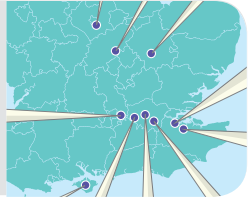


FE Week

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BIS CHAIR 'ALARMED' AT POOR PROGRESS

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EXCLUSIVE **P3**
MORGAN'S WHITE PAPER DROPS GRADE

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EDITION 168

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NEWS

Ofsted chief defends personal view of FE – 'it's not a bias'

JUDE BURKE
@JUDEBURKE77

FROM FRONT

Ofsted chief inspector Sir Michael Wilshaw has defended his controversial views about education for 16 to 19-year-olds, but denied that he is biased against the FE sector.

He made the remarks following his speech on Thursday, the second day of FE Week's Annual Apprenticeship Conference at the Birmingham International Convention Centre.

"It's not a bias, it's criticism of what we see — and have seen for a number of years,"

Sir Michael said when he was asked about his "publicly stated personal bias" against FE.

"You can't tell me that the statistics on study programmes are good. In most colleges that we see, a very small proportion of youngsters are on apprenticeship programmes — you can't tell me that's good. No it isn't good."

The Ofsted chief inspector attacked the FE sector during an evidence session for the Education Select Committee on March 2, describing it as "in a mess — that's why the government is reviewing it".

"My view is that 16 to 19 should be done in school," he told the committee, chaired by Neil Carmichael.

Sir Michael acknowledged the "controversy" his remarks had caused, but stood by them.

"The point I was trying to make is that when you look at the figures, it's pretty dire," he said.

"Those youngsters who don't do well at the benchmark GCSEs at 16, in English and maths, two years later it's just as bad."

Mark Dawe, the incoming chief executive of

the Association for Employment and Learning Providers (AELP), questioned Sir Michael's lack of bias.

"When he talks there does still seem to be an FE bias," Mr Dawe told FE Week.

"When you look at the evidence there is some really good provision and he should base his comments on the evidence and I don't think he is fulfilling the chief inspector's role by his personal views being aired," he said.

The Ofsted boss, who will be retiring at the end of the year, acknowledged that the new apprenticeship reforms, which could see the education watchdog having to inspect 4,000 training providers, "will present a challenge to Ofsted".

During his speech Sir Michael criticised "colleges and other providers" for "not delivering high enough numbers of apprenticeships overall, and certainly not in the right areas".

"Taking some local examples, two of the biggest colleges in this region have less than

10 per cent of their student population on apprenticeship courses. And these in colleges of nearly 30,000 students," he said.

He also contrasted the quality of different types of apprenticeship provision.

"Most high-quality apprenticeships are found in industries that have long-established traditions of using them: the motor industry, construction and engineering.

"They are few in number and are largely delivered by long-standing industries and providers.

"On the other hand, the ever-increasing numbers of apprenticeships in the care and retail sectors are not consistently reaching the same high standards," he said.



When he was asked whether this difference in apprenticeship quality related to how much the people delivering them were paid, Sir Michael said: "Those are internal problems for every provider".

"It's up to the leaders of those institutions to ensure that salary levels and professional development programmes are equitable across the different areas of curriculum," he continued.

Sir Michael also criticised the quality of apprenticeships in small and medium-sized enterprises (SMEs), calling most of them "poor quality".

"That's what's got to improve, and the only way to get apprenticeships to improve is if employers take ownership of quality, working with high quality training providers," Sir Michael said.

"Most of our employers are SMEs — you know that. And yet they're badly supported, and I have to say, badly led, by local employers," he added.

Data dashboard to shut down after just two years

PAUL OFFORD
@PAULOFFORD

Ofsted's FE and skills data dashboard is to close just two years after it was launched.

The announcement was made by the inspectorate on its website on March 15.

Yet the dashboard, which was designed to help governors and members of the public keep a check on the performance of providers, was only launched in May 2014.

An Ofsted spokesperson told FE Week that it "regularly reviews its outputs to ensure they are relevant, effective and good value for money".

He added: "The FE and skills data dashboard was developed two years ago to help leaders and governors manage the performance of FE and skills providers.

"Since then, new products have been made available to the sector, both within and outside government. These provide similar

information about FE and skills providers, so we have concluded that the data dashboard is no longer required."

The Department for Education's new school comparison tool was opened to the public as a beta service last week.

using the Skills Funding Agency (SFA) national success rates tables."

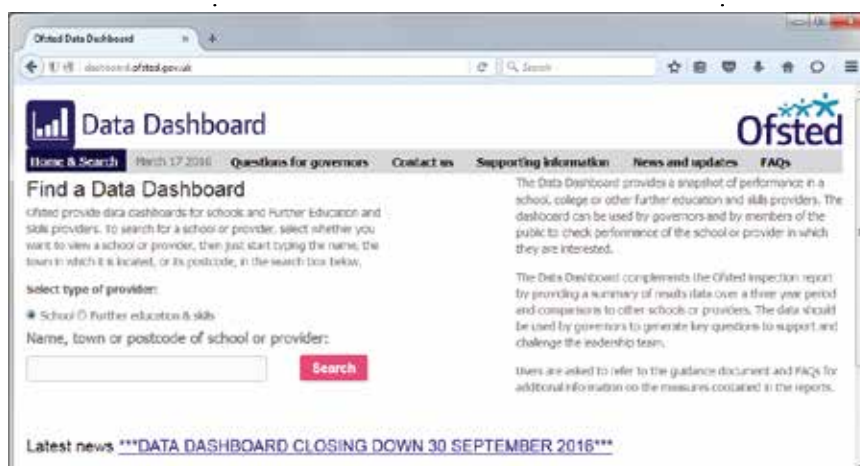
The announcement on Ofsted's website yesterday stated that the "data dashboards will not be updated with 2015 data".

