

FE Week

'SIGNIFICANT FINANCIAL PENALTIES' WARNING ON EXAMS

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DOES FE HAVE A FUTURE?

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CAN YOU GUESS WRIGHT?

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From left: Stoke on Trent College level three theatrical media-make-up students Stephanie Spruce, aged 17, and Kelly Deakes, 22, with DJ's Louise Stones and Andy Cook

Halloween scares and smiles at creepy colleges

Colleges up and down the country got into the Halloween spirit this year with a host of spooky activities.

Among them were Stoke on Trent College theatrical make-up students challenging two local DJs to create a monstrous makeover.

Andy Cook and Louise Stones, from the Signal 1 Breakfast Show, got to grips with a number of

industry techniques, including a crash course in creating 3D cuts and blood and gore.

Meanwhile, zombies, ghosts and ghouls possessed the bodies of Shrewsbury College learners for a night-time scare-fest.

Performing arts and media students took up residence at Attingham Park, an 18th Century mansion, to spook visitors.

Inset: From left: level three BTEC performing arts learners Kerrie-Alice Brown, aged 18, Charlotte Flood, 16, Beth Coxon, 16, George Hargrave, 18, and Chloe Lee, 17, outside Attingham Park



SECTOR MISSES OUT ON £250M IN FE LOANS CASH

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Shadow Skills Minister Gordon Marsden has called on the government to "get a grip" after new figures showed that providers missed out on almost £250m in FE loans cash last academic year.

Figures released by the government showed that the total amount awarded for 24+ advanced learning loans in 2014/15 was £149m, which was 62 per cent less than the £397m allocated for the FE loans budget.

Mr Marsden, who was critical of the government's decision not to create a national marketing budget for FE loans when they were introduced, said the figures showed the "sluggish uptake" on FE loans.

"Ministers need to get a grip urgently before funding, that is crucial for skills and training to give older adults improved

life chances and as a key mechanism for improving our productivity, is snaffled up permanently by the Treasury," he added.

David Hughes, chief executive at National Institute of Adult Continuing Education, said: "Not only has the number of learners making use of the loans decreased, it is also severely under-utilised. Imagine what that £250m of lost learning could have delivered for people if the loans system was functional?"

He called on the government to improve uptake by making loans "available for smaller qualifications, modules, units and professional qualifications".

The system currently applies to learners aged at least 24 and studying at level three or four — but a government consultation last summer proposed that they should apply to level two and 19 to 23-year-olds.

No changes have been implemented yet, but Skills Minister Nick Boles said in the

consultation response that the government would "look again at these proposals" through the spending review.

Independent education consultant Mike Farmer said the £250m of lost funding showed "these loans haven't been as successful as the government hoped".

"It's a shame that more money available wasn't taken up — it's one of the few areas of public spending where there is spare cash lying about," he added.

The latest figures showed that while the number of applications received for FE loans fell from 70,820 in 2013/14 to 67,280 last academic year, applications approved for payment rose from 56,220 to 56,870 over the same period.

But figures also showed that 72 per cent (48,670) of applications were by females and 15 per cent (10,210) by non-UK learners.

Meanwhile, 94 per cent (61,930) were for

level three applications — with just 6 per cent (4,320) for level four.

Jonathan Simons, head of education at Policy Exchange which called in June for higher education funding to be diverted to FE, said the figures "illustrate the vicious circle that FE has got itself into".

"Because loans are little understood, and demand from students is therefore low, colleges have little incentive to put on such higher level courses," he added.

A spokesperson for the Department for Business, Innovations and Skills said: "The total funding allocation for 24+ advanced learning loans does not represent a target, but is demand-led and designed to ensure that any eligible learner seeking to support their studies will be able to do so.

"The take-up of advanced learning loans continues to increase year-on-year."

See editor's comment on page 6



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NEWS

Strike looms as AoC pay talks fail

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The threat of strike action was today hanging over the FE sector as talks between the Association of Colleges (AoC) and the University and College Union (UCU) failed to resolve an ongoing dispute over pay.

A spokesperson from the UCU told *FE Week* that although talks took place on Wednesday (October 28) to discuss the AoC's proposal for a pay freeze in 2015/16, a conclusion proved elusive and planning for UCU strike action on November 10 would continue.

“There was a meeting between UCU and AoC but no progress was made towards resolving the dispute,” said the UCU spokesperson.

“There are no further talks planned at this stage but, as ever, we remain open to discussion.”

The UCU announced that it would strike after a ballot of members on the pay freeze proposal resulted in 74 per cent of those who voted (4,184) backing industrial action.

Michael MacNeil, UCU head of bargaining, said: “Our members who voted clearly backed strike action and the FE committee confirmed plans for action this term.

“We intend to take strike action on Tuesday 10 November, but urge the employers to come back to the table to resolve this dispute.”

Trade union Unison also held a ballot on the potential pay freeze, with 95 per cent of its FE sector members who voted rejecting the AoC recommendation.

Unison subsequently wrote to the AoC



with the result, giving warning that unless the offer was improved the union would be “in dispute” with them. It also called for an urgent meeting of the union side of the Joint National Forum to discuss next steps.

Unison was unable to comment on whether it would join any strike action at the time of publication.

The Association of Teachers & Lecturers (ATL) joined the debate with a ballot in the form of a survey, but said its members were reluctant to pursue industrial action.

When asked if it would be taking any other steps on the matter, the ATL's national office for pay and conditions said there were no further talks planned on this year's pay.

The AoC declined to comment.

FE WEEK NEWS IN BRIEF

Darlington Ofsted progress

Ofsted identified “reasonable progress” in all six areas it went back to Darlington College to look at in a third monitoring visit.

The 5,000-learner college slumped from outstanding in 2009 to inadequate in March and was visited by FE Commissioner Dr David Collins the following month. His team was due back in September, but there was good news in Ofsted's latest report.

Principal Kate Roe said: “Staff pulled together to work really hard on making such significant steps in a short space of time.”

Osborne gets ed petition

A petition with more 10,000 signatures has been handed in to 11 Downing Street as part the Save Adult Education campaign.

It was launched earlier last month (October) by the Workers' Educational Association (WEA).

Shadow Digital Minister Chi Onwurah was among those to present the petition to Chancellor George Osborne.

WEA chief executive Ruth Spellman said: “We hope the Chancellor will listen to the voices of our students and recognise in the Spending Review how valuable education is to older people.”

See feweek.co.uk for more.

Totton in area review

Cash-strapped Totton College has been included in the Solent post-16 education area review.

The Hampshire sixth form college (SFC) was not listed among the seven general FE colleges and six SFCs when the review was announced in late September.

Its inclusion comes with area review's first steering group, chaired by FE Commissioner Dr David Collins, expected on Thursday (November 5).

The college has declined to comment until its merger with national crime prevention charity Nacro had concluded, which is expected shortly.

UTCs ‘do work colleges have done for years’

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University Technical Colleges (UTCs) have been criticised in front of a Lords committee for stepping in where “colleges could already do the work”.

In the tenth evidence session of the House of Lords committee on social mobility's inquiry into the transition from school to work, witness Pat Brennan-Barrett, principal of Northampton College, said provision for students from age 14 — including technical education and professional pathways — had been offered by colleges “for many years”.

UTCs are 14 to 19 institutions, often run by one or more academic or commercial sponsors. The first UTC, The JCB Academy in Staffordshire, was opened in 2010.

And speaking to committee last Wednesday (October 28), Ms Brennan-Barrett said: “This is the sort of work that FE colleges have done for many years. In my previous college we had 500 students from 14 who were on technical courses and did very well with achieving ... colleges could already do the work of UTCs.”

Ms Brennan-Barrett said that “not all UTCs have been coherently thought of” and she “would add some caution” to the government's plans to have a UTC in every city across the country.

“UTCs are being placed where there is a declining demographic of 14-year-olds,” she

said at the hearing on Wednesday (October 28).

“It's at a time when we are moving into austerity for colleges and area reviews, and it doesn't make sense to be opening a UTC with small numbers of students ... we've got colleges that have got that capacity to manage the technical qualifications.”

The committee also heard from Malcolm Trobe, deputy general secretary of the Association of Schools and College Leaders (ASCL), who said that for some UTCs under-recruitment had been a problem, referring to the closure of UTCs in Hackney and the Black Country.

He added where UTCs were recruiting, the gender balance among students may have been a problem.

“Early indications are that recruitment of young women is proportionally significantly low,” said Mr Trobe.

“In one of the most successful UTCs, which is JCB, actually the number of girls in the college is extremely low.”

The issue of diversity was also raised by Ms Brennan-Barrett, who said that Black and Asian minority groups and students with learning difficulties or disabilities were also underrepresented in UTCs.



UTCs were represented in the meeting by Charles Parker, chief executive officer of the Baker Dearing Educational Trust, part of the UTC network, who spoke in the second session of the day alongside David Nicholl, director of the Studio Schools Trust.

Mr Parker admitted that in his view UTCs had been received as “an unwelcome intruder” into the education system, but added that as they become better recognised, students whose needs were aligned with UTC provision were increasingly approaching the institutions for places.

He also said they had seen particular success with apprenticeships, with provisional data for the 700 students leaving UTCs in July 2015 showing that 24 per cent had gone on to become apprentices.

“The UTCs develop because the employers and the university in a given region have decided that they need this form of provision — what that automatically does is encourage them to be interested in it,” added Mr Parker.

NEWS

Providers warned of Euro procurement rule

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Providers that fall foul of new European procurement rules affecting exam fees could face “significant financial penalties” if High Court action is brought against them, *FE Week* can reveal.

The European Union regulations, adopted in this country in February, mean providers must follow strict procurement rules, which cover exam fee contracts with awarding organisations.

They will apply to contracts worth £625,050 or more “over a reasonable period, generally calculated over four years”, according to a report looking at how the regulations will affect colleges by Crescent Purchasing Consortium (CPC) in June.

It added: “Under the new regulations, an awarding body can challenge if they feel an institution has not complied with the regulations [over new exam fees contracts].

“A formal challenge would be by means of proceedings in the High Court, where significant financial penalties can be applied.”

