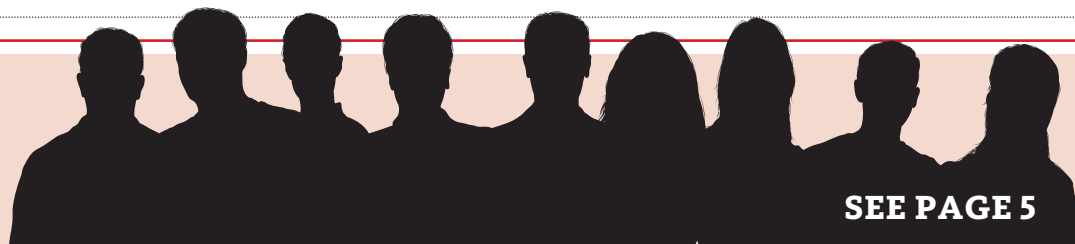


FE Week

WHO HAS JOINED THE FE COMMISSIONER'S TEAM?



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STARING INTO THE FUNDING ABYSS

Skills Minister tells college leaders 'FE will not be insulated from further spending cuts'

Conservatives given 'clear mandate' ahead of Osborne's Budget next week, says Boles

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DFE SAYS NO TO TRAILBLAZERS



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COLLEGE SUB-CONTRACTING 'HUGE ISSUE'



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HOW DID YOU DO?

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SUPPORTING LEARNERS EVERY STEP OF THE WAY

A Level
AS Level
Core Maths
GCSE
Functional Skills
Cambridge Progression



EDITION 155

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NEWS

Early years employers on DfE collision course

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Trailblazer employers in the early years sector are on a collision course with the government over the GCSE exit requirements for their new standard.

The Early Years Educator (EYE) Trailblazer group resubmitted its apprenticeship standard and assessment plan on November 10, asking the government to accept 'reasonable equivalents' to the GCSE English and maths requirements for the level three standard.

But the following day Childcare Minister Sam Gyimah told delegates at the Nursery World Business Summit, held in Cavendish Square, London, that the government had no plans to change the GCSE requirements for the standard.

The Department for Education (DfE), as reported by *FE Week* in July, had said it would consider other equivalences to maths and English GCSE, prompting hopes that Functional Skills could be accepted.

The DfE statement came after the announcement by Mr Gyimah at the beginning of July that learners on the standard would be expected to reach grade C in maths and English by the end of the course, rather than at the beginning.

Chrissy Meleady, the Trailblazer group chair, said: "We commend the ministers for listening to employers in regard to their making an adjustment to have the GCSEs

as an exit requirement rather than as an entry requirement to the level three.

"We urge the ministers and departments concerned to act reasonably, by listening to the employers and their designated representatives and to implement this request accordingly."

Julie Hyde, executive director of the Council for Awards in Care, Health and Education (Cache), said the GCSE English and maths requirement "will increase the likelihood of a skills shortage".

"High levels of English and maths are important for those caring for and teaching children," said Ms Hyde said.

"However, the requirement to hold GCSEs and not a suitable alternative is creating a barrier for employment as an Early Years Educator."

Following the government's entry requirement U-turn in July, sector leaders called for Functional Skills to be recognised as equivalent to maths and English.

At the time, Neil Leitch, chief executive of the Pre-School Learning Alliance, said that "the majority of early years employers" believe that Functional Skills qualifications are "a valid demonstration of competency in English and maths."

A DfE spokesperson said: "We have no further plans to change the GCSE requirements."

Front page pic of Ms Meleady courtesy of Alex Deverill/Nursery World

SFA names 14 providers whose funding contracts were terminated early

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Fourteen training providers with combined allocations of nearly £6.9m in adult skills budget (ASB) and almost £5.8m for 16 to 18 apprenticeships had their contracts with the Skills Funding Agency (SFA) terminated early in 2014/15, it has been revealed.

Of these providers named by the SFA on November 16, six had combined ASB and 16 to 18 apprenticeship allocations totalling more than £1m.

The SFA may terminate a funding agreement for a number of reasons including, an SFA spokesperson SFA, "where there are quality issues, an Ofsted grade four or where we have other evidence of poor quality delivery or serious breach of the contract".

Building Engineering Services Training Ltd (BEST), which provides training and apprenticeships in the building services engineering sector, had its contract with the SFA terminated following an inadequate rating from Ofsted in June.

Tony Howard, acting head of BEST, which was allocated £531,389 in ASB and

£1,440,872 for 16 to 18 apprenticeships, said the organisation had since entered into a "strategic relationship" with another training provider.

"We are also developing a new concept and model for apprenticeships to answer employer engagement and ownership issues for the future," said Mr Howard.

John Budu-Aggrey, director of Alpha Building Services Engineering (Alpha BSE), said its most recent Ofsted inspection in November 2014, which resulted in an inadequate rating, did not accurately reflect the full range of what they did.

"We have young people who dropped out of school, who don't have grade C. We take them through level one. We give them employability skills, Functional Skills," said Mr Budu-Aggrey.

Alpha BSE, based in London, was allocated £67,556 in ASB and £718,776 for 16 to 18 apprenticeships in 2014/15. "We are doing only fee paying courses now," added Mr Budu-Aggrey.

Four of the 14 providers are no longer operating, with Companies House records showing they were in liquidation. They were MIC Skills & Employability, Targeted Training Projects, Visage School of Beauty Career

FE WEEK NEWS IN BRIEF

December decision for UCU

The University and College Union is next month expected to decide its next move in a bitter pay row with the Association of Colleges.

The union's FE committee is due to meet on December 11 having already organised a one-day strike, which took place on November 10 affecting more than 200 colleges it has claimed.

Talks last month over the AoC proposal for a pay freeze this year failed to reach agreement. Both parties said no talks were planned.

Apprenticeship numbers

Apprenticeship starts went up last academic year for the first time in two years.

Final full-year figures in the Statistical First Release released on Wednesday (November 18) show there were 499,900 apprenticeship starts in 2014/15 — an increase of 13.5 per cent on the previous year's 440,400.

The figures largely confirm provisional numbers released last month showing the first full-year rise since 2011/12, although the numbers were not back up to that year's high of 520,600.

See feweek.co.uk for more.

See feweek.co.uk for more.

Opposition debate on 16-19

Shadow Education Secretary Lucy Powell opened the Opposition Day Debate on FE to call for 16 to 19 budget protection.

Ms Powell kicked off her Commons speech by asking Education Secretary Education Nicky Morgan as to "why the Government values 16 to 19 education less?" than that of schools.

She then discussed spending cuts by saying, "from next year A-Level students' face being taught for just three hours a day because of spending cuts".

See www.feweek.co.uk for more on the November 18 debate.

Development Center.

Business Impact UK was listed as in the process of winding down, while the annual return of Venture Learning was overdue. *FE Week* was unable to contact Venture Learning.

All six of these had been rated inadequate overall at their most recent Ofsted inspections.

A further six, with a combined ASB allocation of £4m and a combined 16 to 18 apprenticeship allocation of £1.71m, declined to comment.

These six providers, all of which were rated inadequate by Ofsted at their most recent inspections except for one which did not have an Ofsted report, were Barford Education and Training (North East); Blue Training; Herbert of Liverpool (Training) Ltd; Kats Learning; Four Counties Training, and ABA Training (which had not been rated by Ofsted).

The SFA spokesperson was unable to confirm when each of the funding agreements was terminated.

The final claims for 2014/15, which will show how much each provider was paid, are being calculated and will be published next month, the spokesperson said.

NEWS

Boles paints stark picture of funding cuts to hit sector

@PAULOFFORD

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The sector has been left staring into the financial abyss after Skills Minister Nick Boles warned Association of Colleges (AoC) conference delegates that FE would not be “insulated from further cuts” in the spending review.

Mr Boles issued the stark warning during his keynote speech to college leaders at the ICC Birmingham on Tuesday (November 17) — just a few days before Chancellor George Osborne is due to announce the results of the Government spending review.

He told delegates that the Conservatives had been given a mandate, through winning the General Election in May, to enforce further funding cuts across the public sector, including FE.

And looking ahead to the spending review announcement on Wednesday (November 25), he said: “I can’t give you any advanced insight into what is going to happen.

“We do not have long to wait and we can talk about it further after the Chancellor has announced it.

“But you know and I know that those of us and those of you that are engaged in FE will not be insulated from further spending cuts.”

Mr Boles added: “We won a clear mandate for further spending cuts to bring the budget into surplus by 2019/20.

“We do not relish making cuts. There is absolutely no pleasure in the process of cutting budgets that go to FE colleges or any other part of public service.”

He said colleges would need to become “stronger as institutions, more sustainable, more able to manage the impact of those budgets that shrink and capitalise on the potential of those that are going to increase”.

He told delegates this could be achieved through post-16 area reviews across the country, adding: “I believe that you are better off, stronger together, rather than fragmented and vulnerable.”

“The first area review which took place in Norfolk and Suffolk has given us a very good model of how the process should work,” he added.

“It began sensibly enough with an

analysis of that area’s needs — talking to the local economic partnership, to local employers and other groups.

“They then drew up different structural options involving sharing the costs, specialisation and curriculum reform.”

Martin Doel, AoC chief executive, told delegates that the Minister had played a “remarkably straight bat” during his speech over the spending review and warned of mismatches between FE policy demands and funding.

“You can’t, for instance, ask to promote social integration as part of the Prevent strategy, and remove the funding for speakers of overseas languages — on the same day,” he said.

“It doesn’t stack up as joined-up policy. There has got to be some considerable concern about the adult skills budget.”

See editor’s comment on page 8

See page 15 for an expert piece on the Budget by Alastair Thomson

See edition 156 and feweeek.co.uk for full coverage of how the spending review announcement due on Wednesday (November 25) will impact on FE

VOX POP FROM CONFERENCE FLOOR



Helen Wharton, director of employer and adult learning, Furness College:

With the removal of the SFA and EFA contracts, which means that anybody can deliver apprenticeships, I think one of the things for me is just how they will actually ensure that the quality is maintained in what’s delivered. We don’t want it just to be about reaching a target and a milestone. It’s about making sure that colleges have got the experience and the expertise, are embedded in their community and working with employers.



Ali Hadawi, principal and chief executive, Central Bedfordshire College:

I think in terms of quoting numbers: ‘a third of apprenticeships with FE – why do you let them steal your lunch?’ – well, it’ll take time Minister. How much intervention is there with policy on what FE offers, yet there still the question – why is there such a large skills gap? Because FE has never had the freedom to close the skills gap, we’re controlled to the Nth degree on what we’re able to offer, which is very different from universities.



Amanda Burnside, principal, Wiltshire College:

I thought it was quite depressing to be honest. Obviously we understand that there isn’t very much money around at the moment, but the reality is that the FE sector has taken the biggest hit for a number of years. We’re very committed to delivering apprenticeship numbers and keeping the provision going, but the reality is that it’s getting harder and harder – there are going to be victims in this and ultimately those are going to be students. There’s a degree of naivety in some of the things that were said.



Chris Webb, principal, Barnsley College:

I don’t think there’s anything that he said that we don’t already know. I disagree with the premise that we’re not entrepreneurial, flexible and adaptive. I’m very interested about the funding gaps between higher education and FE and how that might come out and help up to address the deficits that colleges are facing. We’re currently in the area based review for the Sheffield City region, and I think the colleges work well together, we’ll see where that takes us. We know what the challenges are, we know that apprenticeships are the key focus, but employers need to put their hands in their pockets and pay for the training and commit to giving people jobs.



Nav Chohan, principal, Shipley College:

I was interested, I feel some sympathy for him that if he gives money in one area he has to take money away from somewhere else – that seemed a fair enough point to make. So in those circumstances I can’t quite understand why there’s still investment going into UTCs, 16-19 free school and the new institutes of technology. It doesn’t really make sense when the answers to all his problems are in fact in that big conference hall.



Anthony Bravo, principal, Basingstoke College of Technology:

I asked the minister about an assurance for 16 to 18 year old apprenticeship money. The reason being we’ve used up our entire year’s allocation and we have employers waiting to take on apprentices, but we can’t take on anymore at the moment because we have got no money to do so. It’s a bit of a catch 22 because we all want to employ and recruit more apprentices, but in a financially perilous time it would be imprudent to actually go and do work without the guarantee of the funding



Susan Pember, director of policy and external relations, Hoxley:

I absolutely agree with Minister Boles about the push on apprenticeships but I’m really disappointed that he had nothing new to say about adult learning and what we need to do about the adults in the workplace who have got poor basic skills.



Asha Khemka, principal and chief executive officer, West Nottinghamshire College:

Our Minister said the right things but I was very disappointed sitting in that hall. I felt we were being told off. The question is, why are there different policies for schools and higher education? I don’t have an issue with any of the principal messages, but I do have issues of contradicting policies between the sectors. Schools, more schools, more academies, more UTCs, more competition ... things are not stacking up.



Skills Minister Nick Boles delivering his speech

‘Keep out of it’ - AELP boss Segal warns Boles off apprenticeships

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Skills Minister Nick Boles has been urged to stay out of apprenticeship delivery business after telling college principals that independent learning providers (ILPs) were “nicking” their lunch.

Association of Employment and Learning Providers chief executive Stewart Segal hit back at Mr Boles who told Association of Colleges (AoC) conference delegates that ILPs were better than colleges at securing apprenticeship funding

Mr Boles, during a keynote speech at the ICC Birmingham on Tuesday (November 17), challenged colleges to go from delivering a third of all

apprenticeships to two-thirds and told principals: “As your friend, I have to ask you this, why on earth are you letting these guys [ILPs] nick your lunch?”

Mr Segal was unhappy with the Minister’s comments and told FE Week: “I don’t think it is a question of anybody nicking anybody’s work.

