was put to the wider membership.

As a result the membership fee has been cut in half and the structure streamlined.

Going forward there will be specific impact measures built into all activity so that the group can measure value more rigorously and report on return on investment (ROI) specifically.

The focus of Gazelle colleges will stay the same, working to improve the chances of young people getting a job and to help colleges diversify their income through enterprise.

Individual colleges have a long history of investing in enterprise, albeit under different banners. Gazelle Colleges Group is a non-profit membership group that has sought to pool costs in this area in order to provide better value. Whatever has been achieved over the past four years has only been possible because member colleges worked together.

Over the past four years 5,000 students have gained new skills from the group's three enterprise competitions, and another 1,000 have attended national enterprise conferences and networking events.

Barking & Dagenham College lecturer Andy Duffy, trained in Design Thinking with the Gazelle Colleges Group, a methodology which provides a new approach to curriculum design and delivery.

Andy said the "advanced training in Design Thinking with other teachers from across the Gazelle Colleges network has enabled me to bring a new approach to curriculum design

and delivery which is better preparing our students for employment/self-employment".

Andy will be delivering a seminar in Finland in November to share this best practice.

We took criticisms on board and launched a review, led by a working group of members, and a series of recommendations was put to the wider membership

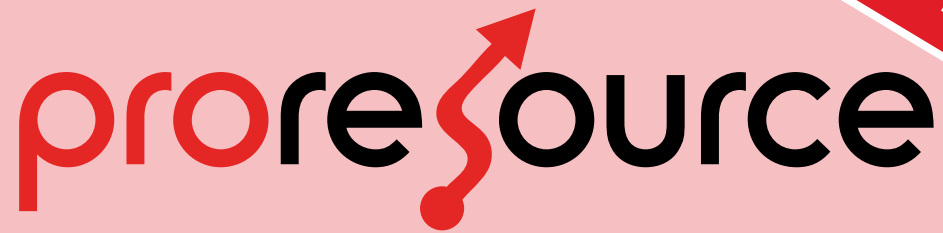
He is not alone. Around 1,400 member college lecturers and 260 member college curriculum managers have engaged in professional training through Gazelle Colleges Group that has changed practice in many colleges.

The group continues to attract support in the form of sponsorship from other organisations passionate about student employability and enterprise — thus minimising cost to colleges and maximising potential. Entrepreneurs and employers of the highest calibre provide free conference input, mentoring and advice because they want to see students embrace enterprise alongside other skills in our colleges.

Autumn activities include new investigative research into commercial capacity and the commercial challenges facing our sector, sponsored by Wickland-Westcott, and a science, technology, engineering and maths (Stem) teaching and learning workshop in November.

The fourth Gazelle Market Maker competition, sponsored by Hewlett Packard, will take place in December. We are also sharing the results of the 18 projects as part of the Learning Futures programme managed by Gazelle on behalf of the Education and Training Foundation.

The decline in membership is of course disappointing, but understandable given the significant pressures facing most colleges. By sharing resources and investing collectively there's no reason why, even as a smaller group, the group can't do useful work in this area for themselves and the wider sector.



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EXPERTS

Alexandra Reid explains how the new CDM regulations will impact FE building projects.

The Construction (Design and Management) Regulations 2015 (CDM 2015) come into force on October 6 as the latest update of the CDM Regulations. They have the goal of ensuring that health and safety issues are properly considered during a project's development so as to reduce the risk of harm to those building, using and maintaining the developments.

Compliance with CDM 2015 is vital and failure to do so can have serious and far-reaching consequences. These include criminal sanctions, fines and even imprisonment.

A "client" under CDM 2015 is an organisation "for whom a construction project is carried out". In the vast majority of cases, therefore, FE colleges will be "clients" for the purposes of CDM 2015. CDM 2015, perhaps unfortunately, assumes a level of industry specific knowledge for clients which FE colleges and other educational institutions may understandably not have.

This position can be contrasted with that of a client undertaking a "domestic" project where a lesser level of knowledge is assumed.

Specifically, under CDM 2015 the duties of FE clients are enhanced compared to those under the previous CDM Regulations published in 2007.