"However, the current dashboards will be available until September 30, 2016, after which the dashboard website will close down," it added.

Ofsted also said: "Users of the FE and skills data dashboard will be able to save the webpages, taking care with the context tab, which contains a filter on the 'Priorities for industry development' table.

"The removal of the website will mean that we will no longer hold the dashboards and we will be unable to provide these to users."

It comes after FE Week reported in May 2014 that governors would be given "greater access to performance information on their institutions through the launch of the dashboard".



The spokesperson added: "It can be used to compare performance data across schools, and to check individual schools, using a similar graphical presentation to the data dashboard."

He continued: "Performance data for further education and skills providers can be accessed

NEWS

Teaching quality grade set to be removed from FE inspections

PAUL OFFORD
@PAULOFFORD

EXCLUSIVE FROM FRONT

Ofsted looks set to consult with FE providers on removing separate graded judgments on the quality of teaching, learning and assessment, FE Week can exclusively reveal.

The consultation plan was revealed in a Department for Education white paper, called Education, Excellence, Everywhere, published on March 17 that indicated it would only apply to schools.

But FE Week quizzed chief inspector Sir Michael Wilshaw (pictured far right) about this later that morning at our Annual Apprenticeship Conference in Birmingham, and he indicated it would apply to all providers falling under the common inspection framework (CIF) including those from FE.

A DfE spokesperson subsequently said this was the department's intention.

Sir Michael was asked by FE Week if the plans to be consulted on would involve separate graded judgments for teaching, learning and assessment being removed for FE as well as schools.

He replied: "We would have to have the consultation, but whenever we have changed



Nick Linford, interim editor speaking with Sir Michael Wilshaw

something for schools it has usually had an impact on FE."

He added: "Outcomes are outcomes and outcomes are usually good if the quality of teaching is good.

"It is very rare that you get outcomes that are bad and teaching that is good, so I'm not against [removing the graded judgments]."

Sir Michael also said that in the course of a day-long inspection "we don't see every lesson

and we don't see every area of the curriculum but we get a sense of what is going on in classes".

"What we are going to do in future inspections is look at the quality of leading, look at the culture, behaviour."

The white paper said: "Ofsted will consult on removing the separate graded judgments on the quality of teaching, learning and assessment to help clarify that the focus of inspection is on outcomes and to reduce burdens on schools and teachers."

But a DfE spokesperson then told FE Week: "The intention is that this proposal will cover the entire CIF. My understanding

is that includes FE providers in general."

Speaking about the plans, Education Secretary Nicky Morgan (pictured) said: "This white paper proposes

that Ofsted will consult on removing its judgment for quality of teaching — because we know it both drives workload and because, and I'll repeat it again, it's outcomes that matter.

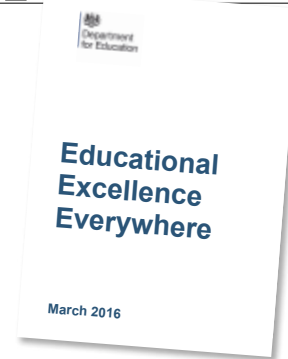
"If pupils are achieving well and making sufficient progress they are being taught well, end of story."

Controversy has raged for years over the value of lesson inspections.

FE Week reported widespread sector support for Ofsted's decision to scrap graded lesson observations in May last year.

Stewart Segal, the Association of Employment and Learning Providers chief executive, said at the time: "On balance we think that not grading individual lesson observations is the right thing to do."

He stressed that: "Even if individual lessons are not explicitly graded it must be very transparent as to what inspectors are looking for in the delivery of teaching and assessment."



PHOTOGRAPHY COMPETITION WIN FOR LIBBY GILLARD

BILLY CAMDEN
@BILLYCAMDEN

Coleg Cambria student Libby Gillard is the winner of this year's FE Week and Me Photography Competition.

The 19-year-old, who is taking A-levels in psychology, graphic design and photography, was one of 10 entrants shortlisted in the photography student category.

After being told she had won, Libby said: "Oh wow I can't believe it, it's amazing, thank you so much. I'm really happy about it, I never expected to get to the top 10 let alone win.

"It is a big shock especially to be chosen from so many entries, it is incredible."

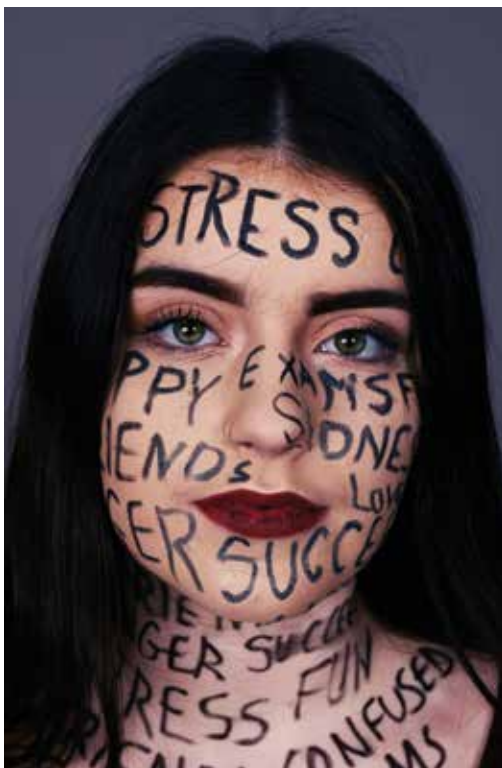
More than 700 entries flooded in for this year's competition, in partnership with NCFE, which needed to depict learning environments in the FE and skills sector.