“The market will decide and employers and learners will choose the best provider for them and the one that can deliver their best programme.

“I don’t think the minister should get involved in which percentage of what figure is delivered by which type of provider,” he added.

It comes after FE Week revealed low levels of college take-up on apprenticeship delivery at many colleges

(see in-depth analysis on pages 6 and 7).

Skills Funding Agency figures obtained under the Freedom of Information Act showed that colleges, on average, have 27 per cent of their 2015/16 Adult Skills Budget allocated to apprenticeships, compared with 60 per cent at other providers.

But the college figure varies significantly across the country, with London colleges averaging just 12 per cent, as reported in FE Week on November 13.

Mr Boles also told AoC conference delegates: “Total government spending on apprenticeships grew by £400m, or nearly 30 per cent, between 2009/200 and 2015/16.

“In 2009/10 the taxpayer was investing every year

£1.1m in apprenticeship training but in 2015/16 it will be £1.5bn.”

“We need to help you take advantage of that funding stream. I want to help you give ILPs a very good run for their money and secure a much larger share of that funding.”

Mr Boles added that even if the government hit its 3m apprenticeship starts target by 2020 “we will still have fewer apprentices per 1,000 of population than almost any of our European competitors and if it works for them and makes them productive I don’t think we should shrink from it”.

“The new apprenticeship levy will provide substantial additional resources to fund training,” he added.

NEWS

SFA warns colleges of a future without sub-contracting

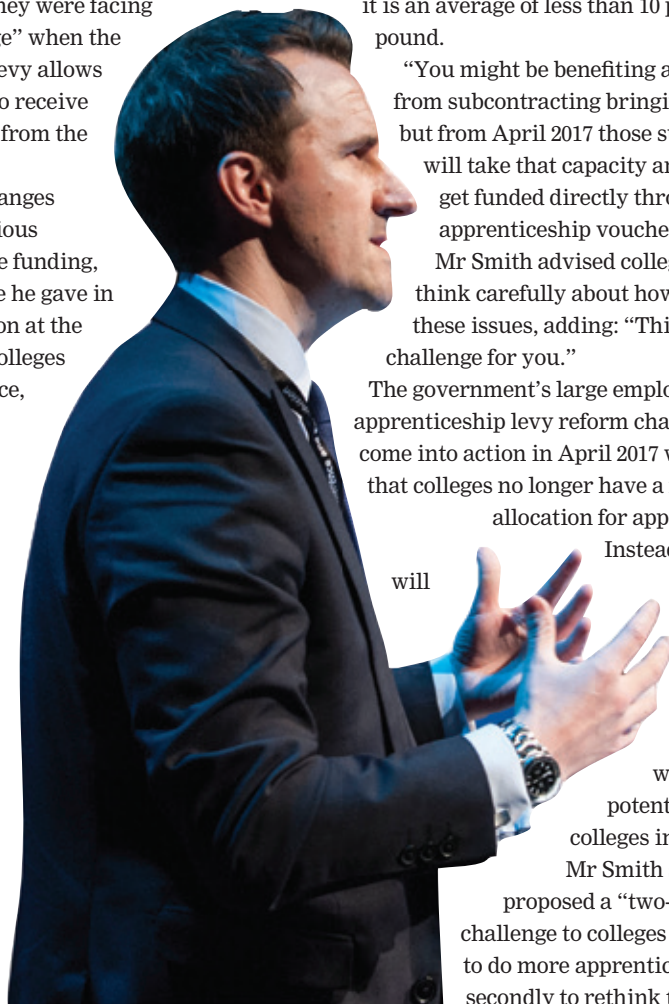
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Skills Funding Agency funding and programmes director Keith Smith has warned college leaders they were facing a “huge challenge” when the apprenticeship levy allows subcontractors to receive funding directly from the government.

He said the changes could have a serious impact on college funding, during an update he gave in a breakout session at the Association of Colleges annual conference, in Birmingham on Wednesday (November 18).

“Colleges are spending at the moment just under 20 pence in the pound on

Keith Smith at AoC conference



apprenticeships,” he said.

“However, in the adult world ... over 40 per cent of that you are subcontracting out.

“So if you convert that into how much money is going directly to you, in worse cases it is an average of less than 10 pence in the pound.

“You might be benefiting at the moment from subcontracting bringing money in, but from April 2017 those subcontractors will take that capacity and they will get funded directly through the apprenticeship voucher system.”

Mr Smith advised colleges leader to think carefully about how to address these issues, adding: “This is a huge challenge for you.”

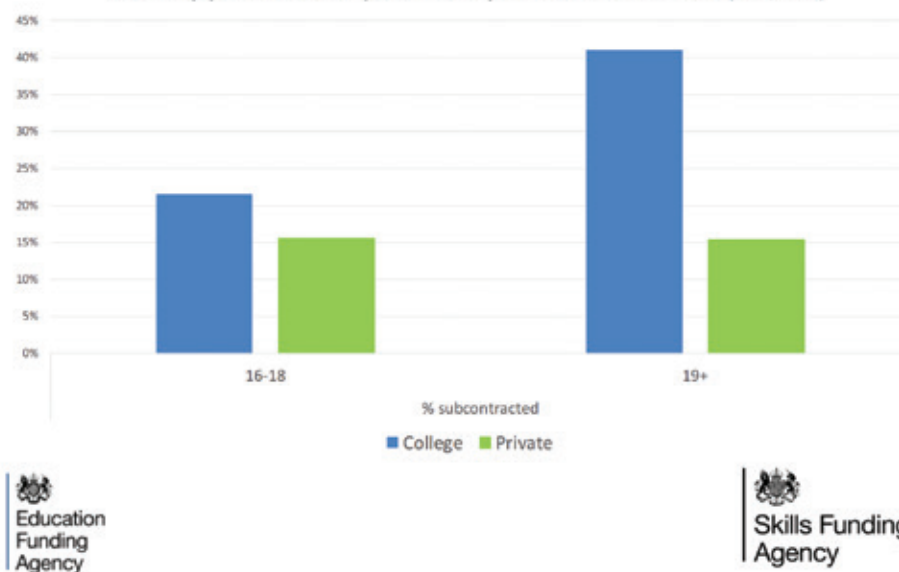
The government’s large employers’ apprenticeship levy reform changes set to come into action in April 2017 will mean that colleges no longer have a funding allocation for apprenticeships.

Instead, employers will be able to approach subcontractors to work directly with them, potentially leaving colleges in the cold.

Mr Smith said he proposed a “two-fold” challenge to colleges — firstly to do more apprenticeships and secondly to rethink their delivery

Apprenticeship sub-contracting

% of apprenticeship delivery sub-contracted (14/15)



models and structures for securing business.

In response to a question from FE Week, asking how serious the problem is and what colleges could do, Mr Smith said: “In a model where the provider is the central element of the funding system I think the subcontractor and the college can plan that sort of strategy. I don’t think that strategy works at all in the system we [SFA] are talking about designing. So I think it is a huge problem.”

He said many of the subcontractors colleges used were also prime contractors in

their own right and added: “I would have to seriously question the motives for some of that and of course those organisations will need no encouragement at all to say ‘yes’ to employers.”

Mr Smith said colleges should not waste time in addressing the challenges the apprenticeship levy would bring.

He conference audience members that it was “hugely important — you don’t think about this in a year’s time when the detail of the new system is finalised. You must be thinking about this now.”

NBAP chief executive blames ‘squeeze on the public purse’ for network’s demise

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The loss of two key contracts worth £164,000 led directly to the demise of the Network for Black and Asian Professionals (NBAP), according to its chief executive Rajinder Mann.

Speaking exclusively to FE Week, Ms Mann (pictured) said the loss of a contract with the National College for Teaching and Leadership (NCTL), worth £130,000, and another contract with the Education and Training Foundation (ETF) worth £34,000 meant that the NBAP was no longer financially sustainable.

“Because of the squeeze on the public purse, those programmes have not been funded and as a result of the lack of funding we could no longer sustain ourselves, despite having cut back and cut back,” said Ms Mann.

Membership income, which had been “going down over the last couple of years”, only “formed about 20 per cent of our income” and “would not have covered the remaining

overheads”, she said.

“Our organisation had a role to play, and it’s a very, very sad day for the sector,” she added.

NBAP members learned of the NBAP’s closure earlier in a heartfelt letter from Ms Mann, as exclusively revealed by fewweek.co.uk.

In the letter, Ms Mann said the closure was the “result of the current political environment and the austerity cuts in the public sector”.

Earlier this year, as reported in FE Week, Ms Mann called for colleges to make the promotion of black, Asian and minority ethnic (BAME) a priority, following a drop in the number of BAME principals in the FE sector from 17 in 2012/13 to 12 this year. That number has now fallen further to 11, said Ms Mann.

“With the area reviews taking place, I think our learners are going to be further disadvantaged, BAME learners in particular, because it will be the black staff who’ll get affected,” she said.

The NCTL contract, which Ms Mann said the NBAP lost in May due to “the agenda for localism”, was “to deliver the Ofsted mentoring, Ofsted shadowing programme and also a variety of other mentoring, career development workshops,” she said.

A spokesperson for the Department for Education (DfE) said that the NBAP had been funded through the Department for Business, Innovation and Skills (BIS) rather

than the DfE.

A BIS spokesperson was unable to confirm details of the contract it had with the NBAP.

The NBAP was funded by the ETF in 2013/14 and 2014/15 to deliver a professional development programme for BAME staff, which included career development, mentoring and shadowing, an ETF spokesperson said.

Earlier this month, the ETF issued an invitation to tender for a range of CPD work, including supporting BAME leaders and emerging leaders.

“NBAP would have been an obvious candidate to bid for this new work,” the spokesperson said, adding that the ETF was “concerned” to learn of the NBAP’s closure.

“It is imperative for the sector that the aims and objectives which the NBAP has pursued tirelessly over recent years are taken forward and their successes are built on,” the spokesperson said.



See page 16 for an expert piece on the NBAP by Meredith White

CAMPAIGN CALL FOR NBAP

Network for Black and Asian Professionals (NBAP) chief executive Rajinder Mann called on college leaders to launch a campaign to save the organisation.

She spoke out after a number of black and Asian FE leaders told of their concerns about the NBAP’s closure during an Association of Colleges (AoC) conference breakout session hosted by the NBAP on Tuesday (November 17).

Ms Mann said: “We still want to see an organisation that addresses not just the training, but support and guidance for black and Asian people looking to go into leadership roles in FE.

“I’m a firm believer in achieving this through targeted intervention. The NBAP could still deliver that. Go out there, start a campaign.”

Anthony Bravo, principal of Basingstoke College of Technology, had earlier said during the session that “something has got to be done — it can’t end like this”.

Ayub Khan, interim chief executive of the Further Education Trust for Leadership, said a replacement organisation was needed because “you have to have black and Asian people in leadership positions in colleges, so they’re representative of the communities they serve”.

Meredith White, learner experience manager at Westminster Kingsway College, said: “We went through a phase when racism went underground, but it’s in the open again increasingly. It’s important that groups like NBAP are around to help counter this.”

NEWS

Meet new members of Dr Collins' 21-strong team

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These are the new members of FE Commissioner Dr David Collins' team, FE Week can exclusively reveal.

Five deputy commissioners, four of which had already been working as advisers to Dr Collins, have been appointed along with nine new advisers.

It takes Dr Collins' team up to 21 — consisting of five deputies and 16 advisers — as his workload booms with a workload that includes inspections of grade four and financially inadequate providers, plus overseeing post-16 education area reviews.

The new deputies to have been promoted from adviser posts were Marilyn Hawkins, David Williams, Joanna Gaukroger and John Hogg. David Sherlock (see right) was the new addition to the team.

The nine new advisers join from a range of positions across the FE sector. They will receive £600 a-day, while the deputy commissioners will receive £700 a-day.

The posts were advertised in September in a joint recruitment drive with the Department for Education (DfE). The DfE, as reported last week, has appointed six advisers on two-year contracts at £600 a-day to assist Sixth Form College Commissioner Peter Mucklow.



David Sherlock



Andrew Taylor



Antoinette Lythgoe



Bob Smith



Jacqui Henderson



Julie Tolley



Louise Twigg



Mark Dawe



Stephen McCormick



Teresa Kelly

David Sherlock
Beyond Standards director and Prospects Learning Foundation chair. Secretary and vice chair of the Institution for Further Education 2013-15. President of the National Institute for Adult Continuing Education (Niace) 2007-12; Commissioner for the National Inquiry into Lifelong Learning 2007-08; and adult learning chief inspector for the Adult Learning Inspectorate from 2000-07

Teresa Kelly
Principal of Abingdon and Witney College principal, director of the Propeller Academy Trust

Antoinette Lythgoe
Former South Trafford College director of finance and corporate planning

Jacqui Henderson
Managing director of Creative Leadership and Skills, non-executive director of UK Skills and Policy Connect and former chief executive of UK Skills and regional director for the Learning and Skills Council in Greater London

Mark Dawe
Chief executive of OCR, 2010-15. Principal of Oaklands College, 2005-10. Former board member of the national Association of Learning Providers, chair of the Association of Colleges (AoC) Eastern Region, National Lead on the AoC/Learning and Skills Council, board member of the Principals' Professional Council and trustee of awarding body VTCT. Also served as chair of the Federation of Hertfordshire Colleges. Senior civil servant and deputy director,

DfE, 2003-05

Stephen McCormick
Deputy group chief executive officer of Activate Learning (formerly Oxford and Cherwell Valley College) 2013-15. Deputy principal of Oxford and Cherwell Valley College, 2004-13. Director of finance and corporate services, Uxbridge College, 1996-2004. Director of finance, Moreton Morrell college, 1993-96

Andrew Tyley
Director of Tyley Associates, former principal of Walford and North Shropshire College, director of finance at the Adult Learning Inspectorate, 2003-06. Director of finance, Harper Adams University, 2006-07

Louise Twigg
Independent education consultant in the south-west since September. Senior consultant for FE Associates, 2006-15. Interim principal at The College of Haringey, 2012-15. Additional inspector at Ofsted, 1994-2015

Julie Tolley
Managing consultant at Capita Consulting, previously at Oakleigh Consulting, 2009-10. Post-16 managing consultant for Tribal Group, 2005-09. Vice principal corporate services, Wakefield College, 1994-2005. Senior lecturer, Sheffield Hallam University, 1991-94

Bob Smith
FEA (formerly FE Associates)

Wolf issues 'headless chickens' warning over 3m target

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Government adviser Professor Lady Alison Wolf has admitted harbouring serious doubts about David Cameron's 3m apprenticeship starts target labelling it "a big mistake".