The new regulations will require FE colleges in their role as "clients" undertaking



ALEXANDRA REID

Construction solicitor at
Winckworth Sherwood

Planning a new build and not aware of the impact of new CDM Regulations on FE?

construction work to appoint duty-holders — client FE colleges must ensure that other duty-holders are appointed, for example designers and contractors, including a principal designer and principal contractor on projects involving more than one contractor. If a college fails to do this it will have to carry out these roles itself.

Colleges must also ensure that the parties they appoint have the relevant skill-set — the necessary skills, knowledge and experience to manage health and safety risks.

Clients, themselves, must further ensure they are fully equipped to carry out their duties. They must also ensure compliance by others — colleges must ensure that their principal designer and principal contractor carry out their duties.

They must also ensure clear roles of others — that the roles, functions and responsibilities of the project team are clear; that sufficient time and resources are allocated and effective mechanisms are

in place to ensure good communication, cooperation and coordination between all parties.

Colleges must prepare a health and safety file — colleges must ensure that their chosen principal designer prepares a health and safety file for the project.

The various duties required of an FE client coupled with the obligation to ensure compliance by others is potentially daunting. This is particularly the case since these duties cannot be transferred back to the principal contractor in the same way that they can for domestic clients.

This burden can, however, be eased by ensuring adequate assistance from the project manager/ project team by, firstly, appointing an adviser — a college can choose to appoint a "CDM compliance adviser" to assist and advise in respect of their duties. The college would still carry out the role of 'client' but would have guidance and support along the way.

Secondly, appoint a project manager/ employer's agent — a college can also choose to appoint a project manager or similar party tasked with assisting with carrying out its duties, similar to the role of a CDM compliance adviser, or choose to delegate those responsibilities entirely to their project manager. In these circumstances, the appointment letter between the college and project manager would need to very clearly set out the extent to which this role is being delegated and any fee arrangements would need to reflect this. Importantly, the project manager would need to be comfortable and have the expertise to carry out this role.

Under the new regulations the duties of FE clients are enhanced

Finally, managing project meetings to ensure compliance — FE clients are recommended to arrange frequent, for example fortnightly or monthly, project progress meetings as well as other reporting requirements in order to ensure that all parties are carrying out their roles as required.



PAUL GRAINGER

Co-Director of the Centre for
Post-14 Research and Innovation
and development Co-ordinator FE

Taking centre stage for FE research

Paul Grainger outlines the new University College London (UCL)/ Institute of Education (IOE) Centre for Post-14 Education and Work, which was set up last month.

Each year I tell my students that this year has been a turbulent one for FE. And each year it's true. Stability is never on the agenda. It's the price that FE pays for being dynamic, responsive, and crucial to both economic prosperity and social mobility.

Globally there is increased interest in transitions from school to work, training and higher education. There are different patterns across the world, even across the nations of the UK. FE in Britain has unique features and strengths, and these continue in a state of flux as leaders respond to changes in technology, learning and the nature of work; policy pressure to downsize the state; and regional pressures for increased productivity and civic integration.

It is vital that there is a strong academic centre dedicated to further and continuing education. For those of us of advanced years Coombe Lodge used to provide such a focus,

with a rich stream of scholarship to inform policy decisions. Fortunately its library was saved in the nick of time, as reported by *FE Week* in May, and now resides at the University College London/ Institute of Education.

The overarching aim of this new centre, building on the legacies of the Centre for Post-14 Research and Innovation and the National Research and Development Centre for Adult Literacy and Numeracy (NRDC), is to support improvement and stimulate debate around the relationship between education, working life and active citizenship.

Our research and consultancy is supported by a dialogue between practitioners, policy and research communities, and through collaboration with government agencies, local organisations, higher education and employers.

Over the next five to 10 years there will be a major international, national and regional policy focus on research concerning the relationship between learning and work, including the development of literacy, language and numeracy across diverse communities.

There are fascinating and important topics to explore including relationships between employers and the education system, issues of educational participation, progression and life transitions for an inclusive and aspirational society. Disengagement continues to concern us; the high cost of frustrated lives, welfare and incarceration. It is vital that policy making is informed, and implementation and impact measured in an informed way.