Of her photo, 'What Lies Beneath' (pictured), Libby said: "Emotions are often kept underneath the surface but here they are brought above, portraying the many emotions and situations experienced as a student.

"I am passionate about photography and I'm going to study it at Chester University in September and then carry it on and pursue it as a career. My favourite type of photography is macrophotography and portraits hence my entry this year."

As winner of the competition, Libby will receive a prize of a Nikon D5200 Camera Kit and the opportunity to take part in a work shadowing placement with a professional photographer.

"The camera prize is great and I'm really excited for the work shadowing placement,



"I've not done anything like that before," she said. "It will be really good to get first hand advice from someone actually doing the job professionally and on a day-to-day basis."

Shane Mann, managing director of Lsect, which publishes FE Week, was one of the judges. He said: "The quality of entries this year was simply quite stunning, and Libby's portrait was no exception.

"What I really liked was that it depicted the brief perfectly. It speaks volumes about the different emotions that students experience but are often left hidden. With quality like this it is clear to me that Libby will go on to be a fantastic professional photographer."

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NEWS

SFA to consult on a new provider register

ALIX ROBERTSON
@ALIXROBERTSON4

FROM FRONT

FE providers may have to fulfil a new set of criteria in order to be approved by the government as fit to work with employers on delivering apprenticeships, FE Week has found.

In the coming months, the government will hold a consultation with providers about the requirements of the Skills Funding Agency's (SFA) register of training organisations (ROTO), which providers can only access if they pass a set of capacity and capability questions.

This will include a discussion of how new criteria will be applied going forward, according to Keith Smith, newly-appointed director for levy implementation at the Department for Business, Innovation and Skills (BIS), and director of funding and programmes at the SFA.

Mr Smith told a packed audience at FE Week's Annual Apprenticeship Conference 2016: "We're going to have to revisit [ROTO], because one thing that employers are telling us really clearly is, we need to know bits of information about the providers ... we actually want to get some confidence that these providers are going to deliver a certain set of services to us.

"What we're going to be doing over the end of spring/early summer time is we're going to have to have a big debate about this; we're going to have to have a consultation with you about the requirements in the register and how we actually apply potentially new criteria going forward."

Outlining what this would mean for providers in the future, he added: "I'm no longer the middle man ... This new system, this new service will give capability for your employers to deal with that front-end decision making, will provide them with capability to transact on that, so they then can understand and select a provider from you guys to actually do the work."

This issue of new criteria for training providers came up again at the conference, in a later panel discussion (pictured) among leaders from the FE sector.

Peter Lauener, chief executive of the SFA and Education Funding Agency, also said that ROTO needed to be looked at again.

"We need to look again at that, it's designed to fairly basic levels, and proportionate levels, a set of tests, but we will have to review that again," he said.

He compared the situation to the previously used individual learner accounts (ILAs), a scheme that was announced in the 1997 Labour Party manifesto to support adult education with a system of tax incentives from employers, as well as cash contribution to individuals.

Launched in 2000 in the form of financial reimbursements to educational course providers for the cost of the ILA incentives, the programme was abandoned in October 2001 because of evidence of mis-selling.

Mr Lauener said: "One of the problems with that is that was that it was open to all providers, 8,910 signed up to that, around 6,000 took part and there were some pretty bad apples in that mix.

"We're very alive to those issues, we'll be



From left: Graham Taylor, principal, New College Swindon; Stewart Segal, chief executive, AELP; Emily Maitlis, broadcaster and host; Peter Lauener, chief executive, SFA and EFA; Sue Pember, director of policy and external relations, HOLEX

developing proposals to make sure that any provider that is available for an employer to use meets the right standards."

Stewart Segal, chief executive of the Association of Employment and Learning Providers (AELP), said: "Employers do need to have a choice, and by the way I think they have a huge choice in the current system.

"I picked up from Keith that there is a new

set of criteria ... that needs to be carefully managed over a period.

"It would be crazy if you switched [ROTO] on overnight, but employers do need to have the choice of going with the provider that they need — and they need to pass a requirement, and set of criteria that we believe is reasonable, is transparent and open."

Not a 'hope in hell' of 3m apprenticeships by 2020, MP warns

ALIX ROBERTSON
@ALIXROBERTSON4

FROM FRONT

The chair of a group of influential MPs has slammed the government's progress on apprenticeship reform, saying he doesn't see a "hope in hell" of the target for 3m new apprenticeships by 2020 being achieved.

Speaking from the stage at FE Week's Annual Apprenticeship Conference 2016, Iain Wright (pictured), chair of the Business, Innovation and Skills Committee, said he had moved from feeling concerned about the situation, to being alarmed by the government's slow progress after George Osborne failed to finesse the details in his budget.

"I don't think we've got a hope in hell of achieving that 3m target," he said.

"I really worry about this and think we are getting to the stage where we really need to question the minister [Nick Boles]," he said.

Mr Wright's speech was applauded by the audience at the Birmingham International Convention Centre as he told host Emily Maitlis of his concerns, raising the apprenticeship levy as a key area where the government's plans lacked clarity.

"I'm particularly worried that 98% of employers who are going to pay the levy — how are they going access skills funding?"

"I have heard that it was all going



to get sorted in the budget ... the word apprenticeships didn't come from [George Osborne's] lips."

He also criticised the government's plans to make further announcements on the levy later in the year.