The Association of Colleges (AoC), Crown Commercial Service (CCS), and CPC has responded to the rule-change by starting work on the development of a new common framework for exam fees contracts, to which it is thought all general FE and sixth form colleges and independent learning providers would be able to sign up.

Sally Collier, CCS chief executive, said it



Sally Collier

could lead to “potential savings” of up to £30m for providers, representing around 15 per cent of the total £207m exam fees cost for 2013/14.

Julian Gravatt, assistant AoC chief executive, told *FE Week*: “The details of how it [the framework] would work still have to be agreed, but the idea would be that efficiency savings could be achieved if CCS oversees procurement for large scale contracts that could apply to all members of the framework.”

A CCS spokesperson said: “This new agreement will make the provision of qualifications much easier and less costly for both colleges and providers, as they will not have to go through a full OJEU tender process and complex contractual requirements for each qualification.”

Analysis by *FE Week* of 2013/14 accounts showed that 54 colleges spent at least £1m each on exam fees.

Furthermore, about 315 colleges spent £150,000 each or more — which would put them in range of the new regulations over four years.

A spokesperson for the Association of Employment and Learning Providers said: “It’s already a well-supplied and competitive market and like with any service, independent providers are used to shopping around.

“So if the proposed new common framework is competitive, there will do doubt be providers who will at least want to take a look at it.”

David Igoe, chief executive of the Sixth Form Colleges Association, said: “I suspect... sixth form colleges will be looking for better deals [over exam fees] and there may be opportunities for a national or regional arrangement.”

However, a spokesperson for the Federation of Awarding Bodies warned that “centralised purchasing” could “create additional administrative burden, reducing choice and raising costs for colleges and awarding bodies”.

A spokesperson for the Association of Employment and Learning Providers said: “If the proposed new common framework is competitive, there will do doubt be ILPs who will at least want to take a look at it.”

No-one from CPC was available to comment.

COUNCIL VOTES FOR WIDER AREA REVIEW

A council has voted to carry out its own post-16 education review to ensure school sixth forms and independent learning providers (ILPs) were fully considered in its actual government-commissioned area review.

Brighton and Hove City Council will take the results of its review to the steering group of the Sussex Coast area review, which includes eight general FE colleges and three sixth form colleges.

The motion was passed by councillors having been put before them by Tom Bewick, managing director at consultancy firm New Work Skills Ltd and chair of the council’s children, young people and skills committee.

He told *FE Week* the council review would “look at the supply side of post-16 provision, so all training available including schools and ILPs”. “We are also bringing in a group of local businesses to analyse the demand for skills training,” he added.

The council’s report is due out in March, for consideration by the Sussex Coast area review steering group, in which Mr Bewick will represent school sixth forms and the council.

It comes after a number of college principals complained to *FE Week* that school sixth forms are not involved in the seven area reviews announced so far.

Email paul.offord@feweek.co.uk if your council plans to draw up its own report on local post-16 provision in support of an area review.

DfE to go public with subcontracted student numbers for first time

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EXCLUSIVE

The Department for Education (DfE) will publish information on sub-contracted student numbers for the first time at the end of this calendar year, *FE Week* can exclusively reveal.

The total number of learners in roles from sub-contractors will be made publically available in December/January, according to a DfE spokesperson.

The DfE revealed its plans in response to a Freedom of Information request, saying that the newly published information would be made available on the gov.uk website.

The information will be split into students who are fully sub-contracted and those who are only sub-contracted for part of their programme. It will be based on the R14 return — the individualised learner record return for the end of the 2014/15 academic year, which contains details on post-16 students, their characteristics and their learning aims for FE institutions.

Student numbers will be listed by main or sub-contractor and will relate to the 2014/15 academic year. A DfE spokesperson told *FE Week* that the newly available data would not contain any information on funding, because “funding is based on lagged student numbers”.

Members of the public can already access a list of declared sub-contractors from the Skills Funding Agency via the gov.uk website. This provides information on which sub-contractors are

linked to which lead providers, and the value of the individual contracts between them.

Commenting on the plans to publish sub-contracted student numbers, Stephen Hewitt (pictured), strategic funding, enrolments and examinations manager at Morley College, said the release would be good news for transparency around providers that are spending public money, particularly in the context of the government’s post-16 education and training area reviews.

“Imagine a large college in one area trumpeting that it is at the heart of its community and then finding out that they subcontract 20 per cent of their ASB [Adult Skills Budget] to someone 100 miles away — that’s not going to be good for business,” he said.

He added that the data would be effective as “another way of keeping providers honest about who they’re really helping”.

A spokesperson from the Association of Colleges also commented on the development, saying: “It would be sensible to have information on sub-contracted student numbers available from both the Education Funding Agency and Skills Funding Agency.”



LGA calls for councils’ apprenticeship levy exemption

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Local authorities should be excluded from the large employers’ apprenticeship levy, according to proposals put forward by the Local Government Association (LGA) in response to the Enterprise Bill.

In an employment and skills update paper, the LGA encouraged members to raise concerns about the levy with MPs and called on them to highlight other ways for councils to play a positive role in delivering apprenticeships.

“[The levy] is an additional cost at a time of significant financial constraint,” the LGA said in the paper.

The paper challenges a number of aspects of the government’s Enterprise Bill, the details of which were outlined in May as part of Sajid Javid’s first speech as Business Secretary.

It says that with devolved funding, councils can support the apprenticeship programme in other ways, for example “through their role as employers, commissioners and procurers, and through their local economic development and place shaping functions, working with employers of all sizes and LEPs [Local Enterprise Partnerships]”.

Stewart Segal, Association of Employment and Learning Providers (AELP) chief executive, said: “The current levy proposals include all private and public employers and we know that this will create some issues for some public organisations.

“However, the public sector has been slow to take up apprenticeships themselves and

they should start working with providers now to extend the opportunities they can offer.”

The view was echoed by a spokesperson for the Association of Colleges, who told *FE Week*: “Local authorities provide an excellent career path for young people and by providing apprenticeships they would create more career opportunities for students leaving colleges.

“It is therefore disappointing that councils do not want to pay the levy. Everyone should play their part, whether in the public or private sector.”

In its most recent briefing on the Enterprise Bill, released on October 28, the LGA also rejected proposals for mandatory apprenticeship targets for public bodies, including local authorities.

It said that with many councils under pressure to further reduce workforce numbers over the next four years, some by up to 40 per cent, they may lack the job opportunities or people to deliver apprenticeship targets.

“The local government workforce has steadily declined since 2010 and more than 600,000 people have left the sector ... Councils have also reduced their workforce capacity to support and deliver training and development, and this includes apprenticeships,” it said.

The LGA added in the briefing: “There is no longer any additional capacity to run or manage apprenticeship programmes,” saying that if targets were set for local government, central government must also devolve funding to cover these these apprenticeships.

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Fetl symposium looks to the future of FE and skills

Leaders from the world of FE and skills debated the future of the sector at a parliamentary symposium organised by the Further Education Trust for Leadership (Fetl) and entitled ‘What next for FE and skills?’

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The “perfect storm” of challenges facing the sector is, according to Association of Colleges (AoC) chief executive Martin Doel, a “manifestation of a problem that we should have settled a long time ago – that is defining this term ‘further education’”.

“For too often we’ve chased whatever money is available, whatever source of funding might be there, and sought to deliver in an uncritical, undiscerning way which has turned institutions in to survivors — but survivors for what? And for whom?” he said.

The event, at Westminster’s Portcullis House on Wednesday (October 28), was chaired by Fetl president Dame Ruth Silver.

She heard Mr Doel say that a clearer definition of the sector would “give us a greater sense of confidence, identity and determination and make much less likely the prospect of ministers waking up one morning just having an idea and imposing it upon the sector”.

It was a view echoed by Jill Westerman (pictured below), Fetl chair of trustees and principal of Northern College, in Barnsley.

She said there was little “consensus of opinion” about what the sector is for, “even for those of us who work in the sector”.

From a policy maker’s perspective, the sector is “one of the means by which we create an economically successful and socially cohesive society”, said Ms Westerman.

“Even if you accept that, there’s much less agreement about how we get there,” she added.

“We need to begin with what is the FE and skills sector for, and then move on to what next?”

Ambition

The issue of ambition — both for the sector and for learners — was raised by a number of speakers.

“What are our ambitions for our young people?” asked Sue Rimmer, principal of South Thames College and chair of the Principals’ Professional Council.

“What type of society do we want going forward and how educated do we want our

society to be? How educated do we want our young people to be?” she added.

Referring to a comment made earlier in the evening by Anne Marie Morris, MP for Newton Abbott and parliamentary private secretary to Skills Minister Nick Boles, that the UK had far fewer



From left: Martin Doel, Stewart Segal, Ruth Silver, Chris Husbands and Jill Westerman

young people entering higher level training than other Organisation for Economic Co-operation and Development (OECD) countries, Ms Rimmer said: “Why are we surprised that we only have 10 per cent of people qualified to levels three, four and five? That hasn’t been our ambition like it has been in other countries”.

Ms Rimmer added that she had been “truly inspired” by a recent visit to City of Glasgow College, a “super college” which has 40,000 learners and partnerships with 50 colleges around the world. It also opened a £66m maritime skills centre last month (October).

“I think at times colleges aren’t ambitious enough. I think the leaders often aren’t allowed to be ambitious enough,” the Scottish college’s principal, Paul Little (pictured immediate right), said.

“Everything is possible with will,” he added.

Meeting the skills need

Stewart Segal, chief executive of the Association of Employment and

Learning Providers, spoke of the opportunities opening up to the sector by taking a “workforce development approach”.

“We need to move ourselves away from being driven by funding streams — but be driven by the customers,” said Mr Segal.

Citing health and social care, justice and local government — “any of the major services that government wishes to improve” — as areas that the sector should be working in, Mr Segal said: “We need to work in partnership developing and integrating services with people both inside and outside of the skills sector.”

“We won’t just be funded by government, we’ll be funded by individuals and employers who wish to drive the skills of their workforce and we’ll be the sector they’ll look to in order to do that.”