She told the House of Lords Social Mobility Committee that the target meant Whitehall officials would be "rushing around like a headless chicken" to achieve it.

She appeared before the committee on Tuesday (November 18) to give evidence on social mobility in the transition from school to work and was quizzed on the government's apprenticeship target, which it aims to hit by 2020.

"I think the target is a big mistake and I am really worried about the target", said Lady Wolf.

"Everything that I see makes me more worried because you put a target inside a government department and everyone starts rushing around like a headless chicken trying to figure out ways of meeting it."

She described it as an "enormous target" and added that if there was an apprenticeship programme of that size then "you would actually be ending up in

a situation where every young person in the country became an apprentice".

Lady Wolf said reaching the target was "extremely unlikely" and if the Government "go on and on about it — it will distort everything else and the price will be the quality of what we are getting".

She also commented on the idea to have even more apprentices than the previous government seems to her as "extraordinary".

She said: "I also don't think they [Government] are budgeting for it because they said they will put money in and will fund the SMEs and if you look at what the spend per apprentice was in the last five years it was a level of spending for which you could only afford to do large number of the low quality apprenticeships."

Lady Wolf said she found it hard to believe in this current fiscal climate that there was the money to meet the target and still have high quality.

She added that colleges should very clearly be the place that apprenticeship training took place and she would stop the "hundreds and thousands" of small providers coming in, saying "it just doesn't work".

The evidence session came a week after the committee questioned Ofsted chief inspector Sir Michael Wilshaw on promoting vocational routes.

The next House of Lords Social Mobility Committee hearing is due to take place on Wednesday, November 25, with witnesses yet to be announced.

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NEWS

College 2015/16 adult apprenticeship allocations

The exclusive front page story of Edition 154, on startlingly low levels of apprenticeship delivery among some colleges, promised that more details would be published in this week’s paper. The full list of apprenticeship allocations for general FE colleges can be seen below.

Source: Figures from SFA FoI responses and college category defined as ‘General FE and Tertiary’ as listed in 2015/16 EFA allocations

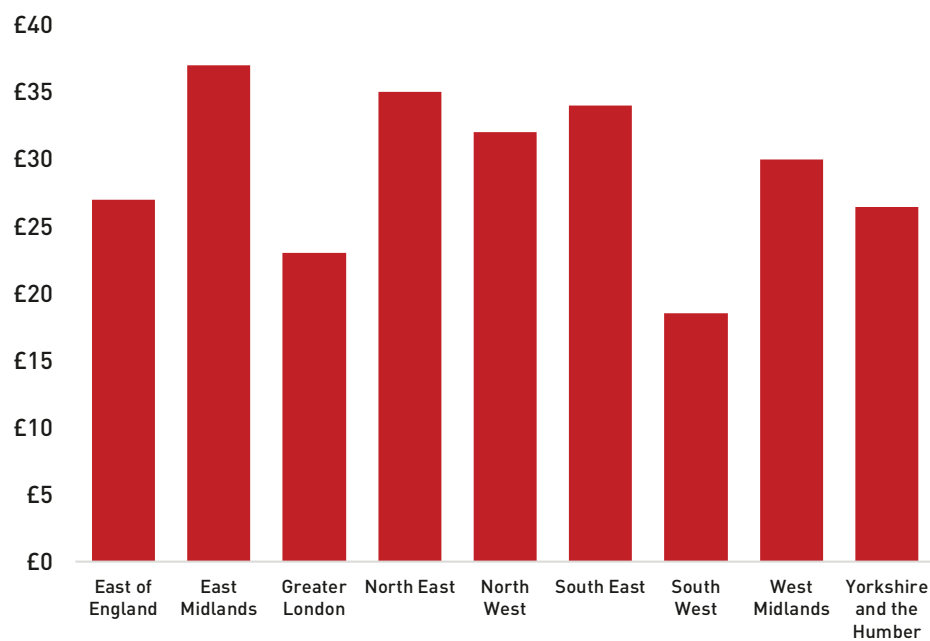
Table with 4 columns: COLLEGE, 19+ appren, 19+ ASB, 19+ Appren %. Lists various colleges such as Seevic College, Prospects College of Advanced Technology, etc.

Table with 4 columns: COLLEGE, 19+ appren, 19+ ASB, 19+ Appren %. Lists various colleges such as Carlisle College, Farnborough College of Technology, etc.

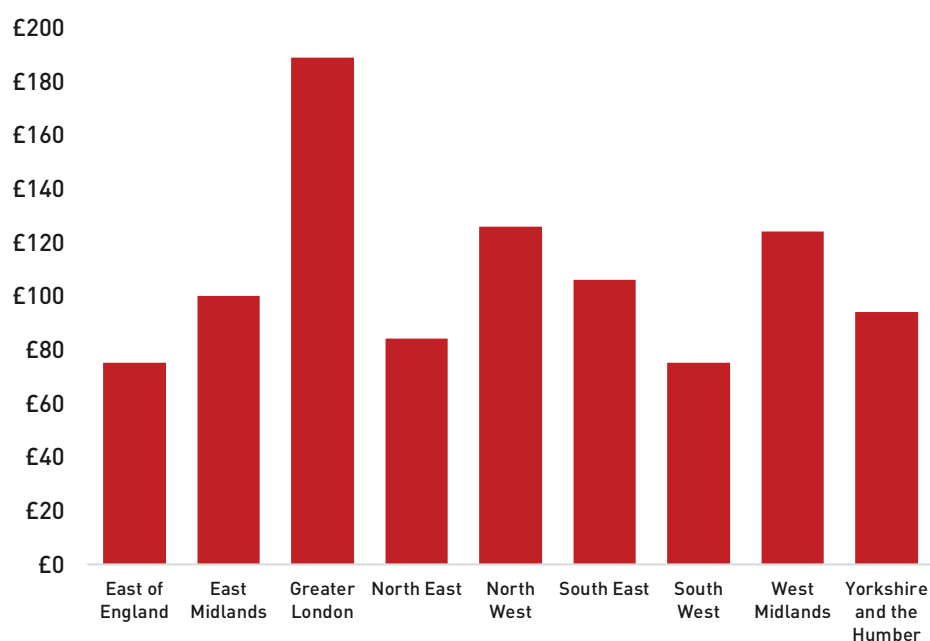
Table with 4 columns: COLLEGE, 19+ appren, 19+ ASB, 19+ Appren %. Lists various colleges such as Bradford College, Stratford-upon-Avon College, etc.

Regional analysis

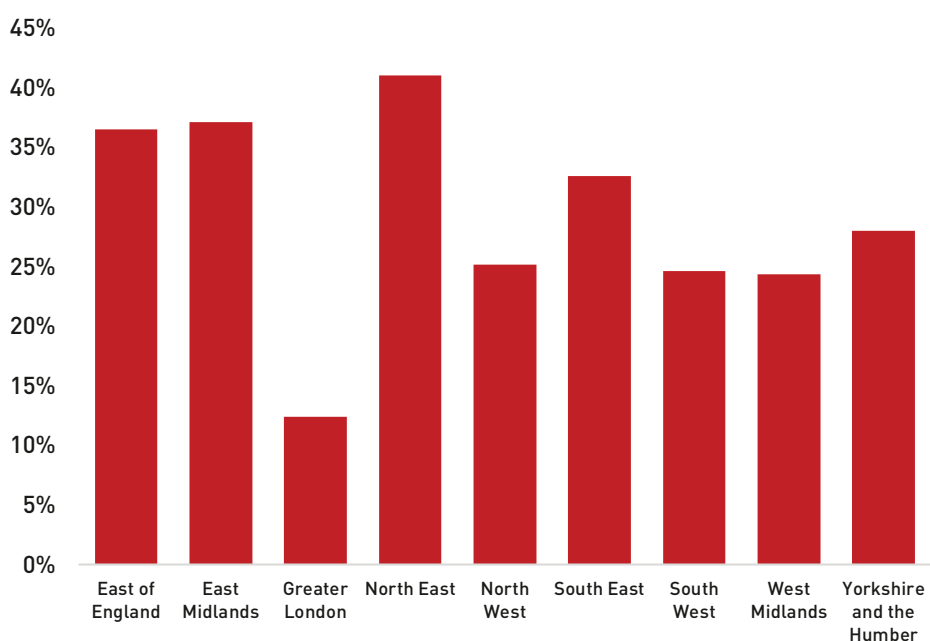
Total 2015/16 GFE college 19+ apprenticeships allocation (£ millions)



Total 2015/16 GFE college adult skills budget allocation (£ millions)



Total 2015/16 GFE college adult apprenticeship % of adult skills budget



EXPERT



TERESA FRITH

Senior skills manager at the Association of Colleges

Apprenticeships reform puts college sector in need of a cunning plan

Government direction on skills policy is clear — take-up the apprenticeships challenge. Colleges that don't act accordingly put their futures at risk, explains Teresa Frith.

Nobody could blame colleges if they were overwhelmed by government policy. With apprenticeship reforms and targets, new vocational routes from 16, changes to higher education, area reviews, devolution and a continuing need to save money the pressure on colleges is growing.

I have probably missed more of the policy activity, but you get the idea. These all impact on colleges' delivery of apprenticeships.

With this much change, it can be hard for colleges to work out how and when to plan an effective response. While a lot of detail around apprenticeship reform is still up in the air, the general direction is pretty clear, and that means colleges can't afford to do nothing in response.

And, let's face it, right now there's enough going on to find a lot of reasons to put off responding.

Maybe the first question for colleges to ask is a simple one — do they want to continue delivering apprenticeships? In choosing to stay, consideration must be given to transition plans from the current apprenticeship frameworks, to the new standards with their independent, end-point assessments.

There are also a lot of factors to take into consideration, such as which apprenticeship standards to offer, whether to also offer independent assessment services and how to ensure that employers will continue to work with the college within the new approach to funding.

It's important that the college infrastructure is geared up not only for the delivery and assessment of the apprenticeship standards, but also for the changes that will be needed to adapt to the funding reforms, which will require colleges to take a more commercial approach and will mean the end of funding allocations.

Staff across the college need to be ready, willing and able to make the shift. At least within apprenticeship delivery, colleges remain in control of their own offer; they just need to be confident that 'their' employers will want to buy it from them, and not another provider.

Such a funding regime is very different to the world of college allocations.

Whatever stage a college is at in the planning process, there are a number of things that they will need to do; stay informed so they are aware of what's coming and can adapt, have access to

reliable data — not just on their own organisation, but on competitors, the employers they are seeking to work with and the students who will take up the training. They will need to take all staff, customers and stakeholders along with them on the planning and implementation journey.

One thing about the reforms taking place around us in FE is that they are all pointing in a similar direction for the most part — the achievement of significant growth in apprenticeship numbers. Government policy is pulling away from full-time, classroom-based provision and towards apprenticeships.

The alterations to 16 to 18 education within the new proposals around vocational routes are geared towards preparing young people for work and an apprenticeship.

The work within higher education is away from full-time degrees and towards degree apprenticeships and shorter, more flexible delivery.

How can colleges develop plans that focus student recruitment on apprenticeships and routes to apprenticeships, ahead of filling full-time classroom-based provision, as a priority? What changes will colleges need to make to achieve this shift, and what must policy-makers, stakeholders and other intermediaries do and change to allow that to happen?

While a lot of detail around apprenticeship reform is still up in the air, the general direction is pretty clear, and that means colleges can't afford to do nothing in response

We are at a point now in FE and apprenticeships reform in England where the path has been set and it is towards work and apprenticeships. This is not going to change in the next few years and colleges need to adapt to this shift, regardless of what they might think or how comfortable they are with it. To do nothing is to fall out of importance in skills education and training.

If colleges do not rise to the challenge of 3m quality apprenticeships, then there's a real danger government will find other providers who will and then it may well be too late to get back in the game.

FE WEEK COMMENT

Budget madness

Skills Minister Nick Boles came to the Association of Colleges annual conference to deliver two messages, and they did not include fighting for the FE sector in Budget negotiations.

Firstly, he announced colleges could expect significant cuts to their non-apprenticeships adult budgets.

In a speech heavy on the politics behind Budget decisions next week, he chose to say he 'took no pleasure' in cuts and instead blamed the electorate.

'You voted for cuts, so we will keep our promise,' was the message. This coming despite nobody being able to express a specific opinion at the ballot box as to where the cuts should fall.

Secondly, he came to say the only real show in town was apprenticeships — and colleges were failing to grasp the agenda.

'Don't let the private sector nick your lunch', he said, which was bizarre given FE Commissioner and area reviews seem to be discouraging competition.

Frankly, Boles should be deeply ashamed of the scale and severity of the cuts to adult FE already, let alone what is coming next.