"Further work will be outlined in April and further details in June. They are making this up as they go along! They have announced the policy and now are frantically thinking: 'How on earth are we going to do this?'" he said.

Mr Wright said he thought the levy could end up being delayed from its planned start date in April next year.

"We want him to achieve the 3m, we want to see an improved skills workforce, but given these huge delays and the massive uncertainties that he hasn't been able to answer — are you going to delay delivery until April 2018 in order to make sure that this isn't botched, that it is put in correctly?" he asked.

Mr Wright echoed earlier comments made by Shadow Skills Minister Gordon Marsden, who said that "the devil is in the detail" when it comes to the developments in apprenticeship policy.

"There's absolutely no detail, frighteningly so close to the implementation date," he added.

"The government really needs to think what it means. To pause, reflect, and get this right."

NEWS

Apprenticeship providers training the SFA staff

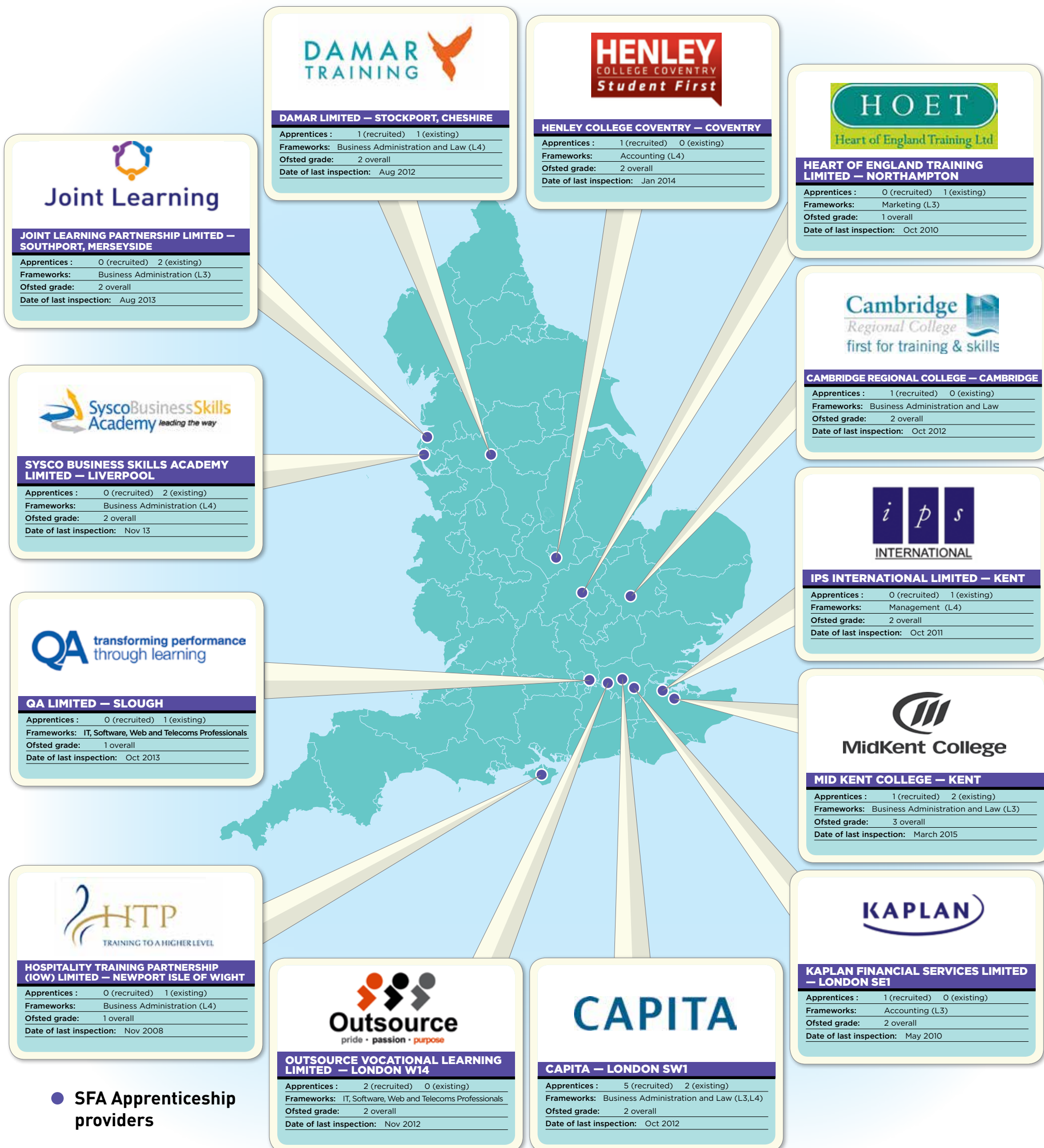
ALIX ROBERTSON
@ALIXROBERTSON4

If you were the funding agency responsible

for apprenticeships and looking to take on your own recruits, which college or training provider would you choose? FE Week wanted to find out, so asked the Skills Funding Agency

(SFA) and it turned out they didn't pick just one or two. In fact, for their 26 apprentices (13 recruited and 13 existing staff) they chose three colleges and ten training providers.

Sharing a little information about each of the SFA's own providers, during National Apprenticeship Week, seemed too good an opportunity to miss.