Localisation

A number of speakers spoke about the importance of localisation, and of local providers being able to meet the needs of their local economy.

Mr Doel said that “an FE college is fundamentally about serving a local economic community at levels three, four and five”.

Professor Chris Husbands (pictured left), director of the Institute of Education at University College London, said the government’s area devolution plans were “really important and really interesting”.

“Local specialisation is important in terms of driving economic growth,” he said.

Ms Westerman said it was interesting that “devolution is taking control back to localities” after strong central control.

However, she followed this with a note of caution. “Do we know what the impact of the different locations of control will be? I don’t think we do,” she said.

VOX POP — DO YOU FEEL MORE COMFORTABLE ABOUT THE FUTURE OF THE FE AND SKILLS SECTOR HAVING HEARD THE FETL EVENT SPEAKERS?



Professor Ewart Keep, director of Oxford University’s centre on skills

I was uncomfortable before I came, and I’m leaving just as uncomfortable. I’ve got lots of questions but very few answers. I’m fascinated by how localism is going to play out in a world with a lot less money to spend



Simon Feneley, director of delivery and operations, Emfec

I think comfortable. Because the sector seems to be taking ownership — that’s the feeling that came through tonight. And it’s about that self-reliance, self-resilience, seizing what we’re good at and building on it and taking it forward



Nick Gash, policy and public affairs adviser, AAT

I think the future of FE and skills is incredibly challenging, and what is encouraging is that the sector itself is seeking to address it and make some partnerships. What we now hope is that the government will listen



Catherine Bush, head of projects, City & Guilds

I’m not sure if I can say if I’m more or less comfortable – I don’t think the purpose was to do that, I think the purpose was to explore the issues. I think Martin Doel summed it up very well at the end. There’s a whole lot of stuff going on, challenges, but I guess as always the sector will rise to it and weather the storm

FE WEEK COMMENT

Overdue loan action

Back in April last year, Leicester College principal Verity Hancock wrote a very interesting and telling expert piece for *FE Week*. The article was headlined “The ‘tantalising’ potential of FE loans”.

And in it, she concluded: “Our experience is that a different approach is going to be critical in enabling us to maximise the potential that loans offer.”

Her comment could not be more apposite nearly 19 months later as we learn that £250m of FE loans funding went unused in these straitened financial times.

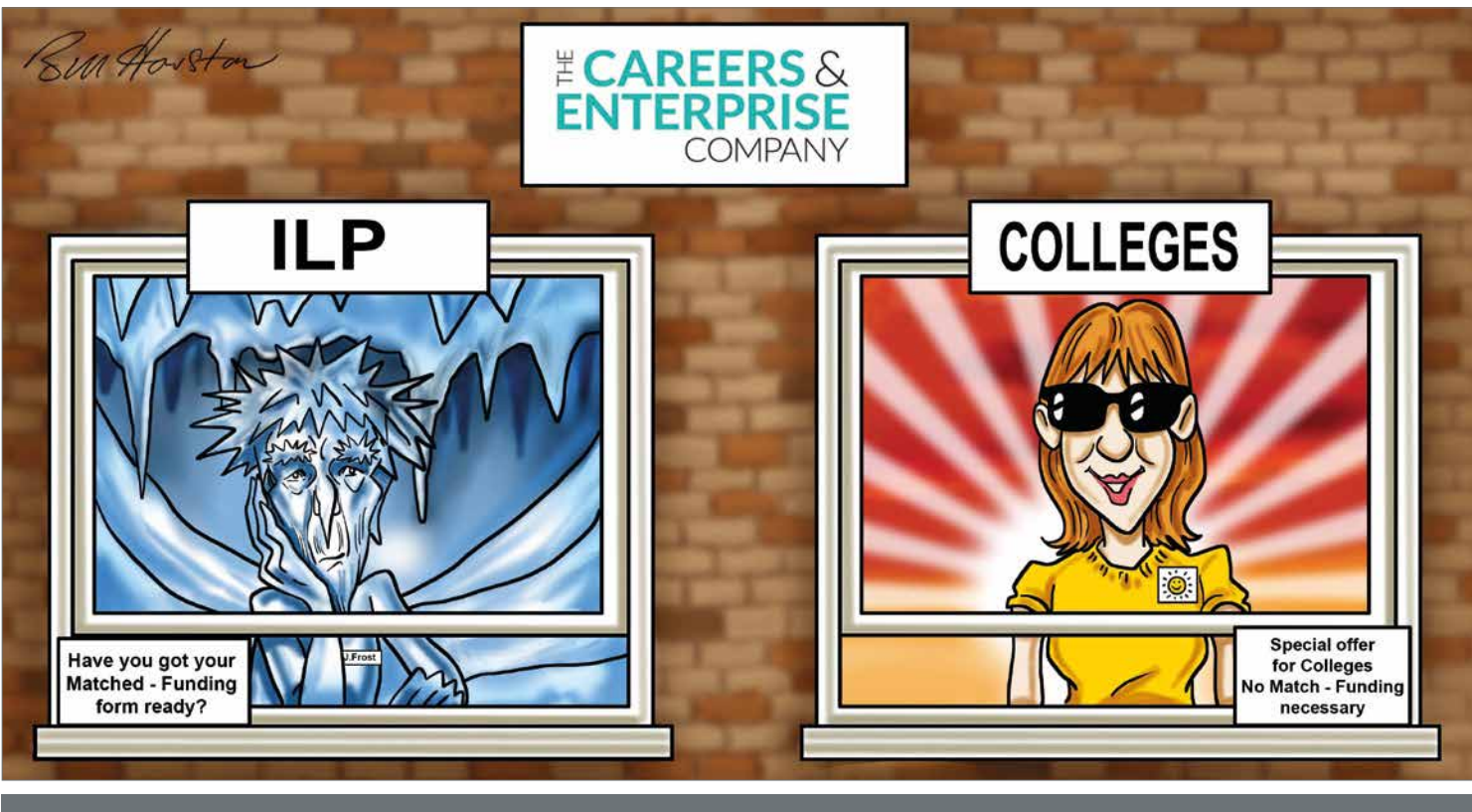
While this is a potential funding stream that is being ignored, equally, as David Hughes points out, it’s learning that’s not taking place. It’s skills that are not being developed in the time of a skills gap.

Perhaps now, nearly three years after Gordon Marsden criticised the lack of marketing for FE loans, it’s time for ministers to consider a PR campaign at the very least to increase awareness and the attractiveness of FE loans — before the system is expanded further, only for greater potential to be lost.

Chris Henwood
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TOP #FUTUREOFFE FETL TWEETS

- @davidharbourne
What is further education for? Purpose includes a) laying essential foundations for careers & b) support for career development #FutureoffFE
- @bobharrisonset
#futureoffFE The state/employers are Johnny cum lately to the world of further/adult education. Thank Workers,Communities,Trade Unions
- @SGSLTDinspire
Area reviews should have the power to see where there is unnecessary competition and unnecessary mergers #futureoffFE
- @GregCoyneWEA
#futureoffFE Reality is that working class people and adults are too often frozen out of meaningful education beyond skills for poverty jobs
- @lannerboy
There is so much more to FE than skills and qualifications, the sector needs to introduce new measurements #futureo



‘Cold spot’ careers guidance cash gets frosty ILP reception

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The Careers and Enterprise Company (CEC) is in hot water for expecting independent learning providers (ILPs) — but not colleges — to stump up matched funding for a share of a £5m pot of cash aimed at addressing careers guidance “cold spots”.

A spokesperson for the employer-led CEC announced on Tuesday (November 27) that the new fund would pay for between 15 and 25 projects in areas its research had shown were most in need of “careers and enterprise support”.

An accompanying report said that groups containing at least six providers, which could be comprised of all FE colleges, or a mixture of colleges and schools, could bid for contracts worth between £50,000 and £1m.

The report had not made it clear whether ILPs could apply, but interim head of the fund Ian Anderson told *FE Week* that they could either as part of a group of ILPs, or along with colleges or schools.

However, he added that while CEC would “expect all for-profit private sector

organisations [including ILPs] to provide match-funding for any sum they receive”, there would be “no match-funding expected from public sector organisations such as colleges”.

Stewart Segal, Association of Employment and Learning Providers (AELP) chief executive, said this was unfair and told *FE Week* on Thursday (October 29) that he would raise the issue with the CEC.

“We strongly feel that the bidding rules should apply to all types of training provider,” he added.

CEC has identified more than 20 regions across England [see feweek.co.uk for link to the map], which it calls “cold spots”, where young people were missing out most “on the support needed to help them prepare for, and take control of their futures”.

A spokesperson said that the research, which for example took into account the proportion of employers that consider 16-year-old school leavers “poorly or very poorly prepared for work”, would “form the basis” for where the £5m was allocated.

Mr Anderson said that it would be up to applicants to explain in their proposals how they would spend the money on improving

careers and enterprise support for 12 to 18-year-olds.

It comes after the company unveiled plans earlier this year for its team of ‘enterprise advisers’ to provide careers advice in thousands of colleges and schools across the country.

Mr Anderson said that these advisers could “collaborate” with groups of FE providers handed a slice of the £5m fund to help them implement their schemes.

Catherine Sezen, 14-19 and curriculum policy manager at the Association of Colleges (AoC), said: “Colleges have long recognised the critical nature of good careers education and will be keen to continue to work together with other education providers to support young people to make informed choices.”

David Igoe, chief executive of the Sixth Form Colleges’ Association, said: “The identification of ‘cold spots’ is welcome in targeting scarce resources to where support is most needed.”

Bids for a slice of the £5m fund must be submitted by December 4.

Visit www.careersandenterprise.co.uk for more.