Sure, investing in apprenticeships is important, but simply dancing to the tune of large employers will leave the most disadvantaged adults in society with next to nowhere to go.

Dismantling the adult FE college sector in this way is scandalous, and a legacy Boles will unquestionably live to regret.

Chris Henwood

chris.henwood@feweek.co.uk


**TOP NICK BOLES
#AOCCONF TWEETS**

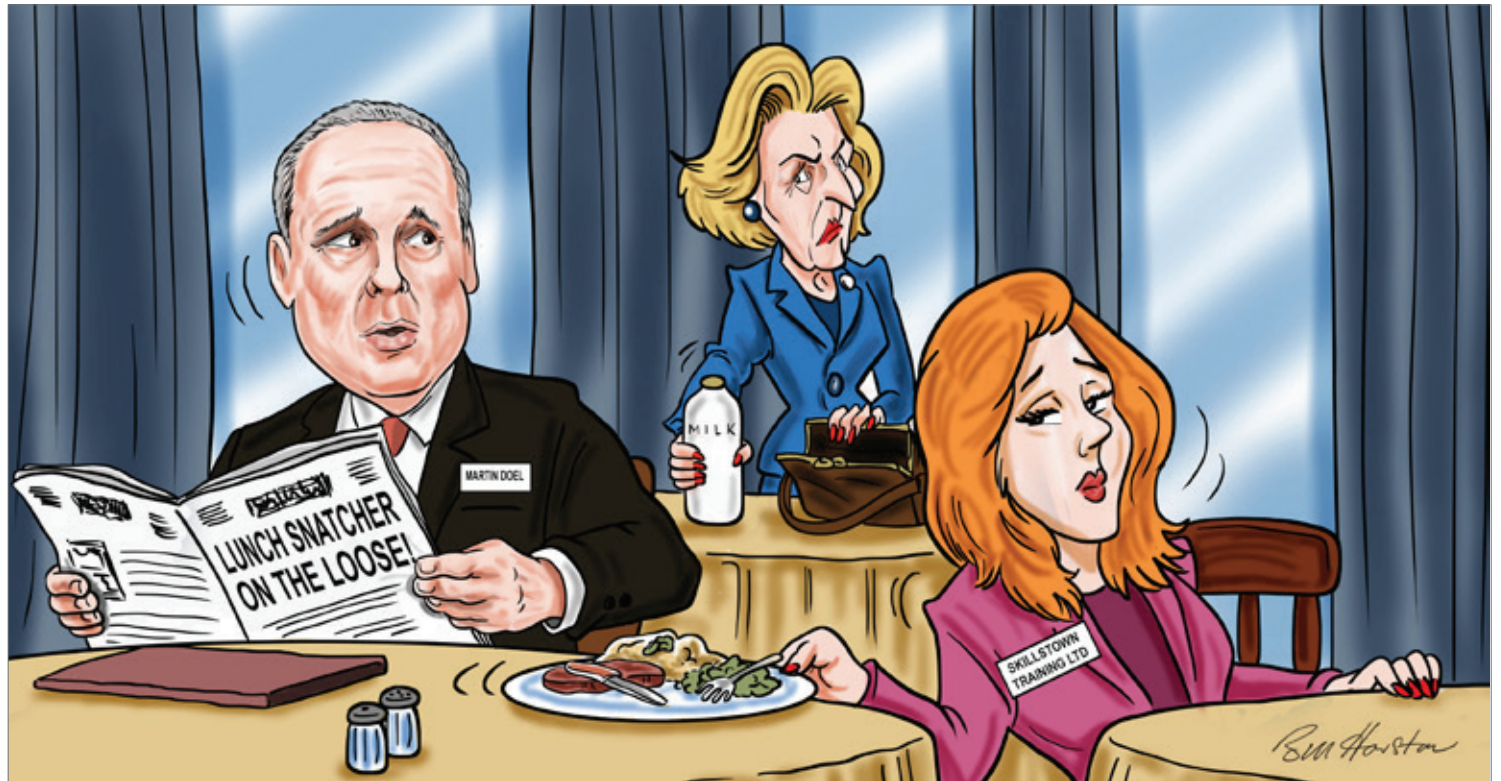
@CathyEllis121
Apprenticeship main focus of Nick Boles speech #AoCConf. By 2020 wants FE colleges to be responsible for 2/3 of apprenticeship training.

@AndyWKC
Pleased Nick Boles at least recognises role of FE colleges in persuading young people away from violent extremism. @Westking #AoCConf

@sewdarngood
'As your friend.....' If my friend put as much pressure on me as @NickBolesMP has put on the FE sector I don't think we'd hang out #AoCConf

@PaulEeles
The #FE sector won't be exempt from further funding cuts says @NickBolesMP #AoCConf area reviews are governments support for colleges!

@MargueriteHogg
'Colleges need to be more flexible, entrepreneurial and responsive to work with employers on apprenticeships' @NickBolesMP #AoCConf



Sector bodies welcome Chartered Status membership

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JUDE.BURKE@FEWEEK.CO.UK

The Association of Colleges (AoC) and the Association of Employment and Learning Providers (AELP) have welcomed news that FE providers can finally sign up for Chartered Status.

The Chartered Institution for Further Education (CIFE), which was granted the Great Seal of the Realm in October having been set up in 2013, announced on November 17 that colleges and independent learning providers (ILPs) could apply for membership.

Providers who wish to become CIFE members must pay a £3,000 non-refundable fee to have their application reviewed. The annual subscription fee for successful applicants is £5,000.

David Corke, director of education and skills policy at the Aoc, said: "The Chartered Institution for Further Education is in its infancy and we'll be keen to ensure it provides genuine added value to colleges and their current and future students.

"We look forward to discussing this

with CIFE's representatives."

Stewart Segal, chief executive of the AELP, said: "Any initiative to improve the external perception of the sector is welcome.

"Training providers have to be committed to the quality of their delivery and will consider a number of approaches including the Chartered Institute of FE."

CIFE regulations and guidance for applicants, available on its website, detail the standards that colleges and training providers need to meet in order to join.

To be considered for membership, colleges and training providers must have an overall rating of good or outstanding at their most recent Ofsted inspection, and be in receipt of public funding from the Skills Funding Agency (SFA).

Colleges and ILPs must also show how they can meet the CIFE quality standards, covering a range of areas including teaching and learning, governance, finance and engagement with the local community and employers.

"This is another significant step along

the road to the development of a Royal Chartered body in the FE sector," said Lord Lingfield, chair of CIFE.

"There is still much to be done but we have reached the point when we should open our doors to organisational members, and bring together those high performing organisations who are key to shaping the sector's future."

Plans were originally drawn up, by the Department for Business, Innovation and Skills, for the Royal seal of approval to be granted to high-achieving FE institutions in July 2012.

It was almost another year before the appointment of Lord Lingfield as chair of the IFE.

In March last year, he told FE Week he expected "negotiations to be completed within months" that would allow for the quality mark to be launched.

But an FE Week survey on the mark, carried out to months later, uncovered concern that the Chartered Status initiative could simply "sink without trace, before further worries earlier this year that it had "stalled" after no sign of movement.

COMMENTS

'Remarkable how colleges have kept going' says AoC chief Martin Doel

It is hard to see why a financially strong college would want to merge with one in financial challenge, regardless of curriculum.

Set against the current climate of reduced funding to do so would seem to be tantamount to a breach of 6.1 of the Governance Code.

The merger of two or more financially weaker colleges is hardly likely to work either as twice nothing is still nothing.

Where two strong organisations merge commercial history teaches us that the contention and control issues that emerge at both operational and personal levels often doom and invariably delay the exercise.

Graham Ripley

Colleges that ignore apprenticeships criticised

How many colleges successfully engage with employers!

A training provider

Lots. Next question.....

LRoding

Maybe some colleges just aren't the answer for the delivery of world class apprenticeships. Work-based learning, in my view, fits better with industry-specialist training groups, independent providers and other consortia approaches some of which use Colleges services for delivery of qualifications. Ultimately, it comes down to the focus being on a quality package for the apprentice and employer.

So, colleges recognise your strengths and only

act now if you can offer a suitable programme. If we can't achieve 3 million starts without underpinning quality then we shouldn't as the brand will be undermined.
another training provider

Yet again this is a one size fits all approach. I have a subcontractor within a voluntary sector hub. Many of the people we serve aren't anywhere near to taking an apprenticeship and not doubt if there is a slash of 40% it will be across the board without looking at what individual consortiums are actually doing to help people move towards apprenticeships and employment.

Cassie Roberts

Record breaking £14k raised through charity auction

@PAULOFFORD

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The FE Week 2015 annual charity auction and raffle raised a record-breaking £14,000 for the Helena Kennedy Foundation.

Leaders from across the world of FE were at Birmingham's Hyatt Hotel on the first evening (November 17) of the Association of Colleges (AoC) conference for a three-course meal before the auction and raffle took place.

The £14,000 raised overall was a record for the event that FE Week hosts at the conference every year, in aid of the foundation that provides financial support and mentoring to disadvantaged FE learners.

Shane Mann, managing director of FE Week publisher Lsect, said: "It was wonderful to see the great and good from the sector being so generous through the auction in support of a wonderful cause."

Items under the hammer included a helicopter flight, champagne afternoon tea at the Ritz, and a supercar driving experience.

Entertainment was provided by singer, guitarist and former FE Week designer Daniel Duke, who reached the latter stages of BBC talent show *The Voice* this year.

FE Commissioner Dr David Collins, who was the main speaker for the evening, took the opportunity to tell guests his view of how post-16 education area reviews would secure a long-term future for colleges.

"I love this sector and really what I want to do [through leading the area reviews] is to



make sure that it doesn't get damaged by civil servants who have never been in a college in their lives," he said.

"I actually think this is a real opportunity. We want the areas to come up with their own solutions that work."

Al Coates and Sandra Furby, business development director and director of learning and development at Tribal, were also presented with the HKF Ambassador's Award for special service to the sector.



Top row, from left: The Voice star (and former FE Week designer) Daniel Duke; charity auction guests; and Shane Mann.

Middle, from left: Holes boss Dr Sue Pember, new FE Commissioner adviser Jacqui Henderson; AELP boss Stewart Segal; and FE Week reporter Alix Robertson and designer Russell Hardman. Bottom from left: Sandra Furby, Ann Limb and Al Coates


FE Week
CHARITY
AUCTION 2015

a record-breaker

THANK YOU

The FE Week Charity Auction, in aid of the Helena Kennedy Foundation, raised £14,000 on Tuesday evening at the AoC Annual Conference.

We would like to say a huge thank you to all of those who supported this year's event.

TRIBAL

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PROFILE



The college almost reflects its local community — people from all walks of life doing a range of different skills, working at different levels



TIME OUT FOR COLLEGE

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ALIX.ROBERTSON@FEWEEK.CO.UK

After taking time out from primary and secondary school teaching to have a family around 30 years ago, Gill Clipson had her eye on a career change.

She went against the guidance of a Stratford-Upon-Avon careers adviser who tried to point out that she was really “a people person” and embarked on an evening class in computer programming at Stratford-upon-Avon College, excited about the prospect of joining what looked to be a burgeoning new industry.

Clipson, who has held the role of deputy chief executive of the Association of Colleges (AoC) since 2013, says this initial experience of FE changed everything.

Previously a pupil at Harold Cartwright Girls Grammar School (now Alderbrook School) and then a Warwick University student of performing arts, English and

education, Clipson had never visited an FE college before.

“What I discovered was this wonderful institution that had so many different things that you could do, from retraining adults to young people transferring from school and going into work or university,” she says.

But the appeal of the computing course quickly waned.

“It was meant to last 10 weeks, which it probably did, but I didn’t,” says Leamington resident Clipson, aged 60.

“After week four I’d had enough — I couldn’t understand what on earth was going on.”

She dropped out and had her second child — daughter Fiona, who was younger sister to Christopher, born 14 months before. Her children are now 32 and 31, and Fiona has her own child — 18-month-old Barney.

Although she had chosen to leave the computing course, what she had experienced had whetted Clipson’s appetite for the sector.

“I just discovered this world that was

entirely different to anything I’d known in the school setting, and because of that I put my name down with the college and said: ‘At some stage I will be ready to come back, and I’ll be interested if you’ve got any part-time teaching posts’,” she says.

Nine months later an opportunity came up and Clipson jumped at the chance.

“It was on a Friday afternoon, it was in an annexe, but for me it was a start,” she says.

“I never thought about going back into the school setting ... I honestly never looked back from that moment — I just felt, ‘This is where I’m meant to be.’”

Before finding her niche in FE, Clipson had trained as a primary school teacher and then went into teaching English and drama in secondary schools, which continued into her FE teaching days.

In her first teaching post, at girls’ comprehensive school Lyng Hall, she taught the full age range of 11 to 18-year-olds, and still has vivid memories of her first tricky year 10 class.

“You kind of had to work for your spurs in those days,” she says.

Clipson enjoyed teaching Shakespeare and took a cross-curricular approach — which was uncommon at the time.

“Within the secondary school system, you are very subject-based ... but what I was interested in doing was working across the curriculum, using some of the techniques that you would use in drama to actually bring the history lessons to life, or integrating art and music with performing arts,” explains Clipson.

Appreciating variety was an important part of Clipson’s teaching in FE as well.

“The college almost reflects its local community — people from all walks of life doing a range of different skills, working at different levels. I think that’s really rewarding,” she says.

The serendipity of her move from schools into FE seems to have played out through the rest of Clipson’s career in the sector.

“I never planned ... I just took each step as

It's a personal thing

What's your favourite book?

I go back to the classics a lot actually, and I love *Far from the Madding Crowd* by Thomas Hardy. It has to be up there

What do you do to switch off from work?