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INVESTIGATES — COLLEGE ACCOUNTS

Union attacks bumper salaries for college principals as pay row continues

ALIX ROBERTSON
@ALIXROBERTSON4

FROM FRONT

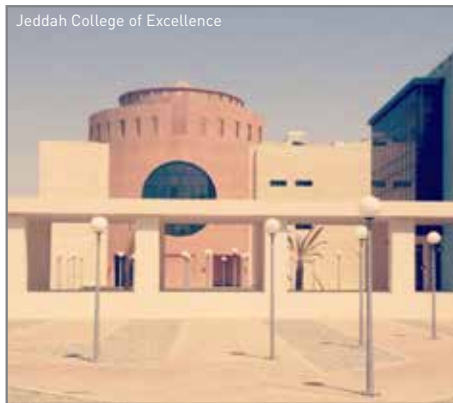
The University and College Union (UCU) has criticised college principals receiving salaries of over £200,000, at a time when the sector is at the centre of a dispute over pay.

A spokesperson for UCU said the salaries, which included a figure of £331,000 in 2014/15 for Sunaina Mann, principal and chief executive officer (CEO) of the North East Surrey College of Technology (Nescot) Group, were unacceptable.

“These figures show that too many principals are completely out of touch when it comes to pay,” she said.

“It’s clearly unacceptable for college leaders to enjoy bumper six-figure salaries while staff pay is being held down and skills budgets continue to be squeezed.”

Ms Mann topped the list of highest earning college principals with the £331,000 she received for 2014/15 — more than doubling her wage for the previous year, according to data made available by the Skills Finding Agency (SFA) on March 10.



Jeddah College of Excellence

This was an increase of 120 per cent on her salary of £150,000 for 2013/14.

It comes in the third year of Nescot’s involvement in the Saudi Arabian Colleges of Excellence programme. In September 2013, the group set up a female college in Jeddah as part of the scheme, which promotes technical and vocational education in the region.

A spokesperson for Nescot said: “Sunaina Mann is the principal and CEO of the Nescot Group, which includes Nescot and the Jeddah College of Excellence.”

She added that Ms Mann’s complete salary in 2014/15 was £363,000.

When asked to comment on the salary increase, the spokesperson said there was no further comment.

The figures come at a time when unions representing FE workers are fighting for better pay, in response to the Association of Colleges offer of a zero per cent pay rise for 2015/16.

In February, about 200 colleges were hit with strike action, as members of the UCU and Unison walked out and joined picket lines as part

a going concern,” a note on the accounts said. The revelations came just days after the government made it clear that colleges will no longer have access to EFS following the area reviews, and would in future be allowed to go bust.

A spokesperson for CBC said: “The college has in place a robust financial recovery plan which is being monitored by both the SFA and the FE Commissioner’s office.

“This plan includes a number of asset disposals which will provide the required funds to pay back the exceptional funding support from the SFA.

“We have undergone major changes in the last year, putting in place an experienced and skilled leadership team in which we are confident will deliver a financial and quality turnaround.”

A spokesperson for the SFA said that CBC was making progress on its recovery plan, but “it is unlikely that a college which requires funding by way of exceptional grant

will be suitable for funding by the SFA in the long term without significant change being delivered as part of an area review”.

News of CBC’s financial situation came as the SFA published the 2014/15 college accounts, which showed that seven colleges reported operating deficits of more than £5m.

These included Birmingham Metropolitan College (BMet), which topped the list with a massive £15m operating deficit.

Cornwall College Group (CCG) was second, with a £9.1m operating deficit, followed by Lewisham Southwark College (LSC) and New College Nottingham (NCN), with operating deficits of £6.7m and £6.5m respectively.

BMet’s deficit, made up of an operating loss of £7.7m and restructuring costs of £8.5m, was due to a combination of reduced funding and historical financial underperformance, according to principal Andrew Cleaves.

CCG said that its deficit was due to a number of factors, including costs associated with its merger with Bicton College, which the

POSITION	COLLEGE	TOTAL COLLEGE INCOME (£M)	PRINCIPAL’S SALARY (EXCLUDING PENSION CONTRIBUTIONS)
1	North East Surrey College of Technology	£26,848	£331,000
2	Birmingham Metropolitan College	£66,620	£298,000
3	Vision West Nottinghamshire College	£58,509	£245,000
4	NCG	£182,458	£227,000
5	Salford City College*	£40,666	£212,000
6	North Hertfordshire College	£32,631	£203,000
7	Stockport College	£22,749	£201,000
8	Cornwall College Group	£69,574	£200,000
9	Leeds City College	£79,549	£199,000
10	Weston College	£53,131	£196,000

of the pay dispute.

According to the SFA data, six other FE providers also paid their principals or CEOs a salary of £200,000 or above in the last academic year.

The second highest salary went to the principal and CEO of Birmingham Metropolitan College, at £298,000, though this was a decrease of 10 per cent on the salary payments for the role in 2013/14, according to the SFA data.

Dame Asha Khemka’s salary as principal and CEO of Vision West Nottinghamshire College was the third highest for the last academic year, at £245,000, a seven per cent increase on her salary of £229,000 for 2013/14.

The other colleges that paid out £200,000 or over for the role of principal in 2014/15 were the Newcastle College Group,



Nescot College Epsom

Salford City College, North Hertfordshire College, Stockport College and Cornwall College Group.

Salford City College and North Hertfordshire College both reported that their rate of pay for the position was partly down to employing two principals during the year as part of a hand-over period.

See feweek.co.uk for full details and responses from the colleges.

BRISTOL COLLEGE’S ACCOUNTS QUESTION FUTURE AS A ‘GOING CONCERN’

JUDE BURKE
@JUDEBURKE77

A college’s own accounts have questioned its “ability to continue as a going concern” after it was set to receive more than £11m in exceptional financial support (EFS) from the Skills Funding Agency (SFA).