COMMENTS

Skills Minister Nick Boles issues ‘nothing to fear from college mergers’ assurance

Of course there’s nothing to fear. It’s like most of this government’s policies; the reality and the rhetoric are poles apart. The continuing failure to acknowledge that the whole of the post 16 landscape needs to be in the pot merely emphasises the fact that this is political, dogmatic and financial and has nothing whatsoever to do with joined up thinking. The fact that they continue to trot out this tripe is pitiful as well as being deeply damaging. LRoding

When a politician says “There is nothing to fear”, that’s the time to worry! A more appropriate and less sweeping response would have been along the lines of “These reviews will of bring exciting changes that will present

themselves as opportunities for FE to refresh and restructure itself, for what we see as their bright future”. However I don’t believe either are likely! Graham Ripley

“A merger can mean that you save on a whole lot of administrative and management costs, so that you can actually put more money into paying for teachers doing the job we all want them to do.”

In real terms there is a drive to downgrade the pay, terms and conditions of teachers in colleges. Many have not had a pay rise or significant pay rise for years. Riding in tandem with the area review is a move to increase teachers’s classroom hours, massively increase class sizes, reduce holiday and other entitlements.

Teachers are seeing working in a college as increasingly unstable after year on rear of cuts, a cull of thousands in the summer of 2015 and the threat of bigger funding cuts than ever to face. Support staff /managers will be farmed off to shared services companies on lower wages and loss of pension. The current culture of colleges will be destroyed. Big is best! Who says and based on what? Boles – tories are killing the sector. Teresa Corr

That’s exactly what they’ve been saying about tax credits as well. Bob Smith

Local authority scales down provision to meet commissioner demands

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Further Education Commissioner Dr David Collins has ended his involvement at two more FE and skills providers.

Lancashire Adult Learning (LAL), which was told by Dr Collins earlier this year to scale down its skills offer, has been told by Skills Minister Nick Boles that Dr Collins' input was no longer needed.

Mr Boles also wrote to Stratford Upon Avon College last month (October) to say that Dr Collins' intervention there had ended, too.

It comes after similar notes from the minister were sent to Barnfield College and Weymouth College outlining they no longer needed Dr Collins' help.

The letter to LAL, which is run by Lancashire County Council and has around 22,000 learners, brings to an end the process which began with Dr Collins' initial visit in January, following an inadequate rating from Ofsted in November.

The adviser's report says: "Lancashire Adult and Community Learning is being transformed."

It continues: "There is clear evidence of a changing culture."

Amanda Melton, LAL's interim principal, said she was "delighted" at the news.

"The staff and students have responded extremely positively to the changes, and I applaud them for their hard work and

enthusiasm," added Ms Melton.

One of Dr Collins' seven recommendations in his initial report, published in March, was that LAL "should restrict its activities to adult and community learning".

While the minister's letter to LAL has not yet been published, a spokesperson said that apprenticeship provision was the only programme that had been affected.

At the time of the Ofsted inspection in November there were around 300 apprentices being trained at LAL.

The "vast majority" of these learners completed their programme with LAL, the spokesperson said.

Employers were given support to find alternative training providers for their

apprenticeships, the spokesperson added.

Mr Boles' letter to Stratford Upon Avon College, published on October 27, marks the end of a 17-month long intervention by the FE Commissioner, which was triggered after the Skills Funding Agency (SFA) rated the college's finances as inadequate.

In his letter, Mr Boles said he was "encouraged by the actions taken by the college to implement the necessary improvements".

Dr Collins' recommendations to the college following his first visit in May 2014 included "significantly" refreshing the board to include "a majority of new members".

Principal Nicola Mannock would "benefit from being mentored by an experience

principal".

Her appointment, without a competitive recruitment process, had led a number of governors to resign in protest, and was described by Dr Collins as "questionable".

The college, which has around 4,300 learners, was rated good by Ofsted at its most recent inspection in March.

No one from Stratford Upon Avon College was available for comment.

A spokesperson for the Department for Business, Innovation and Skills said the commissioner's involvement had also ended at City of Liverpool College, K College, City of Wolverhampton College, Bicton College, Norton Radstock College and Warrington Borough Council.

Somerset College merger plans approved by Dr Collins

A college has had its merger plans approved by the FE Commissioner after he was sent in over financial concerns.

Somerset College of Arts and Technology, in Taunton, was already in the process of developing plans to merge with another local college when it received an inadequate rating for financial health from the Skills Funding Agency (SFA) in June, triggering Dr Collins' involvement.

In his report, which was published last week, Dr Collins recommended the college leadership team should "be supported in their merger proposals". It was a conclusion agreed upon by Skills Minister Nick Boles in his letter to the college.

Somerset College principal Rachel Davies has since opened a consultation on merging with Bridgewater College, also in Somerset, and rated as outstanding in 2007 after last inspection.

Dr Collins said Somerset College, which has around 7,700 learners and was rated good overall at its most recent Ofsted inspection in 2011, had "many strengths" but was "struggling to maintain financial stability in the face of demographic changes and a highly competitive environment".

A Somerset College spokesperson said it had

been "encouraged to continue" in the merger plans by the FE Commissioner.

Meanwhile, 31,500-learner Birmingham Metropolitan College has had its past financial management branded "not acceptable" by Dr Collins.

The FE Commissioner was sent into the college in August after it requested "exceptional financial support" (EFS) from the Skills Funding Agency. However, Dr Collins also welcomed progress made at the college, which was given £4.5m in EFS during the twelve months to July.

Visit www.feweek.co.uk for more.



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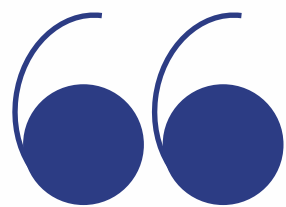
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We have to make the case to government that if they are cutting from a department that is tasked with providing an economic future, then that's the wrong approach to take



NO WRIGHT LEANING

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Standing in a courtyard facing the Elizabeth Tower at the north end of the Houses of Parliament, Iain Wright points upwards and insists that Big Ben is “leaning”.

A quick search on Google back at the office later corroborates the Hartlepool MP's comment, which continued: “It is in need of refurbishment as it is starting to lean ever so slightly”.

Of course leaning in any direction is a luxury denied to the Labour politician as chair of the Business, Innovation and Skills Select Committee with the overt playing of party politics frowned upon.

“I am going to support a lot of what the government wants to do, but I am going to challenge really hard on the manner and the

means by which they do it and whether they will achieve it,” explains 43-year-old Wright.

And an early chance to do just that came last month with the committee's one-off evidence session on the work of the Department for Business, Innovation and Skills (BIS).

Seated in front of Wright and his committee members was Business Secretary Sajid Javid.

“I started off the selected session by asking Javid: ‘What is the point of BIS and where do you add value?’,” says Wright.

“That is going to be the hallmark of what I want the select committee to do — to really add value in our reports and in our enquiries.”

He was elected as chair in June, beating previous post holder Adrian Bailey.

“It was an enormous privilege and a huge honour for my colleagues in parliament to

choose me to chair,” says Wright.

“So this is really important to me and I want to make sure I can live up to expectations.”

Such expectations — or perhaps hopes — among the FE and skills community may well have been lived up to when Wright, with Javid before him, seized the opportunity to assess the government's 3m apprenticeship starts target.

“This was a figure that was just plucked out of the air,” says Wright.

“The government must have thought that it is more ambitious than 2m and more achievable than 4m — and they must have settled on 3m.”

He explains that it was “very loud and clear” in the evidence session that there was “no rationale behind this number or how Javid would achieve it”.

The session came to a close with Wright

of the opinion, shared by many, that the apprenticeships target would be “needing work”.

But, getting back to standing in front of the leaning clock tower home of Big Ben, Wright mentions a memorable photograph [featured above right] from 1995 in which he is holding oldest son Ben (now aged 21) — then just a year old — in front of the Elizabeth Tower.

It was the same year that Wright graduated from University College London with an MA in history. It was also the year, he explains, that he joined the Labour Party.

He had “wanted to become active in politics” and was then elected as an officer of Cleveland and Richmond Young Labour.

The following year he worked as a chartered accountant and, in 2002, was elected as a councillor for Hartlepool Borough Council.

Two years later Wright became the MP

It's a personal thing

What's your favourite book?

One of my greatest pleasures in life is to read so I think the answer to this question will change from day to day, depending on my mood. But at the moment, I would probably choose, a biography called *The Years of Lyndon Johnson*, the US president, by Robert Caro. It is a multi-volume biography and anyone interested in politics would just be fascinated

What do you do to switch off from work?

I like watching films with my family, so on a Friday or Saturday night we all have a film night with popcorn and stuff like that — because my youngest son insists on that because he doesn't see his dad too much. I also enjoy going to the football with my dad Mervyn, my brother Paul, and my son Billy to see Hartlepool United

What's your pet hate?

My biggest pet hate is rudeness and in particular what really winds me up is if you are driving your car and you let someone out and they don't acknowledge you. I find that pretty rude

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

I would love to meet Sir Paul McCartney and Muhammad Ali because The Beatles were just fantastic and the epitome of what a group should be. And when I was growing up Ali was the most famous man in the world for his sporting achievements, and some of the stuff that he did politically, I just find really inspirational. Also the way that he suffered from Parkinson's disease, I find really emotional so I would like to meet him.

I am also really interested in history, especially the Tudors, so I would love to have a banquet with Henry VIII. My final guest would be Nelson Mandela

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

I wanted to be a bus driver and I wanted to be an astronaut. I used to be fascinated by buses and by space and so those two things seemed to be what I wanted to do



Wright as a young teenager with his grandmother Joyce and his brother Gary



Wright at his 18th birthday party



Wright holding his year old son Ben in 1995 outside the Houses of Parliament



Wright just before he was elected as Labour MP at the Hartlepool By-Election in 2004 (Photo by Matthew Lewis)



A 13-year-old Wright when he attended Manor Comprehensive in Hartlepool

for Hartlepool following a by-election that brought an end to Peter Mandelson's 12-year reign as the local elected representative.

"My key job and the one that takes up the most time, and the one that I give most priority to, is representing my hometown in parliament," says Wright.

He adds: "I come from a manufacturing heartland where there was always traditional manufacturing.

"My parents wanted me to get on, and apprenticeships were dying at that time.

"So apprenticeships were never explained to me, never once."

But FE would play its part in Wright's career, albeit his political one. In 2009, he became parliamentary under-secretary of state with responsibility for 14 to 19 reform and apprenticeships at the Department for Children, Schools and Families.