I live in a small village near some hills so I do go walking, which I love. But I have to say the beach at Aln Mouth, which is in Northumberland near Annick, is just wonderful. I shouldn't really say this because everybody else will want to go now, but it's magical and you can walk for miles, even in the height of the summer, and see very few, if any, people. If I need to click off I just visualise that beach and I'm just back there

What's your pet hate?

I travel from London to Leamington, and when you're going home after a long day at work and you're desperate to eat when you get through that front door — the most annoying thing is someone sitting opposite you with a big bag of crisps but not offering you anything. I find that totally annoying. They should be banned unless you share them with your fellow passengers

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

I talked about this with the team, it's a tough one. Controversially, I'm going to invite Mary Berry; I just think she's extraordinary. When I had the conversation with the team, I said 'I don't know whether to go for Nelson Mandela or Mary Berry' — but their advice was to invite Mary Berry along with the cakes. She's also a good female role model and she looks fabulous. I'd like to know her secret. We could have a really good conversation over a cup of tea

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

Honestly? A teacher. That was all I ever wanted to do



Clipson during her time as a student at the University of Warwick, where she studied performing arts. She wrote a play called *Nice One Will* with classmates.

Clipson on a family outing to Woolacombe Bay with mum Ruby, dad Philip Astle and dog Whiskey



Clipson's grandson, Barney, who she describes as "a joy"



Clipson's children, Christopher and Fiona, at Blenheim Palace

it came," she says.

She moved from being in the classroom to taking on a number of senior management positions, including assistant principal at Hinckley College, a small institution just off the Leicestershire border, in 2008.

After the sustainability of Hinckley College was called into question, Clipson teamed up with her counterpart at the North Warwickshire College, just four miles away, and took a leading role in delivering a merger.

"You have to be very clear in your own mind about what you're taking on," she says. "The real work was actually how do you bring the staff of two very different organisations together, how do you work to ensure that there's consistency, and the students — regardless of which campus they're going to — are actually being served effectively."

She is proud of what the merger ultimately achieved.

"The name North Warwickshire and Hinckley is still there, is recognised, and it's

gone from strength to strength, which is a great thing to see," she says.

Clipson took up her first principal post at Salisbury College and drew on past experience for a merger with Wiltshire College.

At the start of 2008 she moved to Amersham and Wycombe College, where she served as principal until early 2013. During this period the College were downgraded from good to satisfactory by Ofsted.

But among her successes was a redevelopment of one of the college's campuses and also setting up one of the first Peter Jones Enterprise Academies.

"I think every job that I've done has had its own challenges, but every job has also brought its own rewards," says Clipson.

However, alongside her time working in colleges, Clipson was also engaged in policy and held a role at the Learning and Skills Council (LSC) for around two years.

While her children were growing up, she had taken two Open University

master's degrees — one of which focused on educational policy and management. She remembers working late into the night to get her assignments done.

"My kids distinctly remember me working into the small hours. I'd be working until 4am and then hear a little one wake up at 6.30am and think, 'Oh, no.' You find a way of doing it if you are committed to something," she says.

And the courses proved an important grounding for Clipson's work at the LSC.

"I saw an opportunity to understand something more about the bigger picture in which the sector operates," she says.

"It was a great time for me in terms of understanding the machinery and how government departments operate."

Though she moved back into a college setting for a while afterwards, she says this experience sparked her enthusiasm for eventually joining the AoC.

"Somebody at the LSC did say to me at the time: 'I can see you working at the AoC in the future' and I remembered that," she says.

But looking to the future in her current role, Clipson is still taking one step at a time.

"I'm absolutely focusing on the here and now, and so unequivocally the goal with AoC colleagues is supporting our colleges through quite challenging times, with area reviews and the uncertainty that those pose," she says, adding: "That's where the focus is, together with the concerns over the future funding of FE."

She says she agrees with the criticism that more must be done to improve technical and professional education and training routes, but adds that the FE sector has seen many initiatives on this topic over the years.

"If we are going to change then let's learn from what the past has taught us — the Government must ensure that it consults with a wide range of stakeholders properly, decides what it is going to do and sticks with it," says Clipson.



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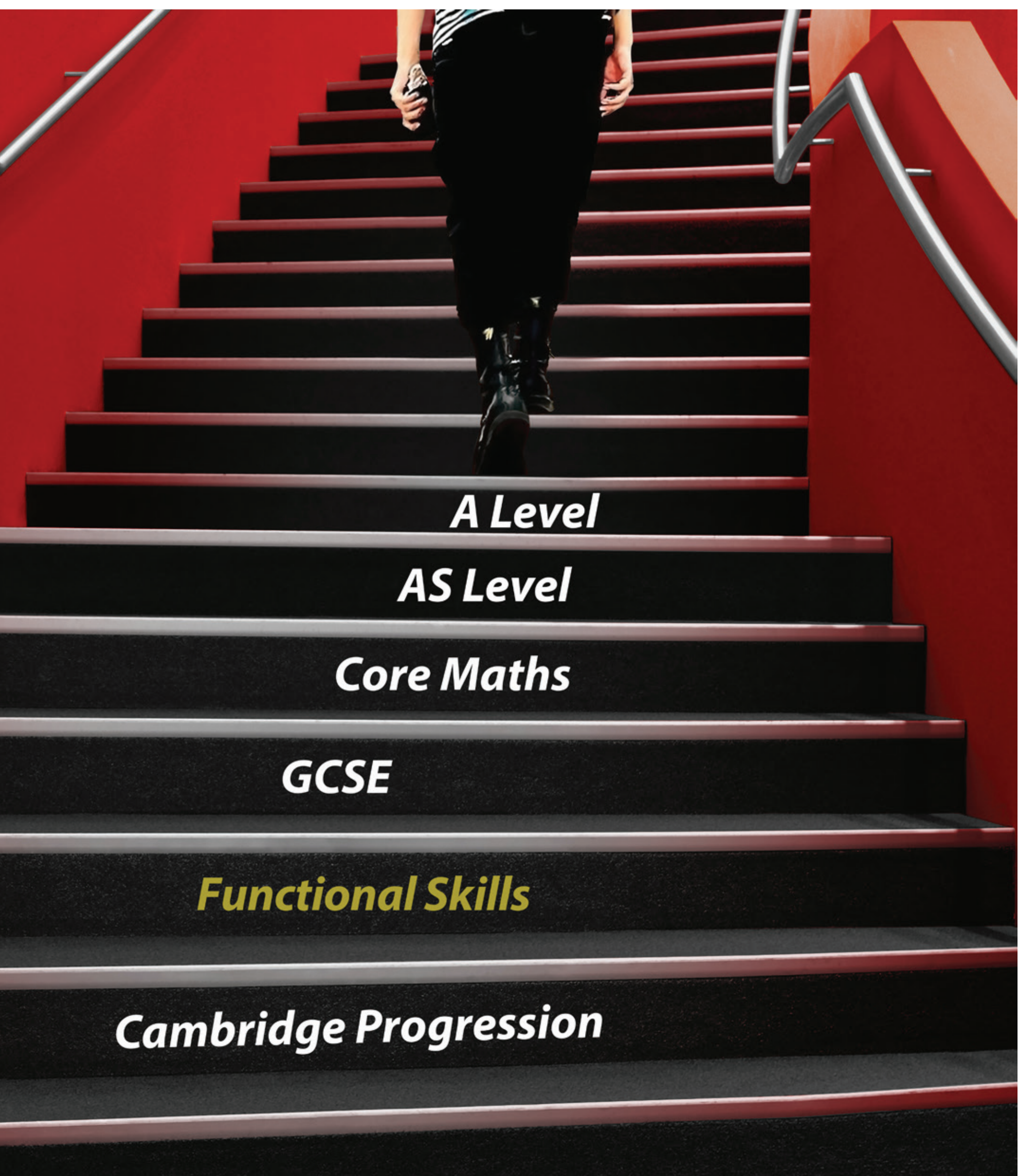
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EXPERTS



DAVID HUGHES

Chief executive of the National Institute of Adult Continuing Education (Niace)

Colleges in no-win situation on meeting priorities

Colleges have a number of different priorities for which they can be criticised for not focusing on and, says David Hughes, apprenticeships just one example.

Last week's *FE Week* front page headline — 'Colleges that ignore apprenticeships criticised' — wrongly insinuated, in my view, that the sector's lack of responsiveness was placing delivery of the apprenticeship programme in doubt. The trouble is, it's really not that simple.

The article showed the proportion of Adult Skills Budget (ASB) being used by colleges in each region to deliver apprenticeships. The range was from 12 per cent in London to 42 per cent in the North East and readers were encouraged to think that something was 'wrong' with the colleges in London.

This is a classic example of a national target leading to simplistic criticism — it may well be that some colleges should do more on apprenticeships, but next week we could see any number of other headlines criticising colleges for not meeting the needs of the unemployed, for people with mental health challenges, for literacy and numeracy, for supporting greater community engagement and cohesion, for helping people stay active in later life. The list could go on, and over the years I am sure that there have been headlines on each.

The nub of this is that there is not enough public funding to meet all of the potential priorities of any college in any community.

The cuts, since 2009, have been brutal and heightened the issue, but there never has been enough and never will be. The result is that devil-and-deep-blue-sea decisions have to be made to prioritise the use of public funding. And in recent years those decisions have almost wholly been about what to cut rather than what to fund.

The Spending Review will no doubt bring more public funding cuts to challenge colleges even further. I'm not looking forward to the announcement because more opportunities for people to learn will be lost and for every lost opportunity is an adult who can't get a job, a promotion, read to their children, learn English as a citizen, stay active in later life. But there is an important 'decision' I am looking out for on the apprenticeship levy.

The Chancellor has his own tough choice to make on the levy. He has the opportunity to use the income from the levy to protect the FE budgets. In so doing he could unlock

social mobility and productivity gains, as well as the health, well-being, citizenship, community, family, tolerance and cohesion outcomes which other evidence proves. He also has the opportunity of substituting employer levy funds for public money. For the sake of millions of people wanting to get on in life I hope he makes the right choice.

Whatever the public funding levels, priorities need to be set and more needs to be done to stimulate employer and individual investment

Whatever the public funding levels, priorities need to be set and more needs to be done to stimulate employer and individual investment. The likely devolution of commissioning the ASB will, where it works well, support more joined-up plans for meeting the range of needs in an area through a mixture of providers — colleges, universities, independent providers, employers, third sector, community organisations. College decisions in those places will be easier, allowing them to play to their strengths and support others to do likewise.

The best plans will lead to clarity on the priorities in terms of which people and communities should be offered opportunities and what the outcomes should be — jobs, progression in work, savings on health and care budgets, higher rates of literacy and numeracy and so on. In turn, those plans should lead to more investment by employers and by people in their own learning.

Let's not point the finger at colleges every time we find something they are not doing. Let's make devolution work to better co-ordinate what's needed in an area and make learning, skills and employment support so attractive that more employers and individuals decide to invest their own money. That's the best way to develop the society and economy we all want.



DENISE BISHOP

Subcontracting specialist at FEA (formerly FE Associates)

'Don't fall foul of doing what is urgent instead of what is important for new SFA subcontracting rules'

Small but key changes to Skills Funding Agency (SFA) subcontracting rules could lead to big problems for lead providers if not considered and followed, says Denise Bishop.

In times of great change it is very easy to allow less urgent things to fall down the to-do list with an 'I'll-get-to-it-tomorrow' attitude.

And for FE providers currently dealing with transformation on a massive scale it is understandable that a myriad of decisions would fall into this category on a daily basis.

However, two seemingly incongruous changes made by the SFA in August this year have the potential to trip up leadership teams across the country if they do not take action.

We are talking about changes made to contract service agreements between colleges or independent learning providers (ILPs) and their subcontractors for education and training.

In particular, the relevant issues involve those providers entering into subcontracts that deliver services with an aggregate value of £100,000 or more in any one contract year.

In layman's terms the main additions are colleges and ILPs that subcontract must ensure that the subcontractor is financially viable and obtain various pieces of evidence to prove due diligence has been undertaken.

The other main addition is that the original contractor is independently audited to ensure they have adequate subcontractor management in place in accordance with the SFA rules.

While both of these elements have always been alluded to, there is now the legal responsibility on leadership teams to ensure those businesses that are carrying out training are not misappropriating government funding.

Primarily, the lead contractor must carry out its own due diligence checks when appointing, or continuing to subcontract with, subcontractors — and not use the Register of Training Organisations as a substitute for carrying out due diligence checks.

This must include obtaining an annual report from external auditors, which provides assurances on the arrangements that the contractor has in place to manage its subcontractors.

The report must comply with the guidance issued from time to time by the SFA and the contractor must supply the SFA with a certificate signed by its external auditors and an authorised signatory confirming it has received a report providing satisfactory assurance.

The SFA states that it "reserves the right to require the contractor to provide a copy of the full report and can, at any time, assess

arrangements for subcontracting". It can also require a contracting body to commission an independent report on these arrangements from a third party, such as external auditors.

Other issues range from ensuring the subcontractor does not have an above average risk warning from a credit agency and looking at whether its statutory accounts are overdue.

It is also critical to make sure learners and employers supported through subcontracting arrangements are clear about every party's roles and responsibilities in providing the learning.

In terms of monitoring from the SFA, there will always be an element of trust involved — ie that the providers will implicitly follow the letter of the law.

But the most feared scenarios are that the SFA descends on a provider to carry out an audit and finds anomalies in the due diligence, or that the subcontractor fails to deliver, as the college or ILP will be responsible for making alternative arrangements for the delivery of education and training and/or repaying SFA or loan funding.

And, of course, there is always the fact that under the new common inspection framework these arrangements may also be looked at and leadership teams could find themselves being 'marked down' for poor subcontracting management, potentially putting contracts at risk and — ultimately — could create an argument for special measures.