Institutional and system leadership, governance, and professional identities, central to the future of FE, are evolving rapidly and should be aided by a strong narrative of support. Local learning systems are increasingly the focus of attention, and may prove the basis for pivotal College activity as state intervention reduces.

The team at UCL/IOE are developing ideas and models around local learning ecologies and systems. Professional, vocational, community and work-based learning are fundamental to local prosperity, and a better understanding on how they relate to employment and productivity levels something we are grappling with.

Are curriculum, qualifications and assessment to remain a national, statutory requirements, subject to the whim of volatile ministerial reflexes, or could they become devolved, local in nature and partnership driven?

The Centre will explore these ideas by keeping in touch with the sector and those within it. Any bone fide practitioner can join our network — <http://tinyurl.com/poskw62> — and contribute their perspective.

Turbulence and uncertainty may have been the norm for many years, but the present level of threat is high and potentially fatal. When aspirations for a literate, numerate, inclusive society and an efficient economy are banking on a strong FE sector, that very sector is at the sharp end of austerity.

Institutional and system leadership, governance, and professional identities, central to the future of FE, are evolving rapidly and should be aided by a strong narrative of support

Colleges serving our economy and the future of our learners need informed and influential friends. The new Centre is our contribution to both a sustainable scholarship and a durable sector.

A man with a short haircut, wearing black-rimmed glasses and a white chef's coat, looking directly at the camera. The background is a plain, light grey.

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CAMPUS ROUND-UP

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Aishah turns to adult education to make a human rights difference

Having fled persecution in Afghanistan as a trainee human rights lawyer, Aishah Saried turned to English FE so she could one day return to make a difference to others in need of help, writes Billy Camden.

Having a voice in places of war and terror can often lead to persecution — and that is what Aishah Saried found as an outspoken trainee human rights lawyer in her native Afghanistan.

She fled the country in 2011 and found asylum in the UK with her two children, Mohammed and Fatemah.

But she said she “suffered from humiliation” when she had to bring an interpreter to school events such as parents’ evening because she could not speak English.

Determined to change her life from “happening behind a thick glass screen” and to one day return to her home country as a fully qualified human rights lawyer to fight social injustice, Aishah enrolled on an English for speakers of other languages (Esol) course at Birmingham Adult Education Service (BAES) in 2012.

She progressed onto level one and then level two before excelling in English and maths GCSE, meaning she could go on to study a degree in social work at Wolverhampton University.

Her journey is described as “incredible and remarkable” by BAES GCSE tutor Lucy Ellenor.



From left: Fatemah and Aishah Saried at the BAES end of year awards and below tutor Lucy Ellenor

“When Aishah first started she was nervous and timid with it being a new country, but the person I see today is completely different,” said Ms Ellenor.

“She has made great progress in her language and has her feet on the ground.”

Aishah’s achievements were topped off earlier this year when she won an outstanding learner



achievement award at BAES.

Ms Ellenor said: “I am beyond words proud of Aishah and how far she has come, she has done incredibly well. She is the sort of student to really make the most about learning opportunity.

“She attended all of the support workshops we put on and was inquisitive in every lesson, showing absolute determination to achieve her goals.”

And Aishah cannot thank

BAES enough for her progress.

“From that first ESOL course to my recent GCSEs I have been treated with nothing but respect and kindness by the staff at BAES,” she said.

“I’ve learned more, so much more than the English language and I have re-gained my self-respect.”

Aishah added that when she first arrived in the UK she felt “somehow less of a mother than I had been in Afghanistan”.

But her children are now “absolutely thrilled” by the changes they have seen in her since she became a learner.

“We now regularly settle down to our homework together and I love it when they ask for my help,” said Aishah.

“When my son, Mohammed, kissed me for luck the night before my GCSE English exam I felt I could look him in the eye, secure in the knowledge that, I’ve given him back the mother he deserves.”

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MOVERS & SHAKERS

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

David Sykes has officially started in his role as managing director of FE and skills solutions specialist, FEA.