He says: "I was responsible for

apprentices' curriculum and revisions to A-levels.

"Going around the sector and speaking to students was an incredible time and I only wish I had more time to do it now."

He adds: "It is essentially a sector that is trying to inspire the future. And what I mean by this is that you go into politics because you want to change the world for the better — and you want to give people opportunities that they might not have had before.

"We can do that by giving people skills and choices in education in order to fulfil their potential.

"Nowadays you can go back and retrain when you are 25, 35, or 45, because you have still got a long way ahead of you."

And it is here that Wright sees the danger faced by FE.

"Some people may not have liked school — I loved school and thought it was fantastic

and I got a lot out of it — but some people might have hated that and thought 'I don't want to go back into education because it might be the same as that'," he says.

"So it is a case of trying to ensure that FE is not prohibited in terms of cost for people and also by giving an inspiring and stimulating environment where people can feel rewarded. And I think the FE sector does that."

Wright adds: "I worry that FE is a non-protected department in terms of funds and the cuts that our required mean the sector will be slashed to the bone.

"We have to make the case to government that if they are cutting from a department that is tasked with providing an economic future, then that's the wrong approach to take.

"I would encourage readers of *FE Week* to keep in touch with my committee to let us

know their concerns and give us the tools and the evidence in order to challenge the government."

And there's now a personal appreciation of the college sector with Wright's second oldest son, 19-year-old Jacob, studying A-levels at Hartlepool Sixth Form College, and contemplating whether he should go to university to study history as his father did in the 1990s.

"I said to him, 'why don't you take a different route to me and do an apprenticeship?'" explains Wright, who also has a 13-year-old daughter, Hattie, and 11-year-old son, Billy.

"They can be so rewarding and actually they are just what our country needs.

"They are a great way of sighting young people into a really worthwhile career and I still don't think we as a country value them as much as we should."



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.

Listening to community learning learners

Last month marked my first decade in FE. This time 10 years ago I'd just about finished my induction at City College Plymouth (then Plymouth College of FE), couldn't grow a beard (many say I still can't) and was probably just about used to calling my teachers by their first names.

If there is one mantra I've heard more than any other in that time it's that FE suffers from an almost absent profile among our national policymakers and decision makers.

Yet, the start of the 2015/16 academic year has seen a plethora of high profile appearances for FE.

The think-tank Skills Minister Nick Boles played a role in founding, Policy Exchange, issued a call for half a billion pounds to be diverted from higher education to FE; the principals of Northampton College, Hackney Community College, Central Sussex College and Heart of Worcester College have all recently been called to give evidence to parliamentary select committees; and that's before even getting started on the development of a new business tax to fund apprenticeships, a major Ofsted report on apprenticeship quality, the passage of legislation to enable greater devolution of adult skills money to local areas, and the first wave of area reviews and college merger announcements.

I don't know about you, but I see very little sign that things will be slowing down for us any time soon.

One area not being talked about all that much at the moment is community learning. Some might argue that this is a good thing — not talking about it might mean its relatively sidelined £215m budget might just fall behind Chancellor George Osborne's sofa in the spending review and be spared from damage.

After all, it's one of the few adult education budgets that's done alright so far; 15/16 allocations are near enough the same as last year compared to more than £400m of adult skills budget cuts.

Late last month, without fanfare, the Skills Funding Agency published some of the findings of the Community Learning Learner Satisfaction Survey for 2014/15 [see feweek.co.uk for link].

The findings, to me, begin to add some

helpful weight and context for the debates to come about community learning. The survey was carried out by more than 32,000 learners in 170 providers and the profile of learners that responded closely matches the learner population nationally; almost three quarters of community learning learners were women, 72 per cent of survey responses were from women, for example.

Traditionally, learner satisfaction results show that community learning learners are more satisfied with aspects of their course than learners in mainstream FE. The 14/15 results appear to continue this trend; community learning learners recorded higher satisfaction with pre-course information, quality of teaching, feeling listened to and quality of advice about what to do after the course.

To be clear, I'm not talking down the rest of the sector here. These are very high results all around. The results are reported as averages out of ten, where zero is "very bad" and 10 is "very good". In eight out of the 10 satisfaction scoring questions, the results are at least nine. In the mainstream FE survey, they are all at least eight. Community learning learners rated very highly the quality of teaching, with a score of 9.4, support from staff, also 9.4, and respect from staff, scoring 9.6. The areas learners scored the lowest was pre-course information and post-course advice, but even these had high scores of 8.6 and 8.8 respectively.

The report breaks down these questions, and further questions on outcomes and impacts, further by gender and age group.

For example, one of the highest scoring main outcomes for community learning learners under age 40 was 'progression to another course' and for learners aged over 40 was 'improvement in health or wellbeing'. The report also demonstrates how community learning learners experience greater beneficial outcomes than they initially expect when starting a course.

So the numbers look good, and paint a positive picture from the perspective of learners on paper. There must continue to be a role for community learning. The questions now are whether there will be greater local control, who benefits and, of course, who pays?



GEMMA GATHERCOLE

Head of policy — FE and funding, OCR

Size matters in qualification reform

The challenges facing the FE and skills sector are not just being experienced by providers — awarding organisations (AOs) have also got to ensure their offer is in line with reforms, explains Gemma Gathercole.

The old saying goes that with great power comes great responsibility. The education and skills system holds great power to transform lives, to teach, to learn and to support the development of skills that leads to greater success for the individual and the economy as a whole. But if we look at our education and skills system at the moment there is another great we must consider, challenge.

From stories, headlines and discussions about the skills shortage, to the productivity crisis and to criticisms of programmes that do not lead young people into sustained employment, we face a great challenge.

In her seminal review of vocational education, Professor Lady Alison Wolf wrote about the importance of good quality vocational programmes, but she also challenged us: "Alongside the many young people for whom vocational education offers a successful pathway into employment or higher education, there are hundreds of thousands for whom it does not."

From that report stems a reform programme, an agenda that has been set for vocational qualifications in order for them to receive recognition in the performance tables. This year sees the first culmination of that reform for level three qualifications.

As AOs, we had an opportunity to tinker around the edges to reform our qualifications so they would meet the new rules. But with challenge comes opportunity and we chose opportunity.

For teaching from September 2016, FE colleges will have new ranges of qualifications to choose from. At OCR, we have launched our new range of Cambridge Technicals qualifications. We have not just tinkered around the edges. The choices that face providers for teaching in September are ones that provide an opportunity for you to review your provision and ensure that you are providing courses that meet the needs of young people and also meet the expectations of higher education and employers.

A key issue presented to us by both higher education providers and employers was size. Yes, in this instance, size does matter.

Our new qualifications are available in four sizes, the maximum guided-learning hours (GLH) of the new technicals is 720. Why? Existing 'blockbuster' 1080 GLH qualifications can steer 16-year-olds to specialise too early, to

not develop the breadth of skills they need for their next step in learning or work and, more critically, limit future options.

Our research told us that students progressing to higher education with a single subject blockbuster qualification often lack some of the basic self-management, extended writing and study skills that are required in higher education. So keeping the focus on smaller qualifications that can be combined in a study programme with other complementary provision is a crucial element of our design.

Both AOs and providers are being challenged to have greater links with employers, whether through employer-led apprenticeships or effective employer engagement. This is a challenge we face together.

Providers should be looking for qualifications that support their activity but that give enough flexibility to respond to local needs.

We see employer collaboration as more than just shaping the content. It has extended to resource development and support through the lifetime of these qualifications.

With much talk of skills gaps, identifying and hitting the right target is key. AOs need to reach out to others to get this right in our vocational qualifications now more than ever and in doing so we can support your reforms too.

Providers should be looking for qualifications that support their activity but that give enough flexibility to respond to local needs

As recently as July, the Treasury's Fixing the Foundations report referred to UK Commission for Employment and Skills research that, by 2020, the UK's ranking for intermediate technical and professional skills — linked to level three qualifications — will fall to 28th out of 33 Organisation for Economic Co-operation and Development (OECD) countries. We need to get these qualifications right more than ever.



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RICHARD GUY

Head of apprenticeships, City & Guilds

'End assessment is a big change in the system and employers are understandably nervous'

The prospect, not to mention the potential cost, of end assessments in Trailblazer apprenticeships has proven a cause for concern for employers and providers. Richard Guy attempts to address these concerns.

One of the biggest changes in the apprenticeship reforms is the introduction of independent end assessment for all apprenticeships. It's clear from recent news that there is confusion surrounding how this will work, with warnings coming from both the Confederation of British Industry and the Association of Employment and Learning Providers around the additional costs of independent assessment.

What these warnings don't make clear is that far from being an additional financial burden to employers, end assessment is in fact a new way of assuring quality in the system that replaces the existing models of continuous assessment that are no longer fit for purpose.

In Making Apprenticeships Work, published

jointly by City & Guilds and our Industry Skills Board (ISB) we look at the importance of end assessment in apprenticeships and recommend that the end assessment standard should reflect full productivity, mastery and autonomy in an apprenticeship. This allows for a holistic view of the apprentices' skill level in a particular area as well as general workplace skills they have developed during the apprenticeship.

The apprenticeship reforms have given each Trailblazer group responsibility for developing an occupation-specific assessment plan which will set out the skills, knowledge and behaviours required together with the assessment methods to be used. These will range from workplace observation through to projects both in and out of the workplace.

It's important to recognise the role that continuous assessment will still play in an apprenticeship. Before the end assessment takes place the apprentice has to be signed off as ready by his or her employer — it is only through continuous assessment that the employer will be able to gain a realistic view of

the apprentice's readiness. This type of ongoing progress tracking is likely to be carried out by the employer with the support of their provider, rather than by the provider as currently.

A point of confusion has been around the costs of end assessment. It's neither possible nor helpful to look at end assessment as a percentage of the overall apprenticeship cost. Each assessment plan will be individually costed based on the specific assessment tools and methods needed and these will be fixed regardless of the cost of the overall apprenticeship. The cost estimates by Trailblazer groups which we have knowledge of range from £500 to £1,500 depending on the methods determined by the group. This may well reduce once actual occupations are priced and we have not priced any yet.