Audited 2014/15 accounts for City of Bristol College (CBC) showed that it had received a total of £6,449,000 in EFS up to the end of July 2015, and had arranged a further £5m in EFS for 2015/16.

The document, published on March 4, also showed that the college, which has an SFA allocation of £15.2m and an Education Funding Agency allocation of £18.7m for 2015/16, had an operating deficit of over £9m, and was set to sell-off some its property in order to pay off its debts.

“The facts above indicate there is a material uncertainty that may cast significant doubt on the group’s and college’s ability to continue as



City of Bristol College

college had planned for.

LSC principal Carole Kitching said that her college’s operating deficit was part of an ongoing decline in quality and finances at the college, which she and her team were working to break.

NCN said that its operating deficit related to the demolition of one of its campuses, and did not impact on NCN’s financial health.

Neither CBC nor the Warwickshire College Group, which had one of the highest operating deficits in 2013/14, at £5m, were included in the list of college accounts published by the SFA.

The SFA said that this list was the first draft, and that data from colleges not included in this list would be published soon.

Warwickshire College Group said the group’s 2014/15 accounts had not yet been finalised.

To read full responses from the ten colleges with the highest operating deficits, go to www.feweek.co.uk

TOP TEN OPERATING DEFICITS 2014/15

	Operating surplus /(deficit) £k 2014/15	Operating surplus /(deficit) £k 2013/14
Birmingham Metropolitan College	(14,995)	(177)
Cornwall College Group	(9,110)	(906)
Lewisham Southwark College	(6,699)	(7,038)
New College Nottingham	(6,443)	(4,429)
Telford College of Arts and Technology	(5,971)	(4,280)
Stockport College	(5,909)	(3,833)
Lincoln College	(5,524)	(372)
Derby College	(4,995)	(1,086)
Greenwich Community College	(4,918)	(1,337)
South Thames College	(4,548)	(976)

Source: Skills Funding Agency

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This year's Annual Apprenticeship Conference (AAC), held at Birmingham's International Convention Centre from March 16 to 18, featured an action packed agenda. FE Week went to press onsite at the end of the second day, so what follows is a roundup of the first two days' highlights.

David Hill, the most senior civil servant working on the apprenticeship reforms, kicked off the event. He gave an overview of the reform programme, in his first speech since being appointed Director of Apprenticeships at the Department for Education and Department for Business, Innovation and Skills (BIS) in October.

Keith Smith, whose new role as head of the levy implementation team at BIS was announced last week, later gave more detail on how the new levy-funded system would work through the Digital Apprenticeship Service (DAS).

The DAS, which should be fully operational by January next year, will "change how you do business", Mr Smith said, with providers contracting directly with employers and no longer able to rely on the Skills Funding Agency (SFA) to give them certainty over the budget.

During a panel debate at the end of the day, Stewart Segal, outgoing chief executive

of the Association of Employment and Learning Providers (AELP), expressed concern over complexity of the new system, and warned of the potential for getting things "badly wrong".

Earlier in the day, Graham Hasting-Evans, managing director at NOCN, had also criticised the government for the slow pace of the reforms, saying that he was "disappointed" at the lack of progress.

Speaking on the Thursday morning, Sir Michael Wilshaw, chief inspector of Ofsted, challenged providers to develop high quality apprenticeships. During a Q&A session after his speech, for which he was joined by Paul Joyce, Ofsted's deputy director

for FE and skills, Sir Michael defended his controversial views on the FE sector, saying that "when you look at the figures, it's pretty dire".

Shakira Martin, vice president for further education at the National Union of Students, exhorted the government to include the apprentices in its reforms, calling for the apprentice voice to be "integrated" into the Institute for Apprenticeships.

Shadow Skills Minister Gordon Marsden praised the government's commitment to apprenticeships, but challenged it to deliver quality as well as quantity, saying that "we owe it" to apprentices.

For more on the action, look out for our AAC supplement next week.



Captions: 1: Gordon Marsden, shadow skills minister 2: Nadhim Zahawi, PM's apprenticeship adviser 3: Iain Wright, chair of Business, Innovation and Skills select committee 4: Shakira Martin, NUS vice president 5: Emily Maitlis, broadcaster and host 6: Sir Michael Wilshaw, chief inspector, Ofsted 7: Peter Lauener, chief executive, SFA and EFA 8: The exhibition

Survey says...

Before the Annual Apprenticeship Conference (AAC), FE Week asked delegates for their views on the government's apprenticeship reforms.

More than 210 representatives from colleges, independent training providers, local authorities, employer providers, awarding organisations and others responded to the survey, which asked for their views on issues such as quality, the impact of the levy and how it might apply to small and medium-sized enterprises (SMEs).

These showed a surprising lack of consensus on some of the key areas of the apprenticeship reforms, particularly around the introduction of the levy, reflecting the levels of uncertainty in the sector over the potential impact of the reforms.

Only about 50 per cent thought that funding apprenticeships through a large employer levy was a good idea, despite the fact that it is estimated that it will bring in around £2.5bn to the sector.