He joins at a time of change for the organisation as it rebrands from FE Associates and brings together the company’s performance improvement division, BW Consultants.

Under the new brand, FEA will concentrate on transformational solutions for quality, management information systems, curriculum, finance, interim management and executive search, among others.

Mr Sykes, who moves from his position as managing director of training provider The Skills Network, said: “With the announcement of area reviews, a prolonged period of funding cuts, and the introduction of a new inspection framework the FE and skills sector is undergoing change on a scale not seen since incorporation in 1993.

“By changing the way we operate and bringing together all our services under one united entity, we believe we will be in an even stronger position to help FE and skills providers not only deal effectively with

change but also improve outcomes for their organisations and, most importantly, their learners.”

Mr Sykes has previously held roles as a partnership director at The Learning and Skills Council and was a lead inspector with the Adult Learning Inspectorate. He is a current Ofsted inspector.

In Ipswich, Perry Perrott has been appointed director of business development at Suffolk New College.

The 49-year-old will work to develop the college’s commercial activities. His aim is to develop initiatives and build relationships with the local business community to generate increased revenue.

“Our vision is very clear: we need to engage the community, we need to engage businesses, be honest, be up front, and deliver on time, ahead of expectations,” said Mr Perrott, who previously worked at South Worcestershire College as director of curriculum and then director of business.

“A big part of that is stakeholder management. It’s talking to people, getting to know people, giving them what they want, not what we want to deliver, and also being a college which is versatile and can adapt, one that can work within business timeframes and business service level agreements.”

As well as totting up more than 18 years in the FE sector, Mr Perrott has held an array of high-level positions in different professions, including sport with Gloucester Rugby, where he was employed as a video analysis coach.

And awarding organisation (AO) NCFE will welcome former Loughborough College principal Esme Winch as its first managing director come January.

Ms Winch said she was “delighted” at her appointment “at a time of such rapid change and development” in the sector.

“NCFE’s well-recognised strengths underpin an ambitious and confident outlook on the future,” she added.

Heather MacDonald, who was principal of Sheffield College until June, replaced Ms Winch at Loughborough College as interim principal on October 1.

The Newcastle upon Tyne-based AO has also unveiled chartered accountant Phil Murray as commercial and financial director. The role was previously known as director of business services, and was most recently held by Graeme Walker, who left the post in September last year.



David Sykes



Perry Perrott



Esme Winch



Heather MacDonald



Phil Murray

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

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Curriculum Manager Maths - Ref: 15/180

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Salary per annum £36,933-£38,974

A full or part time Curriculum Manager for Mathematics is required. This is an exciting opportunity for a bright and committed individual to work with mature as well as 16-19 year old learners as part of a large and successful department within a well-respected, progressive Institute. The successful candidate will take responsibility for the Institute's mathematics provision, encompassing the full range from Entry 1 to GCSE, with the majority being at GCSE and L2 Functional Skills. The opportunity exists to develop A-level provision for delivery in September 2016 if desired or to contribute towards the Institute's HE teacher training programme if experience allows. This is an important new position within the Group, involving generous remission from teaching in order to reflect the leadership aspects of the role. Being a large and diverse department, the flexibility is available to make the most of the successful candidate's skills and experience in terms of their teaching commitments.

Curriculum Manager HE Education and Social Science - Ref: 15/178

Curriculum Manager Learners with Learning Difficulties or Disabilities - Ref: 15/182

Curriculum Manager Visual Arts - Ref: 15/181

Salary per annum £34,683 - £36,724

Our curriculum managers are the engines of the Group and we aim to resource and train them to deliver the outstanding curriculum and quality that our learners and employers deserve.

Quality Manager Flexible and Community Learning - Ref: 15/184

Quality Manager Digital and Creative Industries - Ref: 15/185

Quality Manager Advanced Technologies - Ref 15/186

Salary per annum £38,000

Our quality team are at the heart of the Group and provide support and challenge across our Higher Education, Further Education and Work Based provision. You will need to be a fully qualified teacher, have experience of curriculum management and have extremely high standards for what all learners can achieve.