Existing models of continuous assessment are no longer fit for purpose

The cost of end assessment will represent a small proportion of the total costs of most apprenticeships and whatever the cost, it

will always be included in the allocation to a funding band.

An important and common element of all costings is the time taken by the independent assessor in assessment activity. In Making Apprenticeships Work we highlighted the importance of the independent assessor role. The person should have a status similar to that of an Ofsted inspector albeit with a different set of skills including very strong industry knowledge.

Independent end assessment is a big change in the system and employers are understandably nervous about starting apprentices until they have seen what the end assessment looks like. Each apprenticeship standard is published on the gov.uk website as "ready for delivery" once the assessment plan is approved and a funding band is allocated. However this does not mean that the development work on assessment instruments has been completed and this can take some time for Registered Assessment Organisations (RAOs) to carry out. City & Guilds will advise employers on progress, to help them take on apprentices as quickly as possible.

As the reforms continue, it's vital we learn lessons from the past to create an end assessment for every apprenticeship that measures the quality of the programme and assesses the individual apprentices in a valid and reliable way. This is how the value of the reforms will be realised and will require collaboration between employers, providers and RAOs to ensure we have high quality and cost effective solutions in place.

Judging an apprentice's skill and knowledge through an end-point assessment is an approach fraught with issues, explains Simon Reddy.

There has been much talk about quality in apprenticeships and the urgent need to improve training and assessment in vocational qualifications.

To address these quality issues, end-tests are being introduced on the back of the Richard Review, which was scathing in its appraisal of the existing 'tick box' approaches.

Trailblazer employer groups have been charged with drawing up standards and assessment plans for the end-tests.

However, in my opinion, this move towards end-testing means an increased likelihood of 'teaching to test,' which, in addition to the Richard Review's problematic approach to knowledge transfer, stands to undermine rather than increase quality in the training process.

One major weakness of the Richard Review is that it is not based on empirical evidence. Indeed, the author used the driving test to substantiate the benefits of end-testing.

Doug Richard's argument was that it does not matter whether a person has taught themselves to drive, whether they have completed an intensive course or whether they have been taking driving lessons for five years — all that matters is that they can drive.

"And it is this which makes passing a driving test a transferable qualification, trusted and recognised. The same is true for apprenticeships," he said.



SIMON REDDY

Master plumber at Devon-based Reddy Plumbing and Heating, teacher in FE and fellow of the Chartered Institute of Plumbing and Heating Engineering (CIPHE)

The case against end-tests in apprenticeships

While the driving test may present a logical example of a transferable qualification, it is a mistake to think "the same is true for apprenticeships".

This is particularly true when the bulk of apprenticeship assessments are carried out in simulated college environments.

In his report, Mr Richard used terms like "real world context" and "real world based", seemingly trying to avoid any mention of assessments taking place in the reality of the workplace. Why? Because end-tests are most likely to be delivered in purpose-made assessment centres.

The empirical findings in my study of full-time courses and apprenticeships in plumbing revealed the complexities associated with knowledge transfer [see feweek.co.uk for link to study and findings].

The study highlighted the problems of low-fidelity assessment simulations, which neither replicated the reality of the workplace nor created the conditions in which students

could be adequately supported in their learning and in transferring that knowledge and skill over to the work context.

The research also revealed the nature of the 'unforeseen' in the workplace, which incidentally included students having to deal with routine problems that could not be replicated in college simulations.

For example, college simulations consisted of dry systems with new pipes and fittings, while in the workplace, apprentices were having to deal with pressurised plumbing, connected to electrical and fuel systems that were often corroded.

Furthermore, the study found a total lack of synchrony in the plumbing curriculum between college and work, so the full-time students and some of the apprentices did not often have the opportunity to embody their knowledge in practical activities.

It is clear Mr Richard took a simplistic approach to knowledge transfer and did not consider the variations in performance

requirements faced by apprentices at work in comparison with their experience of poorly simulated assessments in college.

Perhaps the most telling statement in his report was the assertion that "someone already doing the job for a significant period of time, should, by definition, already be at the standard required to do the job".

This is a major contradiction to his position on end-tests. The apprentices in my study were taking up to four years to qualify, so it is likely they were up to the required standard without the need to demonstrate their competence through an end-test.

The move towards end-testing means an increased likelihood of 'teaching to test'

These end-tests therefore only really serve to create a proxy for skill in a qualification for unapprenticed students on full-time college courses, and this does not do justice to the skills or depth and breadth of knowledge learned by apprentices at work. This inequality in training and assessment leads to Trailblazer double standards and serves to undermine quality in the process and outcomes of apprenticeships.

Employers are the ultimate test of whether Sir Michael Wilshaw’s criticisms of apprenticeships were justified — and Pippa Morgan thinks the business view might not quite align with the Ofsted chief inspector’s.

Sir Michael Wilshaw chose the CBI’s West Midlands Education and Skills Conference to launch an Ofsted report on the state of apprenticeships last month — hitting the headlines with an uncompromising message to all employers, school and FE providers.

Beneath the headlines, there is much in the report, entitled Apprenticeships: developing skills for future prosperity, that business agrees with — not least about the value of quality apprenticeships as a route to the higher level skills that business and the economy need. There are also some areas of dispute.

Opening up routes to higher skills to more young people is an essential element in addressing the UK’s skills challenge. Being on such an apprenticeship should indeed be a ‘badge of honour’, as Sir Michael said. Only then will young people get a genuine choice, and businesses get the confidence that the current and future workforce is able to help them grow.

Government ambition to raise apprentice numbers is a real positive but sheer volume alone is not going to solve our skills challenge. For the ambitions — of government, business, and young people — to be realised, these apprenticeships must be relevant to the needs



PIPPA MORGAN

Head of education and skills policy,
Confederation of British Industry (CBI)

‘There is a distinction to be made between the level of an apprenticeship and the quality of that apprenticeship’

of employers while providing an opportunity for individuals to get a genuine foothold on the career ladder.

The latest data on apprenticeship starts shows there is still work to be done — with less than 4 per cent of starts at higher levels (19,300 out of 492,700). In time, this needs to grow if apprenticeships are to provide the advanced, technician-level skills needed in the sectors that are crucial to rebalancing the economy.

It’s important to acknowledge however, that there is a distinction to be made between the level of an apprenticeship and the quality of that apprenticeship. ‘Lower level’ does not necessarily mean lower quality — and vice versa. We should not risk the impression that level two training investment lacks value.

Businesses would dispute that — an apprentice ‘start’ should be exactly that — the first step on a clear route to progression.

Take Whitbread as an example of this. A third of their level two apprentices move into management roles within two years of starting their apprenticeship — for them an

apprenticeship is the stepping stone into a career.

The introduction of an apprenticeship levy risks achieving quantity to the detriment of quality. It also marks an unprecedented shift in skills and skills-funding policy. Business has been clear on the risks, as well as what is needed to mitigate these; an independent, employer-led body should set and maintain high standards for apprenticeships.

Giving employers control over their levy funds and allowing them to develop high-quality apprenticeships that work for their business is the best route to facing up to growing skills gaps. This is a business critical issue — across all sectors recruiting suitably skilled candidates is a source of growing anxiety among businesses.

Combined with real employer ownership and quality assurance, we need a transformation in the quality of careers provision in schools and colleges — so that vocational options are able to achieve ‘parity of esteem’ with more traditional academic

routes. Business involvement with FE providers is essential in providing a real-life component to training, ensuring advice and information are inspiring and grounded in the realities of the evolving labour market. This is essential as young people themselves report the most important influences on their career choice by a large margin are talking to people in an industry and work experience/ internships.

We should not risk the impression that level two training investment lacks value

If the government is to achieve its ambitious target of 3m new apprenticeship starts by the end of the current Parliament, vocational institutions will certainly be involved in making this a reality. Colleges currently play an invaluable role in delivering apprenticeship programmes, especially for small and medium-sized enterprises (SMEs).

To successfully deliver relevant, quality apprenticeships that respond to the skills needs of businesses, we need to ensure that genuine employer ownership is achieved — because as Sir Michael said, “good intentions are not enough”.



STEWART SEGAL

Chief executive of the Association of Employment
and Learning Providers (AELP)

Ofsted apprenticeship report ‘tactics’ branded ‘damaging’

Stewart Segal hits back at Ofsted’s recent report that was critical of apprenticeships.

After all the damaging headlines that resulted from the Ofsted report, we can now consider how we take forward some of the issues set out in the report. AELP and providers have been committed to raising the quality of apprenticeships well before Ofsted started writing reports on the issues.

In fact, the report confirmed a number of issues which AELP has been raising for some time. These include: schools and colleges are not promoting apprenticeships sufficiently to young people and their parents; career guidance needs to be improved; and too few young people, particularly those who have special educational needs and/or disabilities, become apprentices.

Other issues are that traineeships provide a useful step to apprenticeships, but are not yet meeting their potential; a crucial factor in delivering quality is ‘how well the provider and employer worked together to ensure that this training was well coordinated’; the advantages of being in training while at

work were clear to all the apprentices; and, employers, particularly small and medium-sized enterprises, benefited from the support of providers while setting up and managing the apprenticeship.

These are all quotes from the report and show that many of the recommendations we have made to drive the quantity and quality of apprenticeships have been reinforced by the Ofsted report.

However, we do not agree with some of the analysis and conclusions in it. There is certainly some variable quality of provision across the programme.

However, suggesting that the growth of the number of starts in the service sector is anything other than a response to real employer demand and a reflection of the current labour market is a mistake.

Providers have responded to the new labour market and are working with many employers that are new to apprenticeships. It takes time to build the commitment to training especially when the funding levels for these programmes are so low when compared to the traditional sectors.

Clearly, any programmes that are only developing skills and knowledge for the current job should not be funded but all apprenticeship frameworks, including cleaning and sandwich-making, are broad programmes that include a range of tasks as well as personal skills, employment issues and English and maths. No one would defend programmes that do not cover the full range of tasks and the other important employment skills.