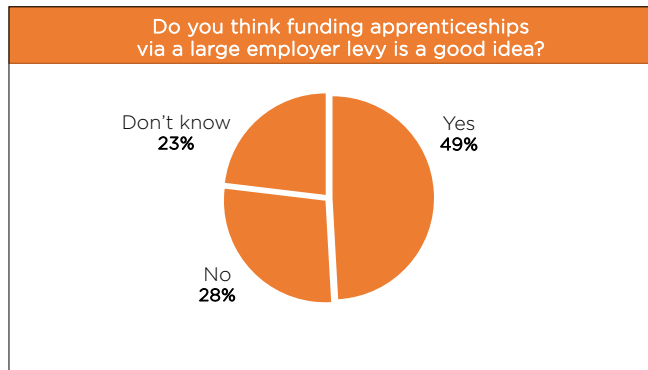
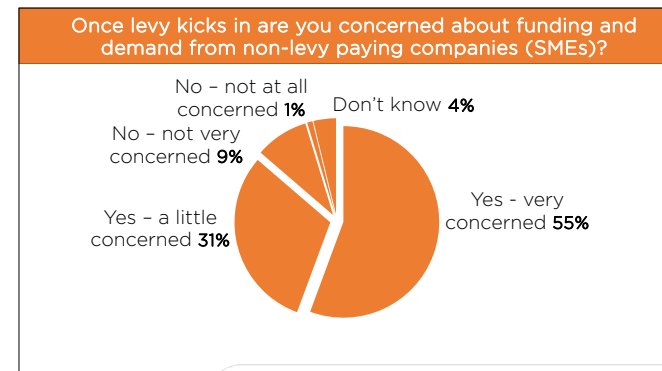
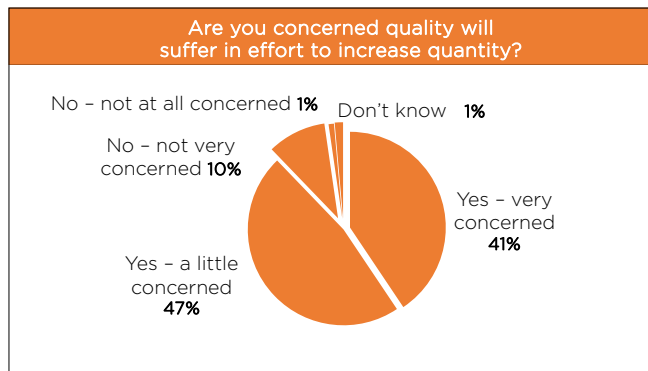
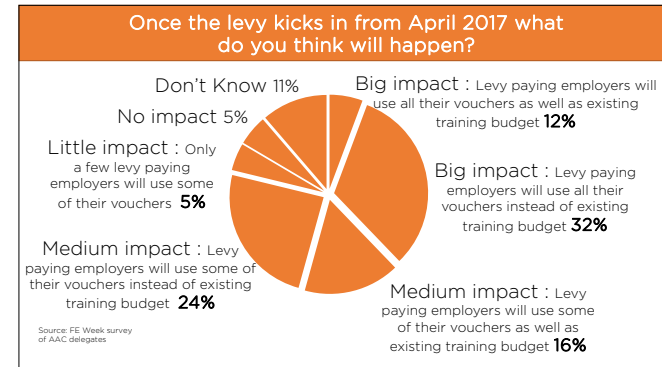
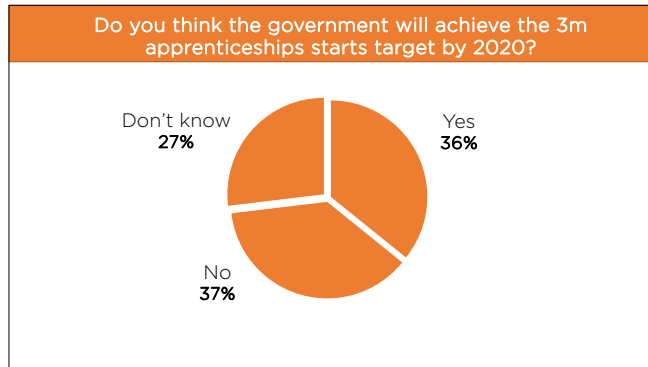
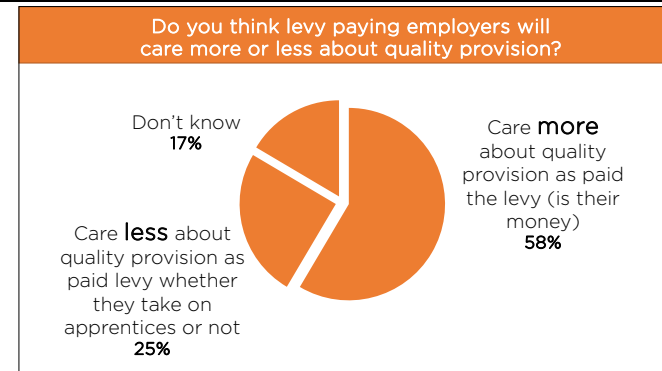
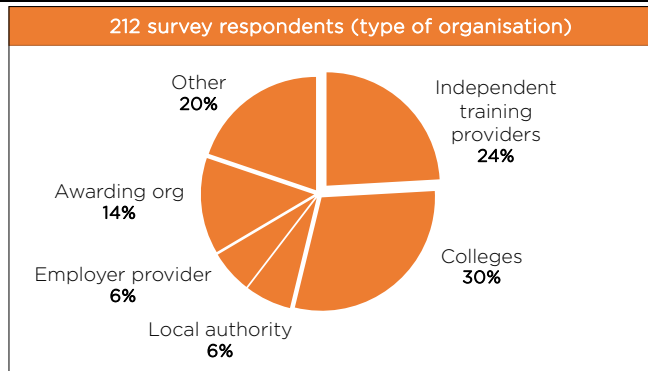
Survey respondents were also evenly divided in their views on the impact of the levy on the quality of apprenticeships, which again indicated the many unanswered questions that people have about it. Nearly 60 per cent of respondents said they thought the levy would make those companies that pay it care more quality, as it would be their money they were spending.