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Learning Manager for Construction, Electrical and Automotive Engineering

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You will be required to manage a team of lecturers, technicians, assessors and support learners to achieve their goal of progression onto a higher level course or into employments.

The person selected for this role will need to have experience of managing a team with a proven track record of success. You are also required to hold a level 5 teaching qualification as well as a minimum level 3 or equivalent vocational qualification. Ideally you will have recent teaching and industry experience.

Learning Manager for Sports, Travel & Tourism

We are seeking an inspiring, innovative, dynamic and enthusiastic Learning Manager to manage the Sports, Travel and Tourism curriculums.

You will be required to manage a team of lecturers, technicians, assessors and support learners to achieve their goal of progression onto a higher level course or into employments.

The person selected for this role will need to have experience of managing a team with a proven track record of success. You are also required to hold a level 5 teaching qualification as well as a minimum level 3 or equivalent vocational qualification. Ideally you will have recent teaching and industry experience.

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Assessment Date: **14 October 2015**

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Closing date: 9:00am Thursday 15 October

Interviews: Thursday 22 October

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Or please download further details and an application pack from our website: www.wmccollege.ac.uk

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WACC is a young organisation that has been recognised by Ofsted as Outstanding. In addition we have just commenced our journey to independence from the council. This journey to independence provides us with greater responsiveness and access to additional funding streams.

Following the recent appointment of its new Principal, the College is now looking to recruit to 2 further senior leadership roles.

We are a forward thinking and community orientated College supported by a committed Board of Directors and we are looking to recruit a Vice Principal - Curriculum and an Assistant Principal - Quality & Support. This is your opportunity to be involved and play a key part in the exciting future of Walsall Adult & Community College.

With a current turnover of over £4.1 million, providing over 8,000 learning opportunities to around 4,500 individuals the College is well placed for its planned expansion and independence.

WACC has an excellent and committed workforce and we are looking for innovative, enthusiastic and passionate staff to join our teams.

If you would like to work for us and be part of our exciting journey take a look at the roles we have on offer and join us.



Vice Principal - Curriculum

£51,165 - £57,573

You will support together with the Assistant Principals, the Principal and Directors in creating a shared vision and implementing a comprehensive strategic plan for the College. Providing inspirational leadership to support the College to retain and develop its reputation as an outstanding college and to oversee and report to the Principal on all academic matters, promoting the maintenance and enhancement of high standards of learning and achievement across the curriculum. You will have a strong curriculum background with excellent teaching, learning and assessment expertise.

Assistant Principal - Quality Assurance & Support

£45,468 - £52,695

You will also support, together with the rest of the Senior Leadership Team, in creating the shared vision and implementing a comprehensive strategic plan for the College. You will report directly to the Principal on all aspects of the College's quality standards, reporting mechanisms and continually improve and develop the College's performance as an outstanding provider. You will have a strong quality assurance background and Ofsted experience.

Interviews for all posts will be held from week commencing 2nd November 2015

Closing date - Friday 9th October 2015
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Electrical Tutor Up to £40,000 depending on experience

You must combine an Electrical NVQ3 or equivalent with a formal teaching qualification and experience of teaching an Electrical Installations syllabus. **Ref: OAT004.**

Electrical Assessor/Tutor Up to £35,000

This role calls for an Electrical NVQ3 or equivalent with relevant teaching, presentation and IT skills. Assessor qualifications (D32, D33 or A1) are also essential. **Ref: OAA004.**

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LECTURER IN CHEMISTRY (0.25)

Permanent (9.25 per week)

Salary: £5,754 to £8,438 (Discretionary to £8,950)

All applicants should be suitably qualified in the relevant subject area, have good communication/administration skills, be approachable/sensitive towards students and work well within a team.

It would be advantageous for you to have had experience in teaching/industry, hold a teaching qualification or be willing to enrol on the appropriate course.



ASSESSOR IN MECHANICAL & ELECTRICAL ENGINEERING

Permanent, 37 hours per week

Salary: £23,712 to £25,137

The successful candidate will maintain, manage and grow a caseload of Engineering learners, ensuring that they are supported to achieve the timely completion of their qualifications.