There is now the legal responsibility on leadership teams to ensure businesses carrying out training are not misappropriating government funding

Central to not falling foul of these issues, FE leaders in charge of contracting should review their priorities and ask: 'Am I spending too much time on what is urgent, instead of what is important?'

This will help assess the future impact of decisions made today — and ensure it's not the little things that cause big problems down the line.

With a few months of the new Ofsted Common Inspection Framework (Cif) under the sector's belt, Paul Joyce outlines some common issues.

While it is true to say that a change in framework places a different emphasis on inspection judgements, it is important to remember that a framework is just that — a framework.

Ofsted inspections have always been focused on the impact the provision has on outcomes for learners. Regardless of the framework, if the quality of provision is not good enough and learners are not making progress or achieving as well as they should, then inspection reports say so and this is reflected in the grades awarded.

Ofsted seeks to raise standards and improve the life chances of all learners through the inspection and improvement work completed.

Providers that concentrate on doing their best for all their learners everyday have nothing to fear from inspection — regardless of the framework.

If a provider is to receive a good or outstanding rating it is crucial that they understand the requirements of the type of provision being offered and the individual learning needs of students on these programmes.

The most significant change between the old and new framework is the move away from grading sector subject areas in favour of grading types of provision.

A particular challenge for many providers remains the quality of 16 to 19 study



PAUL JOYCE

Deputy director FE and skills, Ofsted

Old Cif or new Cif? Early indications of impact on inspection judgments

programmes. The intention of this type of provision is to enable learners to progress to a planned goal or destination. While achieving a qualification may well be a part of that journey it is unlikely that will be the intended final outcome.

The key to successful study programmes is therefore to establish clearly learners' aspirations and their career intentions and to plan a learning and development programme accordingly.

Providers need to establish learners' starting points based on prior attainment information and thorough initial assessment.

Study programmes must be flexible to enable different learners to develop the necessary skills, knowledge and attributes needed for their intended progression route.

A good study programme will consider what additional learning and development each individual needs in order to achieve their goal.

Many providers have been slow to adapt the curriculum offer to enable a study programme approach.

In too many providers inspectors see a 'one-size-fits-all' approach where almost all learners follow the same timetable and attend the

same learning and development sessions and progress to their next step at the same time.

While this may well be appropriate for the substantive qualification that learners are likely to be studying, for many learners, attending the same English and maths learning sessions, completing the same additional qualifications or non-qualification activity and attending the same work-related learning activity or work experience placement may not be appropriate.

A provider's curriculum offer is vitally important. Providers need to have a clear rationale for the range of provision they offer. Successful study programmes usually exist where providers have strong links with employers and offer courses that are aligned to local and regional skills priorities.

Productive working relationships between providers and employers ensure that the content of each learning programme is appropriate to meet current business needs. In the best provision, employers get involved in the design and delivery of courses, especially with regard to the work experience or work-related learning element of study programme provision.

High quality careers advice and guidance is crucial. Students need to know the full range of options that are available to them and be able to make informed choices. Advice and guidance should be focused on progression and end goals and not simply on achieving an individual qualification.

While qualification achievement remains one measure of success, the true success

Many providers have been slow to adapt the curriculum offer to enable a study programme approach

measure of a study programme is the learners' destination. Providers need to know if the learner progressed to their intended destination or achieved their goal as a way of measuring the quality and success of the study programmes offered.

Ensuring that study programmes are of high quality remains a considerable challenge for many providers. However, the key to achieving a good inspection outcome is ensuring that the provision enables all learners to progress and achieve as well as they can and that remains as true under the new Cif as it was under the old.

With the Comprehensive Spending review moving ever nearer (on November 25), Alastair Thomson considers Chancellor George Osborne's FE cuts options.

Further education in England is on the brink of the greatest transformation it has seen in a generation.

The die was cast in May when the Conservatives were returned to office after the election on a manifesto setting out, explicitly, an intention to prioritise elimination of the budget deficit through further austerity. Almost immediately the Department for Business, Innovation and Skills (BIS) and the Department for Education (DfE) made in-year cuts of £900m and when plans for the spending review were published in July, all departments were asked to model two scenarios, to save 25 per cent of their budget and 40 per cent.

Although Chancellor George Osborne will use the lower of these figures, it is scant consolation since FE is squeezed within both funding departments: A combination of rising school rolls and a promise to protect per-pupil spending on school children to Year 11 means the DfE 16 to 19 budget is even more vulnerable while, in BIS, defenders of 19+ skills funding are in competition with advocates for science, research and higher education.

Things are worsened by the paucity of people in the Treasury elite and the increasingly shrunken ranks of BIS mandarins who have direct experience of FE. Neither appreciate nor value its complexity and diversity. Things are compounded by the absence of powerful ministerial champions



ALASTAIR THOMSON

Governor of Moulton College (writing in a personal capacity), former policy head at National Institute of Adult Continuing Education (Niace), Whitehall civil servant

Where might the Chancellor's funding axe fall?

able to defend the sector. HE matters like part-time and overseas students simply attract more attraction as policy challenges.

There can be little doubt that public funding for FE will fall by a lot. The question is where.

In the case of DfE 16 to 19 budgets, it is worth watching what happens to policies which sometimes saw efficient use of public money take second place to ideological dogma and political expediency.

A canary in this particular coal mine will be popular but increasingly hard-pressed sixth form colleges are given any kind of relief (on VAT or more widely) or whether they are left to an inexorable decline while small sixth-forms proliferate.

Within BIS budgets the biggest decisions will be around apprenticeships and loans but how the smaller budgets fare may give important signals about broader government priorities.

In 2010, community learning defied expectations and was preserved uncut and ring-fenced. This time it may simply be swept away, although any mention of ESOL or basic literacy/numeracy might be seen as recognition that FE promotes community cohesion and social inclusion as well as skills. Similarly offender learning budgets will give an important clue about whether Justice Secretary Michael Gove has convinced his party of the importance of prison education.

Looking at the bigger picture, a judgement will have been taken about when the expansion of advanced learning loans (whether by dropping the age threshold or including level two provision), becomes more expensive than it is worth. The fact that either would result in a decline in numbers which could destabilise whole institutions may be seen simply as collateral damage.

At the centre of government's vision though are apprenticeships and colleges

are increasingly exhorted to secure a greater share of this funding stream. Here the intention of the spending review to introduce a payroll levy on large employers has been well-signalled. This will generate cash but whether it will stimulate the offer of new apprenticeship places and a culture of business investment in training among smaller enterprises is less apparent.

The spending review looks increasingly likely to precipitate a wholesale re-engineering of the FE sector.

There can be little doubt that public funding for FE will fall by a lot. The question is where

Shrinking the overall funding envelope and focusing it more on apprenticeships risks decimating the volume and range of other college courses. In some cases this will result in whole institutions becoming financially unsustainable

At this point area reviews (described memorably as turkeys being asked to vote for Christmas and pay for their own stuffing too), will provide the mechanism for shrinking the sector and re-orienting it to serve the needs of fewer learners in narrower ways.

EXPERTS



MEREDITH WHITE

Learner experience manager at Westminster Kingsway College

Funding cuts death of NBAP 'unacceptable'

Meredith White outlines how the Network for Black and Asian Professionals (NBAP) helped her, and just what the FE sector is losing with its closure.

I was introduced to the Network for Black Professionals (NBP) some time ago by my manager who at the time, through NBP, was mentoring staff aspiring to be senior managers.

I was very much impressed with its work. Seeing the efforts of the NBP, I thought, this work should be replicated across all public sector organisations.

Over the years, I have seen many BME [black and minority ethnic] staff benefit greatly from the culture of support and initiative that the NBP alongside the support of FE colleges have provided. For this reason I have continued to keenly encourage colleagues to engage with the NBP.

I was disappointed to learn of the closure of the NBP [this year renamed Network for

Black and Asian Professionals] — it has been a voice for BME working in the FE sector for the past 18 years. The strength of the NBP is its distinctiveness within the educational sector in striving to facilitate the development and progression of BME staff.

Its work supports the benefits and cultural diversity and support succession planning for BME staff has now come to an end.

So what does this mean for the FE sector? Outside of the working environment, it is often difficult to find sources and avenues to gain access to mentoring and guidance from managers and senior managers; or training that comes with little or no financial spend without organisations such as the NBP.

Without the NBP being available to turn to, I wonder whether we can expect to see a shift of dependency onto the organisations to further develop and continue initiatives in line with the aspirations of the NBP.

However in the current climate of

austerity, resources continue to be reduced and priorities shifted, it is unlikely FE organisations will have the time and resources to replicate or sustain the work done by the NBP.

Positively, FE colleges have actively supported the addressing of issues that surround BME progression within FE, an area that still has much work to be done.

While colleges try to recruit and manage the best talent, it is great to see that colleges such as Westminster Kingsway College continue to maintain dialogue with the recruitment and development of BME staff.

FE serves a diverse set of learners, and as such it is important that this diversity is reflected in its workforce.

Diversity can bring a sense of cohesion to FE colleges, not only is this positive for the sector, but great for our learners whom have and will continue to choose FE to support them through their chosen career paths.

The NBP set itself the task to address the under-representation of BAME managers, senior staffs and principals in the FE sector. Much has come to fruition.

Many FE colleges supported the initiative and we can now talk at length about the increase in BME middle, senior and principle positions.

Further, the value of the long term partnerships formed and self-confidence individuals gained, is invaluable.

It is important that this work is continued within the sector without placing the full burden on organisations. Developing these

In the current climate of austerity, resources continue to be reduced and priorities shifted, it is unlikely FE organisations will have the time and resources to replicate or sustain the work done by the NBP

initiatives requires time, money and expertise. We therefore need to start the conversation, probably even a campaign to continue the focused energies of the NBP.

That the NBP will no longer be part of the FE sector due to being another collateral damage of funding cuts, is highly disappointing and should not be accepted.

It is vitally important that FE shows it is responding to the Government's reform agenda, says Gemma Gathercole.

As the FE sector gathers for this year's AoC Conference, I suspect the majority head to Birmingham with a sense of foreboding ahead of the spending review announcements and autumn statement that will follow next week.

Although no pronouncements have been given at the conference, there is a sense of a direction of travel.

But as we gathered in Birmingham last year, there was uncertainty then too.

At that time, we were looking at a hard to predict election, which could have led to any number of different scenarios of majority or coalition government.

In May, we got a decisive outcome, a majority Conservative government. From their manifesto, we could all understand the likely implications for FE.

In his speech to conference, Skills Minister Nick Boles, reiterated that FE will not be insulated from further spending cuts although he didn't go so far as to pre-announce what is likely to come next week.

However, if you look at the key topics he touched on, we may get a clearer picture of what's ahead.

His key themes were apprenticeships, loans and the area reviews.

He urged more colleges to offer apprenticeships and to structure programmes to support young people to progress into apprenticeships.

The fundamental question about how to encourage more employers to take on young people remains unanswered.



GEMMA GATHERCOLE

Head of policy — FE and funding, OCR

Show the Government how FE is responding to reform agenda

On loans, in what was perhaps a simple mis-speak, or could have been an early indication, he spoke of advanced learning loans and missed the 24+ element of the name.

On area reviews, the focus was squarely on fewer, larger colleges, which would be stronger institutions.

There was very little uncharted ground here for us to understand what the future holds, as the majority of the speech content had been trialled over recent weeks.

Alison Wolf's themes of English exceptionalism and what we do wrong provided some challenge to the government's agenda, particularly on how the government will pay for 3m apprenticeship starts.

I hope that Alison uses her views to good effect in the review panel that was announced in recent weeks to look at the technical and professional system.

Furthermore, news from an AoC

Conference workshop session run with the Skills Funding Agency that from April 2017 there will be no more allocations for apprenticeships, brings sharply into focus the impact of the ongoing reforms.

The timescale for delivery is incredibly fast and will require a step change in how the sector approaches employer engagement for apprenticeships.

In relation to English and maths, I've often talked about the old saying 'if you do what you've always done, you'll get what you've always got'.

I think there's a broader lesson here.

Both FE and the awarding body community have been asked to go through a minefield of reforms over the last five years. And more reform is destined ahead.

In a recent article for this paper, OCR director of skills and employment Charlotte Bosworth called for a once in a lifetime review of the whole education and skills system. It's obviously a view I share.

Rather than focusing on the concerns we all have about the future, we can seize this as an opportunity.

We can review our structures, our programmes, our qualifications in line with the policies and review already announced, but we must seize the opportunity to demonstrate the changes we are and will be making.

We need to demonstrate the sector's 'distance travelled' to stop another review from starting in the future with the same objectives.

We need to demonstrate the sector's 'distance travelled' to stop another review from starting in the future with the same objectives

We must demonstrate that we've changed our provision, so it doesn't look like we're doing what we've always done.

Now might be the time for us to stop hiding the wiring about what we all do so that employers, civil servants and government as a whole can see the impact that can be made.

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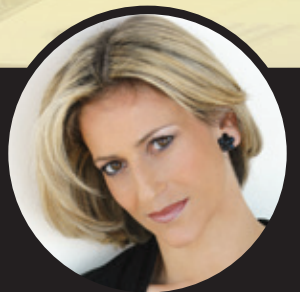
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CAMPUS ROUND-UP



Barnsley College principal Chris Webb has his leg waxed by beauty tutor Elizabeth Forth for Children in Need

Waxing times for college principal

Barnsley College's new principal has had a hair-raising start to his tenure after he took part in a sponsored half-leg wax for charity.

Chris Webb, who started at the college in September, put his legs in the hands of the college's hair and beauty department in exchange for donations from staff and learners who gathered to watch the painful ordeal.