Although it is valid to highlight poor provision, the report should have provided evidence from other surveys that employers and apprentices are happy with the apprenticeship programmes.

In fact Ofsted’s own survey in 2012 said that ‘89 per cent of the 500 respondents to the online survey agreed that their apprenticeship lived up to their expectations and they would recommend it as a good way of gaining qualifications’.

We do not believe the growth of apprenticeships in the service sectors has damaged the perception of the programme. In fact, the tactics of releasing a press release the week before the full report could be seen to be just as damaging.

Ofsted chose to ‘blame’ employers, providers and schools but does not mention the government or its own role in driving improvements especially in the careers advice in schools.

Just a week after Ofsted said that the apprenticeship programme was not reflecting the skills needs of the economy, the latest figures on the UK economy show that the construction sector reduced by 2.2 per cent and the engineering sector by 0.3 per cent in the third quarter of the year.

The service sector at the same time grew by 0.7 per cent and now accounts for almost 80 per cent of the UK economy.

Of course we would like to have seen growth in all sectors, but where would we be without the service sectors? We have to support manufacturing, but it should not be at the cost of downplaying the important role of the service sector in keeping the economy moving.

Ofsted chose to ‘blame’ employers, providers and schools but does not mention the government or its own role in driving improvements especially in the careers advice in schools

What we need to do now is to work together as a sector, including Ofsted, to address the issues in the report.

We have written to Ofsted to take up the challenge to create even more, higher quality apprenticeship opportunities across the whole of the economy.

CAMPUS ROUND-UP

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Jimmy Floyd Hasselbaink with Burton and South Derbyshire College principal Dawn Ward at the college graduation ceremony

Ex-star striker scores college praise

Football legend Jimmy Floyd Hasselbaink scored an honorary fellowship from Burton and South Derbyshire College.

The Burton Albion manager, and former Chelsea striker, attended the college's graduation ceremony at St George's Park where he received the honour for his role as Patron for Sport.

Mr Hasselbaink, who has been in charge of the League One outfit since last November,



then gave a speech highlighting the importance of education.

He said: "It is great honour and something I will treasure alongside my achievements in football. It's particularly special to me as I when I was young I didn't value education as much as I do now — I thought simply playing football was enough.

"Now I know that education is one of the most important things in life because that's what allows us to grow as people and to achieve new goals."

Rugby trip to Africa inspires sporting Matty

Matty Lock saw more than he bargained for during a rugby coaching trip to Africa this summer, but it was all worth it as his efforts were Royally rewarded with a visit to Buckingham Palace, writes Billy Camden.

After returning from a rugby coaching trip to Africa inspired by his studies, a former East Riding College student has a new outlook and appreciation on home life.

Matty Lock, aged 18, said he always wanted to do charity work but something a bit different from "normal projects".

He developed his own rugby programme and took it to four small communities within the Kwahu Eastern regions of Ghana.

Over four weeks, he worked with around 30 children aged seven to 11 in each community, coaching them in ball catching techniques and co-ordinating games and activities to improve their motor skills.

Matty said: "For years I've been wanting to tick things off my bucket list and traveling to Africa to volunteer and make a difference in the world is one of them.

"All of my ideas came from



Matty Lock coaching school children in Ghana

training courses with the Rugby Football Union (RFU) and on my sports course at college."

Matty completed a level three BTEC diploma in sport coaching, development and fitness course last year at East Riding, and supported Matt Jeffery, the college sport maker, in delivering sessions to students in all courses. He has also travelled all over the UK with the RFU delivering coaching sessions in schools with the aim of promoting the legacy of the 2015 Rugby World Cup.

He said he was "overwhelmed" with the enthusiasm and encouragement the African children gave to each other, especially considering it was a new sport they were learning.

"Going over there [Africa] with a ball that is oval shaped, the children looked a bit bemused at first. But they adapted really well learned a lot through practical work."



From left: Josh and Cameron working in the studio at Cornwall College Camborne

Two Cornwall College Camborne musicians have seen their dreams become reality with the release of their first track.

The song, Higher, was written by Josh Richards and remixed by Cameron Mussel, and was released after the duo secured a record deal with the Electronic Dance Music (EDM) Network.

Nineteen-year-old Josh is in the final year of his HND in DJ and electronic music production, while Cameron, also aged 19, completed a BTEC level three music

technology extended diploma last year.

Josh said: "Music is something I've always been interested in and probably the only thing I've been good at.

"Even before this deal I was gigging a lot with bands playing pubs and clubs, but I got fed up with other members not turning up and so I wanted something else to do but still associated with music and production was it."

Cameron added that the pair are "delighted" to secure the record deal which is "a massive start to our careers".

FEATURED
CAMPUS
ROUND-UP

builder called Quasi to construct toilet blocks at a local school, as pupils previously had to urinate next to the school building.

To top off his experience, Matty was invited to a private celebratory reception at Buckingham Palace in recognition of his work in promoting the importance of this year's Rugby World Cup.

He said meeting the Royals was an "unforgettable experience".

"The highlight was seeing Prince Harry, especially because he has done so much work out in Africa. We seem to have a couple

of things in common now."

East Riding sport maker, Mr Jeffery, said the college is "very proud of what Matty has achieved in his studies, in supporting and running extra-curricular sports sessions and in his project in Africa".

"His story is an inspiration to other students and shows what can be achieved with the right mix of motivation, enthusiasm and determination."



Matty with East Riding College sport maker Matt Jeffery



Matty outside Buckingham Palace before he met the royal family

DO YOU WANT TO BE IN CAMPUS ROUND-UP?

Send your stories with pictures to campus@feweek.co.uk including names, ages and course details of students where applicable

& MOVERS SHAKERS

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

Learning Curve Group has appointed Jac Ingram as its new group operations director. She joins from awarding organisation NCFE where she spent 11 years as director of business operations. Ms Ingram said: "I am proud to have helped NCFE achieve so much over the past decade and to grow into an organisation with international ambitions, but there are many new challenges ahead with Learning Curve Group. "There is nothing as satisfying as helping

learners achieve the qualifications that change lives, and I aim to ensure Learning Curve Group's provision remains far-reaching and exceptional in quality. "I have watched the company grow and excel, and I'm delighted to be joining it at such an exciting phase in its development." A qualified chemist, Ms Ingram started her career working at the Sellafield nuclear plant in Cumbria, where in 1992 she became the first female shift manager of the Magnox Nuclear Reprocessing plant. She switched to education seven years later

to work at East Durham College, managing all subcontracted delivery, flexible distance learning, apprenticeships and the then Labour government's flagship New Deal scheme, moving to NCFE in 2004. Meanwhile, the Association of Specialist Colleges (Natspec) will be under new leadership come January following with news that Alison Boulton is standing down as chief executive. She will be replaced by Clare Howard, the current managing director of Association of Colleges Sport. Ms Boulton said it had been a "privilege to lead Natspec through these changing, and challenging, times". "My lifelong passion has been to improve the quality and experience in education for young people with disabilities and working alongside dedicated and expert staff in member colleges to enable young people to achieve their goals has been immensely rewarding," she added. Her replacement, Ms Howard, has led sport and health policy at AoC since September 2010 and has more than 25 years' experience in the public, private and voluntary sectors. She said: "Although we are operating in times of scarce resources, it is vital that Natspec represents the voices of young people and their families to improve outcomes, quality of life and reduce long term costs to the public purse." Elsewhere, the Stafford College principal saga has taken another turn with the temporary appointment of Ian Clinton. The interim posting follows the resignation of Beverley Smith, who stepped down as principal last month following five votes of no confidence from staff. Mr Clinton, who oversaw an improvement in Stockport College's Ofsted rating from 'inadequate' to 'requires improvement' during a stint in charge from around February last year to April this year, will start at Stafford — also rated as requiring improvement — on November 4. Chair of governors Mark Winnington said: "We are looking forward to Ian bringing his expertise to the college and supporting the staff and students." Mr Clinton, who was awarded an OBE in the New Year's Honours list for services to FE, previously led Blackburn College from 2004 until the end of 2013. It was given an outstanding Ofsted rating at last inspection, in November 2007.



Jac Ingram



Alison Boulton



Clare Howard



Ian Clinton



Beverley Smith

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To find out more about **Certa** and the above vacancy visit www.certa.org.uk/about/jobs_at_certa where you will find an **Application Pack**.

The closing date for applications is **9th November 2015**, with interviews taking place **w/c 16th November 2015**.

Certa is an Awarding Organisation, licensed by the Quality Assurance Agency (QAA) as an Access Validating Agency (AVA) for the Access to HE Diploma, regulated by Ofqual for an extensive range of Qualifications.

Principal & Chief Executive

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Exeter is a particularly dynamic city and the College is recognised as a key player. We have an enviable relationship with other education providers within the City, including the University and the five 11- 16 secondary schools, and with our local business community. Our new Principal will continue to take an active role in developing and maintaining external partnerships, contributing to the success of the City.

There are few such leadership opportunities in the FE sector, in a city as vibrant as Exeter, and we welcome applications from candidates keen to lead us into a new and challenging future. To view the recruitment particulars please visit www.veredus.co.uk using reference **925905**. For more information, in strictest confidence, please call **Ed Pritchard** or **Sarah Wall** on **020 7932 4284**.

Closing date for applications is Friday 27th November 2015

Exeter College is committed to promoting equality and diversity and we welcome applications from all sections of the community.

VEREDUS





FASHION RETAIL ACADEMY

The Fashion Retail Academy have 3 new posts to fill

ENGLISH AND MATHS CO-ORDINATOR 1.0 FTE

(ASAP start date)

£28,928

GCSE & FUNCTIONAL SKILLS MATHS LECTURER 0.6 FTE

(ASAP start date)

£16,544.50 (FTE £27,574)

GCSE & FUNCTIONAL SKILLS ENGLISH ASSOCIATE LECTURER

(4th Jan 2016 start date)

£37.58 p/h

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

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

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

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

CLOSING DATE: Thursday 12th November 2015.

INTERVIEWS: provisionally arranged for 19th November 2015.