It is essential that you have had experience of work based learning delivery; can demonstrate an understanding of the requirements of the funding and awarding bodies; possess a high level of practical skills; hold or be working towards the Assessor/Verifier Awards (A & V units); have the ability to participate as a team member; command respect from students and have the ability to maintain discipline and hold a full current driving licence. In addition, it is desirable that you hold or are working towards a teaching qualification.

Closing Date: Monday, 12 October 2015 at 9.00am

Please visit <http://www.midchesh.ac.uk/vacancies> for further details of this post and to apply online. Telephone: 01606 720665 or Email hrjobs@midchesh.ac.uk

Mid Cheshire College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. We undertake medical clearance checks and Disclosure and Barring Services checks for all employees.

Mid Cheshire College is an equal opportunities employer and exists to provide education and training for the community.

www.midchesh.ac.uk

Protocol

Excellence in FE



Could you teach, motivate and inspire offenders?

We are proud to have launched our new Offender Learning recruitment service, and are currently looking for talented Lecturers, Trainers and Assessors who have what it takes to work with offenders within institutions across the UK.

Teaching Offender Learners is a challenging yet rewarding opportunity to inspire and encourage those who are looking for a second chance at a positive education experience. This is a unique chance to assist in the rehabilitation of offenders back into society through the provision of knowledge and guidance. You can help give learners the confidence and skills they need to find employment opportunities upon release.

To find out more about how you can make a positive difference in offender education

Contact us on 0115 977 5544

or email your CV to jobs@protocol.co.uk

FE Week

ENGLISH AND MATHS JOBS

WE ARE CONTINUING TO OFFER FREE RECRUITMENT ADVERTISING FOR ALL ENGLISH AND MATHS TEACHING ROLES. GET IN TOUCH WITH HANNAH BELOW FOR MORE INFO

TO ADVERTISE WITH US CALL HANNAH SMITH ON 020 81234 778 OR HANNAH.SMITH@FEWEEK.CO.UK



Solihull College & University Centre

English and Maths Support Tutor

25 hours per week over 34 weeks per year

Salary up to £27,390 pro rata, actual salary up to £13,640 per annum

Post No: SS303

We are seeking to recruit a Support Tutor to provide cross college English and / or maths support for learners in GCSE and Functional Skills classes at both the Blossomfield and Woodlands Campus. There will also be a requirement to provide one to small group support in our Learning Zones.

You should have a minimum Level 3 Literacy and/or Numeracy qualification, together with the ability to adapt to a variety of models of delivery and to work closely with Lecturers to ensure support is targeted to students' needs.

Fractional applications will be considered for either specialism based on 12.5 hours per week, predominantly English support at our Blossomfield Campus and maths support at our Woodlands Campus. Please specify on your application if you are applying for one specialism only.

For more information and to apply, please visit:
<http://www.solihull.ac.uk/jobs/current-vacancies/>

Closing date:
Tuesday 13th October



Lecturer in English

Chelmsford College is at the heart of skills training and education in mid-Essex and has undergone a huge transformation in recent years.

We are looking to recruit dynamic and qualified full and part time teachers who are able to teach GCSE and functional skills English. Applicants will need a teaching qualification and subject specific qualifications along with previous teaching experience in their subject area.

We offer:

- Competitive salary of up to £35,445 per annum
- High quality teaching and learning facilities
- Excellent opportunities for professional development

Applications will be considered upon receipt, however the closing date for all received applications is Monday, 12th October 2015.

The College is committed to equality and diversity and to safeguarding and promoting the welfare of children and young people. We expect all staff to share these commitments. This post is subject to an enhanced DBS check.



Application packs can be downloaded from our website:
www.chelmsford.ac.uk
or alternatively please contact
Human Resources on 01245 293018



Mid Cheshire College is committed to provide opportunities for education and training to enable people in all walks of life to achieve their ambitions.