The total amount raised was £170 and all donations will be given to Children in Need.

"I was ready for some pain but I was surprised by how much it hurt," said Mr Webb.

"However, a little pain is nothing compared to what some of the children who are supported by Children in Need go through.

"I was happy to play a small part in helping those children by volunteering for the wax and it was great to see our students and staff keenly donating money to support this fantastic cause."

An Audi Mural challenge for students



The design team from Bournemouth & Poole College. From left: Donna Mintey, aged 48, Becky Charig, Teddy Hills, both 22, Caroline Watts, 21, Sam Horton, Michael Barrett and Geordie Hutchings, all three 24

Graphic design learners from Bournemouth & Poole College have risen to an unusual artistic challenge to create a giant mural for a new Audi dealership.

The design, created by a team of a dozen students and two tutors, transformed the dull security hoardings shielding a £14.5m building project for the Audi auto sales and car care terminal.

The theme of the project was centred on the famous and the not so famous county

landmarks including AFC Bournemouth's Vitality Stadium, Corfe Castle, and a giant observation balloon that is used in Bournemouth Gardens.

Jane Jenkins, graphic design course leader, said: "It was an exciting challenge for our second year students. They have been committed to this work for weeks, giving up their time during the summer break to research and get the project underway. The result is quite spectacular."

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CAMPUS ROUND-UP

The Force is strong at South Thames College

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In 1977 Mark Hamill and Harrison Ford emerged from the first Star Wars film as global movie stars — and the same looks set to happen this year for John Boyega, who returned to his old classrooms at South Thames College with tales of a Hollywood galaxy far, far away, writes Billy Camden.

The new star of the hotly-anticipated Star Wars film returned to South Thames College to tell students the force was strong with them to make their dreams come true.

John Boyega played a lead role in forthcoming sequel *The Force Awakens* alongside Hollywood veterans Harrison Ford, Carrie Fisher and Mark Hamill, who will be reprising their characters Han Solo, Princess Leia and Luke Skywalker, respectively.

The 23-year-old traded in the dusty Abu Dhabi desert, which plays home to Star Wars planet Tatooine, for familiar comforts back in London to meet learners.

John, who graduated from his level three performing arts diploma in 2010, auditioned for seven months to get the role in *Star Wars* and told the listening learners “if you don’t have a work ethic, you won’t make a career for yourself”.

John played the lead in *Othello* in the college’s production, before he made the big time.

“*Othello* was one of the biggest experiences for me because that was the first time that



Harrison Ford, Mark Hamill and Carrie Fisher in a scene from *Return of the Jedi*



John Boyega (centre) returns to South Thames College to inspire the next generation of actors

my dad came to see me in a show and he was moved to tears,” he said.

“I really enjoyed my time at South Thames College, because I took being there seriously, as I knew I needed to if I wanted to have a career as an actor. I didn’t go to college to waste time or play, I actually wanted to learn.”

He made his film debut in sci-fi horror-comedy *Attack the Block* in 2011 and then went on to appear in *24* with Keifer Sutherland and *Half of a Yellow Sun* with Oscar-nominated Chiwetel Ejiofor.

John said: “My experiences at college really helped me develop my confidence and

focus on what I wanted to do.

“Not everyone in the world is destined to be in movies, but college is a time when you get to express yourself and find out who you are, which I think is so important.”

Level three performing arts student Oliver Fine, age 19, said John’s visit was “the most inspiring moment in my life”.

“I found the advice he gave us so interesting, especially when he said it’s important to concentrate on your career early, so take college seriously, I’ll definitely be following that.”

Judith Adam, performing arts lecturer and John’s former teacher, added: “It was a really special moment and one of the delights you

only really get as a teacher, when you can celebrate your student’s success.”

Principal Sue Rimmer, who admitted to having never seen the *Star Wars* films, said John was “the most amazing, inspirational and grounded young man that you could ever wish to meet”.

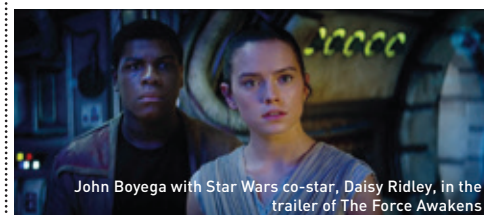
“The whole day really reinforced the importance of the stuff we do in giving people a chance to actually grow, develop and find a way in life,” she said.

Ms Rimmer said she had become a fan of the franchise as a result of John’s involvement and eagerly awaited watching the film when it screened on December 18.

The college has arranged a private viewing for the film at a local cinema and John has prepared a video clip to appear at the beginning thanking the college.



John Boyega with South Thames College principal Sue Rimmer



John Boyega with Star Wars co-star, Daisy Ridley, in the trailer of *The Force Awakens*

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& MOVERS SHAKERS

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

Barking & Dagenham College has welcomed new principal Mark Robertson following the departure of Cathy Walsh OBE, who stood down from the role after seven years in the job.

Mrs Walsh joined the college in September 2008 but has decided to take some time out to travel the world.

She was awarded an OBE in the Queen’s Birthday Honours List for her services to education last year.

Mrs Walsh said: “It has been an honour

and a privilege to head up the fantastic team here at Barking & Dagenham College and to witness the achievements we have collectively secured.

“The dedicated and talented staff team at the college continue to make a positive difference to the life chances of all who study with us. It is with pride I will think of the achievements of our students, our staff and our corporation board.”

While she may be handing over the reins of the Ofsted rated good college, Mrs Walsh

will continue in her other roles.

This includes finishing her term on the London Enterprise Panel, a role she was appointed to by the London Mayor last year and which made her the first further education representative on the panel.

Mr Robertson joins from City of Wolverhampton College, where he has been principal since 2013.

He said: “I’m delighted to have joined Barking & Dagenham College as principal. The college owes a great deal to Cathy Walsh whose leadership and vision helped build one of London’s best colleges. I’m looking forward to leading the college in a new and exciting chapter in its development.”

During his time at City of Wolverhampton College, Mr Robertson led the college from an inadequate Ofsted rating in March 2012

to good last November.

The turnaround was also lauded by FE Commissioner Dr David Collins, who reported that the college had won great praise from employers for the quality of training it provides and had repositioned itself as “part of the fabric of the city”.

Mr Robertson said: “It has been an enormous honour and privilege to be the principal and to have been able to play a part in Wolverhampton college’s transformation, and in our success in becoming one of the best colleges in the country.

“That success has been a genuine team effort and it has been the wholehearted embracing of change, and the commitment to the achievements and welfare of our students, by hundreds of people across the organisation, which has resulted in City of Wolverhampton College becoming one of the top 15 per cent of colleges in England and Wales today.

“I am very sure that the college will go on to further success in the future, and will continue to serve the students, employers and communities of Wolverhampton with distinction in the months and years ahead.”

Following Mr Robertson’s departure, Claire Boliver, the college’s deputy principal, is acting as interim principal until a successor is appointed.



Mark Robertson



Cathy Walsh



Claire Boliver

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Interviews will take place in January 2016

CALDERDALE COLLEGE



We are looking to recruit two outstanding teachers in Engineering to join the existing team at Welwyn Garden City. You should have a strong commitment to high standards of classroom practice and experience of teaching, or working with young people. You will have a genuine regard for young people and want to work with us to ensure that all our students aspire to do well. You will demonstrate and professional standards in your area of work. The ability to work in a team is essential, sharing good practice and working collaboratively with colleagues are qualities that we will be looking for.

The College is a friendly environment, which offers excellent support, placing strong emphasis on continuous professional development. It is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

We welcome applications from candidates from the Engineering industry who are new to teaching. This is a growing area and the knowledge and experience of professional Engineers is essential to the development of the industry. If you have thought about giving something back this may be the ideal opportunity for you. The College offers extensive support for new teachers by experienced specialist practitioners and there are options for full teacher training for the right candidate.

The role will also involve participation in the quality assurance process for part of the Engineering provision. An assessor qualification is desirable but not essential.

PERMANENT, FULL TIME LECTURER IN ENGINEERING
£23,961 – £26,959 per annum, plus a Market Supplement of £4,500 - £5,000 per annum (dependant on experience)

Our largest provision is BTEC Diploma and HNC/D and we also run an extended degree programme with Hertfordshire University. We have a large number of apprentices who attend on a full time and day release programme. The ideal candidate will teach on a range of Engineering programmes from Level 2 and 5 (and a range of subjects), have excellent Mechanical Engineering skills (as this will be a major part of the role), and having knowledge of Maths and Engineering Science would be desirable.

STAFF BANK - LECTURER IN CIVIL ENGINEERING
Approximately 12 hours per week
£23.76 - £26.74 per hour – depending on experience

The successful candidate would be required to teach on a range of Construction Management and Civil Engineering programmes at Level 3, 4 and 5 and a range of subjects. Our largest provision is BTEC Diploma and HNC/D and we also run an extended degree programme with Hertfordshire University. We have a large number of apprentices who attend on a full time and day release programme.

The ideal candidate will have excellent understanding of surveying, particularly land surveying and geology and soils.

CLOSING DATE: SUNDAY 29TH NOVEMBER 2015

INTERVIEW DATES: MONDAY 7TH AND WEDNESDAY 9TH DECEMBER 2015, WELWYN GARDEN CITY CAMPUS

ALL APPLICANTS CAN APPLY THROUGH WWW.OAKLANDS.AC.UK/THE-COLLEGE/JOBS-AT-OAKLANDS/ WE REGRET DUE TO A HIGH VOLUME OF APPLICATIONS WE ARE UNABLE TO ACCEPT CVs BY EMAIL OR POST.

Subject Leader GCSE Maths and Science

£25,160 - £28,592

Aston Learning Centre, 99 Whitehead Road,
Aston, Birmingham B6 6EJ

Working a 36.5 hour week initially based in Aston with a citywide remit. Duties will include teaching at GCSE level as well as supporting tutors to raise standards and improve learner outcomes. A new GCSE maths syllabus will be delivered from September 2016 and the Subject Leader will take a key role in preparing for its implementation. Applicants should have considerable experience of teaching GCSE Maths and or Biology, excellent written and verbal communication skills and outstanding IT skills.

Applicants will need to hold a full teaching qualification, A Maths subject qualification at a minimum of level 4. GCSE in English grade A-C.

For informal enquiries please contact Jenny Clarke on 0121 464 8351 or Jenny.e.clarke@birmingham.gov.uk Ref: LS5302015J.

Closing date: 4 December 2015.

For further details and an application form please visit
www.birmingham.gov.uk/jobs

"Right to work in the UK documentation will be fully checked for all applicants. All non UK and non EU applicants are required to apply for a Certificate of Sponsorship from Birmingham City Council and must be approved by the UK Border Agency (UKBA) before any employment offer can be confirmed."

Think Big
Think **Birmingham**



Lancaster & Morecambe College Quality Standards Manager

Salary £35,429 per annum

37 hours per week

Job Ref: MS 860

You will lead the operational management of the College's quality improvement processes in order to continuously improve standards and achieve excellence in all aspects of teaching, learning and assessment.

Interviews will take place on Wednesday, 16th December.

Closing Date: Thursday, 3rd December

For more information and to apply (various formats available), please visit: www.lmc.ac.uk. In line with our commitment to sustainability, we prefer to email job packs, however if you require a job pack by post, please phone 01524 521507/email jobs@lmc.ac.uk
All posts are subject to a DBS Disclosure in line with our policy of safeguarding and promoting the welfare of learners.



Director of MIS Salary £competitive



The Derby College Group is one of the leading and largest FE providers in the UK supporting over 26,000 learners and working in partnership with over 1800 employers each year. Our vision is to be inclusive, inspirational and innovative and our mission is to prepare individuals for the next phase of their lives.

With a record of sustained improvement in overall success rates over the last 3 years, we have ambitious plans for the future which reflect our commitment to excellence through embedding a culture of transformation, resulting in outstanding outcomes and an exceptional learning journey for all.

We boast one of the newest and most impressive estates in the country, with excellent learning facilities and, with a turnover of c£60m, the group has worked hard to improve its financial stability.

This is both an exciting and challenging role for the right candidate with the complimentary values, attitude and leadership skills to play a key role in developing our information services and systems, in order to efficiently and effectively meet the information needs of a wide range of stakeholders.

You will be responsible for developing a 'best in class' MIS service through developing the team and providing reliable, comprehensive, relevant and up to date information and reporting systems.

Responsibilities will include:

- management reporting (strategic & operational) & funding returns;
- the development and maintenance of systems development & reporting systems, process and protocols
- leadership of the MIS team and delivery of service level agreements

The successful candidate will have:

- a successful track record of managing a MIS function of an FE college or training organisation or equivalent;
- knowledge and understanding of the FE sector funding methodologies
- highly effective interpersonal skills

For a job description and person specification please see the following link: www.derby-college.ac.uk/documents/HRDocs/Director_of_Information_Services.doc

For further information about the Derby College Group or to apply for this position, please visit our website: www.derby-college.ac.uk

For an informal discussion about this role with Mandie Stravino, CEO, please contact Katie Dourass on 01332 387440.

Closing date – 2nd December 2015

LECTURER IN HEALTH AND SOCIAL CARE

(FIXED TERM CONTRACT TO JULY 2016 WITH POSSIBILITY FOR REVIEW)

SALARY: UP TO £35,104PA (PRO RATA) DEPENDING ON QUALIFICATIONS AND EXPERIENCE

LOCATION: DARTFORD AND GRAVESEND

HOURS: 37 HOURS PER WEEK, 52 WEEKS PER YEAR



We are inviting applications from suitably qualified and experienced lecturers to teach, support and assess students on a wide range of programmes within the Health and Social Care Sector. Specialist knowledge of the subject areas and sound professional experience are essential, as are computer literacy, excellent communication and effective organisation skills in order to deliver high quality teaching and learning. A relevant vocational qualification or degree (and ideally a teaching qualification) are also essential.