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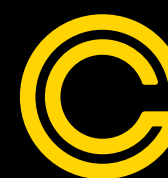
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Academic Leader – ESOL 16-18 and Foundation Learning

Ref: 066

Salary £42,500 per annum inclusive



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College

We are an award winning College and in 2014 Ofsted rated us as Good with Outstanding features. We have invested £60 million in recent years to ensure that we offer our staff and students state-of-the art facilities in the region. We are located right in the heart of Croydon with a vibrant cultural and social scene and excellent transport links.

As an Academic Leader you will be working in partnership with the Head of School for English and Skills for Life and have responsibility for a team of lecturers and Study Plus (ALS) practitioners. You should have a strong background in teaching ESOL and/or SLDD and have the skills and qualities to provide leadership across this curriculum area. You will possess a clear understanding of current and future curriculum developments within these areas as well as wider priorities and challenges within the post 16 sector of education.

A key requirement will be to promote excellence in the professional practice of staff and ensure continuously improving outcomes and purposeful progression of learners in the team area.

Academic Leaders have a significant responsibility for managing the day to day delivery of the area, maintaining robust management systems and processes and ensuring outstanding practice in key areas such as safeguarding (including Prevent), equality & diversity and health & safety.

A teaching qualification together with a relevant degree, or appropriate higher level qualification is essential, together with extensive successful teaching experience. Possessing a CELTA or equivalent would be an advantage. You will be required to demonstrate excellent communication and organisational skills, and be committed to the professional development of yourself, and others, to deliver outstanding results.

For further details and to apply online please visit www.croydon.ac.uk

Closing date for completed applications: **Midnight, Thursday, 12 November 2015**

Interviews will take place in the week beginning 23 November 2015

For an informal discussion on this role please contact Sherry Dougan, Head of School – English and Skills for Life, on 07545 419 896 or 020 8686 5700 ext. 3232.

CVs are not accepted.

This post is subject to an enhanced disclosure via the Disclosure & Barring Service.

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Westminster Adult Education Service, a service of Westminster City Council, is a medium sized college based in Westminster. It is the largest local authority adult education service in London and one of the largest in the country, offering a large and diverse programme of further education qualification courses and employer-based training as well as extensive community based provision. We have a diverse, enthusiastic student community, taught and supported by well qualified, dedicated staff. Our three main centres in Westminster are all modern, easily accessible and purpose built, offering high quality teaching and learning facilities.

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Job descriptions and application packs are available from <http://www.waes.ac.uk/vacancies>

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- The Hart Schools Trust, a burgeoning academy sponsor centred in Hertfordshire;
- Hart Learning & Development, an exciting new training business which helps clients to engage with and invest in emerging talent.

As the Group diversifies and grows, we need people who share our passion for the role that education can play in transforming lives and businesses.

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As a college we aim to nurture the talent within our students to acquire the skills and qualifications needed to be successful in today’s modern world. The right candidates will be capable of driving up student achievement and engagement through the development and delivery of stimulating teaching and learning programmes that support our students’ academic development and progression opportunities.

Applicants should have a relevant degree (or equivalent) and ideally hold or be working towards a Teaching Qualification.

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To be eligible for the Golden Hello payment you need to hold a:

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- A teaching qualification (or willing to be enrolled into initial teacher training at the College).

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Closing Date for applications: 15th November

For further information or to apply please send a CV and covering letter to recruitment@nhc.ac.uk



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

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

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

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

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

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

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

To apply for this post, please click on the link below:-
https://www.hirewire.co.uk/FE/1053284/THW_JobBoard.aspx

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



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





Lecturer 1 (EFL)

Post Ref: 5791 £22,575 - £25,389 per annum, 37 hours per week. Permanent

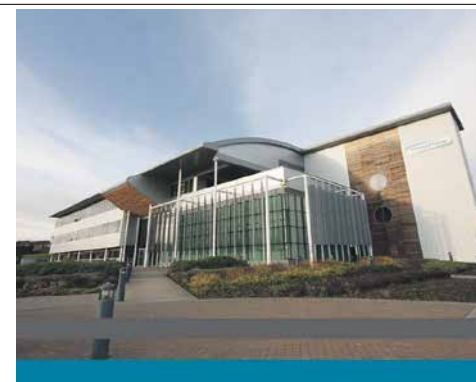
Sunderland College has entered an exciting phase of its International development. In order to meet increasing demand, we are seeking a dynamic and innovative individual with a passion for education and training and who can deliver outstanding teaching and leadership for our students.

We seek to appoint a qualified lecturer ready to teach across a range of EFL programmes based at our Bede and St. Peters Campuses.

You will be educated to Degree level, possess an appropriate teaching qualification and have experience of teaching IELTS as well as other EFL programmes. You will also have extensive experience of working with International learners and a clear grasp of the curriculum including an insight into British Council requirements and standards for EFL teaching, learning and assessment.

Due to the nature of the post the successful candidate will be required to undertake an Enhanced Disclosure Check.

To find out more about this great opportunity visit www.sunderlandcollege.ac.uk/vacancies alternatively email vacancies@sunderlandcollege.ac.uk or call 0191 511 6046 to request an application pack.



All applications must be received by 5pm, Monday 9 November 2015

It is envisaged that interviews will take place week commencing **16 November 2015**

We are working towards equal opportunities and welcome applications from all sections of the community. We are committed to safeguarding the welfare of children and vulnerable adults.

MATHS LECTURER

SALARY: £25,476-£36,360 PA PRO RATA

START DATE: 04/01/2016

CLOSING DATE: 12/11/2015



We are looking for a 0.75 Maths Lecturer to deliver predominantly GCSE but also up to A Level standard. This role is for a 0.75 contract.

GENERAL DUTIES

Delivery of the Curriculum

- To teach designated classes or individual students with regard to the requirements of the relevant teaching and learning programme.
- To monitor, assess and report the progress of such students.
- To keep registers and student records as may be required in the preparation of statistics for external and internal use.
- To promote in students recognition of the significance of Maths and a positive attitude to working in this sector.
- To develop materials/activities for Maths related courses that will allow the student to enhance and apply knowledge and develop understanding.
- To assist students to be flexible in response to the changing demands of the Maths curriculum.
- To liaise with external agencies to enhance curriculum delivery.
- To ensure all classroom activities are conducted in a safe manner.
- To establish strategies for managing lateness.

You will be required to contribute to GCSE evening class and the GCSE distance learning programme.

It is essential that you hold a Level 5 teaching qualification or be prepared to work towards this qualification.

It is also essential that you hold a degree in Maths or related subject.

For further information, please refer to the job description.

On appointment, you will be based within the salary which will be aligned to a number of factors which include, but are not limited to, previous relevant experience, current salary and market forces.

An enhanced DBS check will be required for this role.

To apply, please visit our website www.newcollege.ac.uk

Closing Date: 12/11/2015
Interview Date: 26/11/2015



East Riding College

Maths Tutor

18.5 hours per week. Based in Bridlington
£26,267 FTE (Qualified) Ref: 15/16-20

A significant opportunity has arisen for a committed individual to teach a range of Maths qualifications including Functional Skills and GCSE; to provide appropriate support and take tutorship responsibility for groups of learners.

Applicants must possess a degree or equivalent qualification; also hold or be willing to gain a Level 5 teaching qualification, (Cert ED/PGCE); a Level 5 Numeracy Specialist qualification and Level 2 Literacy. Applicants must have recent experience teaching Functional Skills & GCSE Maths.

Closing Date: Tuesday 10 November 2015 (10am)
Interviews: Friday 20 November 2015

The College is a great place to work and we believe that every employee has an important role in the success of the College. We are firmly committed to training and development, and there is a friendly and supportive culture.

East Riding College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment.

East Riding College encourages equality of opportunity for all.

For more information about experience and qualification requirements and application details, visit our website: www.eastridingcollege.ac.uk or telephone: **01482 390900**.





www.learningcurvegroup.co.uk

Maths and English Tutor

We are recruiting across Yorkshire for permanent and self employed English and maths Tutors.

Salary:
Competitive

Role:
Learning Curve Group require Tutors in maths and English to deliver a range of qualifications within our flexible learning portfolio at Level 1 and Level 2. All qualifications are nationally accredited through NCFE and include Level 1 certificates and functional skills at Level 2.

Are you:
A candidate who holds a degree, a teaching qualification and has a subject specialisation at Level 5?

We are also looking for an individual who is:

- Experienced in teaching and assessing in a post-16 environment
- Self-managing and flexible in their working approach
- Passionate about maths and/or English and experienced at delivering flexible learning programmes
- Proficient in IT
- Able to work on a self-employed, flexible basis




For more information, or to apply, please contact hr@learningcurvegroup.co.uk Or call: **01388 777 129**




Vacancy: ESOL Tutor
Hours: 37 hours per week
Contract Type: Permanent
Salary: £20,461.00 to £32,467.00 pa (depending on experience)
Closing Date: 12th November 2015
Ref: 2495

We are looking for an experienced ESOL Tutor to join our School of Foundation Learning and Support. This established teaching role will include teaching on a range of courses but predominantly at Level 1 and 2 and preparing students for QCF qualifications. You will be joining a driven and dedicated team who are focused on supporting our learners to achieve and progress in their lives. In return you will benefit from 40 days annual leave, a competitive salary and CPD opportunities.

To apply, please download and complete an application form from our website; www.racc.ac.uk/jobs and return to hr@racc.ac.uk by the above stated closing date for your application to be considered.



Richmond Adult Community College



To all Finance Professionals in FE...

TRIBAL

which of the following benchmark data would you like to see?

- A

Provision of workplace delivery productivity
- B

Provision of overall teaching productivity
(eg class size and utilisation)
- C

Teaching delivery pay

To compare hundreds of benchmarks, get your free access to the Benchmark+ demo.

Simply email your response along with “compare” to benchmarking@tribalgroupp.com or call Nick Pidgeon on 0115 934 7378

Benchmark+ from Tribal identifies **savings on average of 3% of college turnover** using objective, accurate and comprehensive analysis of college datasets.

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

Spot the difference to WIN an FE Week mug



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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM



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 Protocol network administrator Andrew Barnes.