The College is seeking to recruit highly motivated and enthusiastic individuals for the following:

PART TIME, HOURLY PAID LECTURER IN MATHS (GCSE AND FUNCTIONAL SKILLS)

Temporary, Part time, Hourly Paid

All applicants should be suitably qualified in the relevant subject area, have good communication/administration skills, be approachable/sensitive towards students and work well within a team. It would be advantageous for you to have had experience in teaching/industry, hold a teaching qualification or be willing to enrol on the appropriate course.

Closing Date: Monday, 12 October 2015 at 9.00am

Please visit <http://www.midchesh.ac.uk/vacancies> for further details of this post and to apply online. Telephone: 01606 720665 or Email hrjobs@midchesh.ac.uk

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www.midchesh.ac.uk



Lecturers English or Maths

Variable hours – £19.20 to £23.29 per hour depending on experience - rate includes preparation time and Market Rate Allowance for Maths lecturers

We are on a journey to being outstanding. We need motivated and professional individuals who are dynamic, inspirational, and innovative to join us on that journey.

If you are looking for a new challenge and would like to utilise your skills and knowledge whilst developing your own career, this opportunity will be rewarding and fulfilling. In this role you will teach young people (16-19 yrs) English or Maths, which will enable them to fulfil their career aspirations and empower them to embark on working life.

If you have the qualities to deliver innovative and creative teaching for GCSE (and related English and Maths qualifications) to a variety of learning levels, then we will welcome your application. This is an ideal opportunity for new graduates to develop a career in the Further Education sector, but we are also seeking applications from experienced teachers who will bring knowledge of delivering these subjects to a high standard. A degree in a subject related to your chosen discipline is essential, as is a minimum of Level 2 in English/Maths and IT.

If you have exceptional communication skills and the ability to prioritise and coordinate a challenging workload, this may be the right role for you. You will be a self starter, who can quickly develop a good rapport with young people.

The College offers many good employment benefits including generous holiday entitlement, pension scheme, and many on-site benefits and facilities. This position will be based at our Peterborough Park Crescent site.

PRC is actively committed to safeguarding and promoting the welfare of children and any vulnerable groups within the college community. Staff are required when appropriate to undertake full DBS checks.

To find out more about teaching at Peterborough Regional College, and to apply visit: www.peterborough.ac.uk vacancy reference 10042a. Closing Date: 11/10/15

Grimsby Institute Group Wanted - Outstanding Maths Teacher x2

If you think you are all of the above then you may be interested in some of the exciting job opportunities we have available. We are the main provider of post-sixteen education in North East Lincolnshire and the surrounding area, our turnover is £48.9million and we continue to go from strength-to-strength.

**Full-time £21,422 to £36,093 per annum (includes Market Rate Supplement)
Casual/Hourly £29.04 per hour per annum (includes Market Rate Supplement)**

A full or part-time Teacher of Mathematics is required. This is an exciting opportunity for a bright and committed individual to work with mature as well as 16-19 year old learners, as part of a large and successful department within a well-respected, progressive college. Within the large and diverse department the flexibility is available to make the most of the successful candidate's skills and experience.

We would also welcome applications from those willing to work on a part-time or termly basis, as well as applicants who would like to specialise at either GCSE or Functional Skills Maths only. The post may suit an experienced school teacher or a practitioner from an FE background (current or retired), although we welcome applications from less experienced candidates, including recent graduates or individuals considering a career change who can demonstrate the necessary skills and enthusiasm for the post. Programme Lead responsibilities are available for suitable candidates.



Full details can be found at
www.grimsby.ac.uk/vacancies



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

www.nccskills.co.uk

DEVELOPING SKILLS AND BEHAVIOURS FOR WORK AND LIFE

We work closely with teachers and employers to ensure our qualifications meet the needs of people entering the workplace.

Take a look at our extensive Life Skills suite and equip your students with the valuable transferable skills they need for the future.

Find out more at: ocr.org.uk/lifskills
Call our customer contact centre: **02476 851509**
or email: vocational.qualifications@ocr.org.uk



FE Week Sudoku challenge

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

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

Last Week's solutions

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

Difficulty:
EASY

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

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 Christy Lamb, data manager at Gateshead's TCV Employment and Training Services