In return, you can look forward to an excellent benefits package including 37 days annual leave, pension scheme, life insurance, childcare vouchers, free parking, onsite nursery, restaurants and a coffee shop. In addition to the above, you will enjoy discounted sports facilities, gym membership and beauty treatments.

For a full job description, including a person specification please visit our website www.northkent.ac.uk

Closing date: Friday 27 November 2015 at 12 noon.

Interview Date: Thursday 3 December 2015

CVs not accepted. No agencies please.

All appointments are subject to receipt of a Satisfactory Enhanced DBS check.

The College is committed to promoting equal opportunities and actively encourages applications from disabled persons and ethnic minorities.

www.northkent.ac.uk

TUTOR / ASSESSOR VACANCIES

East Midlands - £22,000 - £26,000 pro rata

(Part-time or Associate)

Closing Date: January 12, 2015

MITRE GROUP

EDUCATION | CONSULTANCY | RESEARCH

Tutor / Assessor - Marketing

Role and Responsibilities

- Delivery of high-quality, accredited programmes in Marketing, Digital Media and Social Media
- Meet the quality assurance requirements as set by Mitre Group, the Awarding Body and the Funding Provider

Qualifications and Education Requirements

- Minimum 3 years' experience of working in marketing / digital media / social media
- Teaching / tutor qualification (e.g. PGCE, L4 Education and Training)
- Understanding of Marketing Principles and up to date experience of Digital Media software and Social Media platforms
- Microsoft Office skills

Preferred Skills

- NVQ Assessor qualification (e.g. A1, TAQA)
- Experience of working with Government funded programmes
- Minimum GCSE A-C in English and Maths

Tutor / Assessor - Business Skills

Role and Responsibilities

- Delivery of high-quality, accredited programmes in Business Skills including Customer Service, Business Administration, Contact Centre and Team Leading
- Meet the quality assurance requirements as set by Mitre Group, the Awarding Body and the Funding Provider

Qualifications and Education Requirements

- Minimum 3 years' experience of working at a managerial or supervisory role within business
- Teaching / tutor qualification (e.g. PGCE, L4 Education and Training)
- Experience and up to date understanding of customer service, administration and business principles
- Microsoft Office skills

Preferred Skills

- NVQ Assessor qualification (e.g. A1, TAQA)
- Experience of working with Government funded programmes
- Minimum GCSE A-C in English and Maths

To apply, email jobs@mitregroup.co.uk with a CV and covering letter

LEAD AN E-REVOLUTION

E-LEARNING BUSINESS DEVELOPMENT MANAGER

c.£50k on target earnings

Lead our revolution!

With a new business model that has started well and strong growth projections and partnerships planned for 2016 this post marks an exciting new development for the college. You will be a suitably qualified, experienced and commercially minded manager interested in starting and leading an e-learning revolution. If you have excellent project management and commercial experience and want to work with our Senior Leadership Team to grow our e-learning business then we would love to hear from you.

We require a can-do professional who can drive the e-learning delivery team to provide outstanding support to our students, enabling them to realise their potential and grow into leaders and managers of the future.

With an expanding e-learning course portfolio Sussex Coast College Hastings aims to become the largest and most successful deliverer of leadership and management courses in the country and we need you to lead and grow this business. We need you to take us to this next level.

E-LEARNING BUSINESS TUTORS/ASSESSORS

c.£24-28k on target earnings

Be part of our revolution!

Sussex Coast College is seeking enthusiastic, experienced and qualified tutors/assessors to play a crucial role in the delivery of e-learning leadership and management qualifications.

Based in our Hastings campuses, in West London or working from your home office these roles provide flexible opportunities to support students achieve their qualifications. You will be expected to manage a caseload of learners with performance related bonuses when learners complete their programmes in a timely manner.

Attendance at monthly standardisation meetings in Hastings or London will also be required but other than that this post provides complete flexibility of hours.

E-LEARNING FINANCE ADMINISTRATOR

c.£17,381 - £19,377k on target earnings

Be part of our revolution!

This post will support the successful financial management of the college's e-learning business. With experience of working in a finance department, preferably in an educational setting, you will be responsible for ensuring that all financial transactions are coordinated. You will also be responsible for producing monthly reports for the Head of Finance and Senior Leadership Team to enable them to oversee this growing part of the college's business.

Sussex Coast College Hastings is an equal opportunities employer.

For further information and to apply please visit our website www.sussexcoastcollege.ac.uk/jobs or call the HR team on 01424 458305.

Closing Date:
30th November 2015 at 5:00pm





Solihull College & University Centre

Hourly Paid Lecturer - Maths or English

£23.49 per hour (to include preparation and marking)

Post No: SW/11/15

Solihull College are seeking teachers with a passion for Maths and English, to add to our talented pool of part time hourly paid Lecturers of English and Maths.

We are interested to hear from people with a passion for enabling young people and adults to achieve at GCSE and / or Functional Skills in English or Maths. Prior experience in teaching these areas is preferable but more than that, we seek individuals with the ability to engage students in these subjects, make learning accessible and enjoyable, and go the extra mile to enable a diverse range of students to achieve.

The College is a fantastic place to work. We have a strong English and Maths team who actively share good practice and are committed to continual improvement. Support and on-going professional development are a significant part of our work with all English and Maths teachers. Teaching and learning in English and Maths is a real strength.

If you are passionate about English and Maths, confident in your ability to engage a range of students in learning and ready to contribute to our success, there has never been a better time to join Solihull College. You will need to hold or be prepared to work towards a relevant teaching qualification.

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

Closing date:
Friday 27th November 2015



Subject Matter Experts and Contributing Authors in Functional Skills: English and mathematics

Job Purpose:

As one of a team of vocationally qualified Subject Matter Experts (SME) and/or Contributing Authors you will have an opportunity to impart your years of knowledge, expertise and understanding in helping to develop the content of i-GVS functional skills.

You will ensure materials are of a high quality, adhere to and meet compliance objectives, and can be mapped to National Occupational Standards and Ofqual. You will liaise with our script writers and SME's to produce outstanding and robust pieces of work.

Desired Skills and Experience

Duties, Responsibilities & Main Activities:

- Commitment to writing the best, dynamic, most effective materials for the Vocational Education & Training (VET) sector. Applying an innovative contextualised and creative approach to your work;
- Ensuring your materials are fully compliant with and mapped to National Occupational Standards and Ofqual.

Essential:

- Recent professional experience within vocational education and delivery of level 2 Functional Skills English and mathematics;
- High level of accuracy and attention to details and ability to work independently and efficiently.

Working from home you will be required to supply and maintain your own computer and have internet access. If necessary, you would be provided with all software required to undertake your work.

For further information or to apply for the role, please send an up-to-date CV to production@i-GVS.com or call 01923 431 734.

Lecturer in Maths Tonbridge, Kent

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

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

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

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

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

To find out more information about the College and to apply for the role, please visit
westkent.ac.uk/vacancies

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



HAVERING COLLEGE | OF FURTHER & HIGHER EDUCATION

Havering College of Further and Higher Education is an innovative and successful community based College, operating across three main sites on the borders of Essex and East London. With an income of £30million, we offer a broad curriculum to around 10,000 students across a range of vocational areas and we are one of London's largest providers of Higher Education within the FE sector.

Lecturer - Functional Skills Maths/ILT/English/Work Based Learning

Ref: LFS/AS

36 hours per week, 52 weeks a year

£20,934 - £38,319 per annum depending on qualifications and experience

Are you a fully-qualified, exceptional and inspirational Lecturer in Functional Skills looking to secure a permanent position within a successful FE and HE College?

The post requires you to have achieved at least Level 3 in Mathematics, as well as the ability to deliver outstanding teaching and learning, enabling you to teach Functional Skills to a number of levels from Entry Level to Level 2.

You will be a dynamic and adaptable individual with good ICT skills. You will possess excellent communication, administration and organisational skills.

You will have developed a range of innovative resources and be interested in the development of blended learning approaches for Functional Skills. Recognised generic and specialist teaching qualifications are desirable; however an experienced and talented non-qualified teacher could be considered.

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

The successful applicant will be required to obtain a satisfactory Enhanced Disclosure and Barring Service check before taking up this post.

For more information visit our website:

www.havering-college.ac.uk

Email: hr@havering-college.ac.uk

Tel: 01708 462 854

Unfortunately, CVs alone will not be accepted as a formal application for this post.

Closing Date:
Monday 30 November 2015

Interview Date:
Monday 7 December 2015

For more information visit:

www.havering-college.ac.uk





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

LOCATION: ENGLAND

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

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

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

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

HIGHLY DESIRED CRITERIA

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

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

No agencies please jobs@nccskills.co.uk

www.nccskills.co.uk

HAVERING COLLEGE | OF FURTHER & HIGHER EDUCATION

Havering College of Further and Higher Education is an innovative and successful community based College, operating across three main sites on the borders of Essex and East London. With an income of £30million, we offer a broad curriculum to around 10,000 students across a range of vocational areas and we are one of London's largest providers of Higher Education within the FE sector.

Lecturer - GCSE English

Ref: LE/AS

36 hours a week, 52 weeks a year

£20,934 - £38,319 depending on skills and experience

Are you a fully-qualified, exceptional and inspirational GCSE English Lecturer looking to secure a position within a successful FE and HE College?

Your degree in English or a related subject, or a specialist Post Graduate qualification, or significant experience of teaching GCSE English Language will enable you to teach English Language to GCSE level within the Academy. You will be delivering on a range of programmes as they develop in the future. You will have good IT skills with excellent communication, organisational and administration skills.

You will be able to demonstrate a track record of success in delivering teaching and learning and will need to hold a teaching qualification such as Cert. Ed, PGCE or equivalent. Please note only candidates with GCSE experience will be considered.

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

The successful applicant will be required to obtain a satisfactory Enhanced Disclosure and Barring Service check before taking up this post.

For more information visit our website:
www.havering-college.ac.uk
Email: hr@havering-college.ac.uk
Tel: 01708 462 854

Unfortunately, CVs alone will not be accepted as a formal application for this post.

Closing Date:
Monday 30 November 2015

Interview Date:
Tuesday 8 December 2015

For more information visit:

www.havering-college.ac.uk



BE WHO YOU WANT TO BE

AT SUSSEX COAST COLLEGE HASTINGS



Sussex
Coast
College
Hastings

Mathematics Lecturer

Permanent, full-time

£28,998 - £33,559, plus a Golden Hello payment of £4,000

Sussex Coast College Hastings

Start January 2016

We are looking for an enthusiastic Maths Lecturer to join our professional Sixth Form team in Hastings, East Sussex. Whether you're a newly qualified or an experienced teacher, we'll give you all the induction and support you need to succeed. However, you'll require bags of innovation, a clear vision and the determination to transform futures, including your own.

We also operate a sponsorship licence, so we can provide a working visa if you do not have an automatic right to work in the UK.

Golden Hello Scheme

Sussex Coast College want to attract and retain talented staff to develop and continue their careers with us. As part of a developing employee benefits package, we are introducing a Golden Hello Scheme and will pay the newly appointed Maths Lecturer a Golden Hello payment of £4,000*.

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

- Degree level qualification in Maths
- At least a level 2 qualification in English
- A teaching qualification (PGCE or Cert Ed)

You must also be able to teach across a range of levels including GCSE, AS and A2.

Sussex Coast College Hastings is an equal opportunities employer.

For further information and to apply, please visit: www.sussexcoast.ac.uk/jobs

or call the HR team on 01424 458305

Closing date: 23rd November 2015

*terms and conditions apply.

Hugh Baird
COLLEGE



Lecturer in Maths HB/788

£24,149 - £34,386* per annum

Hugh Baird College is a friendly, diverse and vibrant place to work where students and the local community are at the heart of everything we do. We have a reputation for providing high quality education and support for all learners and are seeking to recruit high quality maths tutors to teach GCSE maths to 16 – 19 year olds and adults.

You will have the ability to motivate and engage a range of students with inspirational and innovative approaches to mathematics and be able to deliver high quality teaching and learning using practical, real life scenarios. A level 3 maths qualification or equivalent level skills is essential together with GCSE maths specialist teaching experience.

To apply for this role please visit www.hughbaird.ac.uk or call 0151 353 4449 or e-mail vacancies@hughbaird.ac.uk. The closing date for this position is 10.00am Tuesday 1st December 2015. Interviews will be held on Tuesday 10th December 2015.

* progression beyond £28,815 subject to performance and meeting specified criteria)



Hugh Baird College, Balliol Road, Bootle, L20 7EW

www.hughbaird.ac.uk

WE SUPPORT, YOU INSPIRE

The future of Health and Social Care teaching starts here

What will you do when GCSE, AS and A Levels in Health and Social Care are withdrawn in 2017?

The answer's right here. Our established Cambridge Nationals and Cambridge Technicals are your perfect solution and they're available now.

We provide high-quality, up-to-the-minute specifications that will inspire learning. Plus, we'll support you with a comprehensive moving pack with mapping documents, videos, live online training, model assignments and past papers.

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Make the switch today
ocr.org.uk/healthandsocialcare
Call our Customer Contact Centre: 02476 851509
Email us: vocational.qualifications@ocr.org.uk



FE Week Sudoku challenge

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

Spot the difference to WIN an FE Week mug



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

Last week's spot the difference winner was Policy Connect education and skills researcher Roly Hunter.

Last Week's solutions

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

Difficulty: EASY

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

Difficulty: MEDIUM

Difficulty: EASY

Difficulty: MEDIUM

Solutions: Next week

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

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