In terms of the impact on employers' spending on training, a little over half — 56 per cent — of respondents also believed that employers would simply switch over their existing training budget and use the levy money instead.

However, there was much more consensus among survey respondents in other areas of the reforms, although this agreement also reflected the high levels of uncertainty surrounding them.

Concern about the quality of apprenticeships was high, with almost 90 per cent saying they thought it would suffer in the rush to meet the government's 3m target.

A similar proportion — 86 per cent — of respondents expressed concern over the funding of apprenticeship provision for SMEs, who won't pay the levy. Given that this is one of the key details of the levy system yet to be worked out — and that the vast majority of apprenticeships are currently in SMEs — such high levels of concern are to be expected.



- ### KEY SURVEY FINDINGS
- > 88% concerned quality will suffer to hit 3m starts target
 - > 50% think levy a good idea
 - > 60% think levy will make employers care more about quality
 - > 56% think employers will replace existing training budgets with levy money
 - > 86% concerned about funding and demand for SMEs
- Interesting lack of consensus**

AAC VOX POPS — OPPORTUNITY OR THREAT? HOW DO FEEL ABOUT THE APPRENTICESHIP REFORMS?



 <p>CHRIS PAYNE — CEO, ITS GROUP "It's an opportunity to work more openly with employers. The biggest challenge is the government itself. It has to interfere and put its own bureaucracy around everything."</p>	 <p>CLARE BUCK — HEAD OF PROFESSIONAL APPRENTICESHIPS, BPP "Both, I think. The biggest threat is lack of information on how it's all going to work. We get feedback from employers that it's making them hesitant to move into apprenticeships."</p>
 <p>EARL HIBBERT — CONSULTANT, EAH ASSOCIATES "If you are a training provider, there's vast scope to support employers working jointly with them, with the apprenticeship levy. But there's a significant impact on lots of smaller providers actually wondering how they may survive."</p>	 <p>JACKIE SHELTON — APPRENTICESHIP MANAGER, HONEYWELL BUILDING SOLUTIONS "It's a challenge. I think the communication to the employers is quite poor. I'm lucky in that I've got ex-colleagues and links that I can tap into to get information."</p>
 <p>JANE EDWARDS — BUSINESS DEVELOPMENT MANAGER, WIRRAL METROPOLITAN COLLEGE "It's a big opportunity for some employers and maybe the larger employers more so. Some of the smaller, micro employers I think are [however] going to be at a massive disadvantage."</p>	

 <p>JEFF GREENRIDGE — DIRECTOR STRATEGIC ALLIANCES, THE TRAINING ROOM "Employers will face challenges if they have a national delivery and might need to work with a number of providers. Also, how does the provider ensure the employer maximises the levy?"</p>	 <p>JILESH KACHA — FUNDING AND PLANNING, SE LIMITED "It's an opportunity because it engages employers more by enforcing the levy. Because they're contributing, large employers will create apprenticeship access opportunities. However, for training providers, it's a bit uncertain."</p>
 <p>KEITH DONNELLY — BUSINESS DEVELOPMENT MANAGER, CARILLION TRAINING SERVICES "They're an opportunity as an improved engagement with employers can make sure apprenticeships are relevant and up to date. But the insistence on commonality in reforms could cause delivery problems."</p>	 <p>RICHARD BAKER — APPRENTICESHIP MANAGER, GUILDFORD COLLEGE "A bit of both. The majority of our employers are SMEs, so there's a lot of uncertainty. Their biggest fear is how much they could be charged through Trailblazers."</p>
 <p>SHARON CHINNECK — EXECUTIVE DIRECTOR, BEDFORD COLLEGE "Most of the threats are the unknown at the moment. There's a lot of speculation, and you're hearing things being repeated as policy but it's not been set yet."</p>	

FE WEEK COMMENT

Some welcome news

It's great news that the Skills Funding Agency has finally committed to funding in-year 16 to 18 apprenticeships.

We managed to break this story online before it was announced by the agency, and featured it in the paper's budget coverage.

It's an encouraging development after last week's editorial called for more investment in apprenticeships the government is so keen to promote.

Backing training for this age group is all the more sensible considering the legal necessity for young people to continue their studies post-16.

I found delegates at AAC were relieved on the one hand — but also angry about unnecessary uncertainty prior to the announcement.

It provided limited clarity over the direction apprenticeships are taking.

But that paled into insignificance compared to the widespread frustration expressed over lack of explanation by the government on how the reform programme, particularly the levy, will be implemented.

We are now hearing that employers are being put off investing in apprenticeships because of this, which is a worry.

Businesses crave certainty before committing large sums of cash and they aren't getting it right now.

Nick Linford
news@feweek.co.uk

#AAC2016

Neil Coates @NeilCoates4
#AAC2016 Michael Wilshaw explains an apprenticeship can take you anywhere then all examples are high end jobs. SMEs forgotten again!

Karen Bailey @ktebailey
Sir Michael Wilshaw talking of help for SMEs on reforms coming from CBI/LEP locally can't help thinking that is passing the buck #aac2016

Charlotte Bosworth @OCR_Charlotte
Quality issues with apprenticeships are mostly SMEs #wilshaw #AAC2016 where is the evidence of this?

Lynette Daly @LynetteDaly
Some strange mixed messages coming from Sir Michael Wilshaw today #AAC2016

Mark Corden @cordenm
#AAC2016 excellent challenge and response between new @AELPUK CEO Mark Dawe and @Ofstednews HMCi Sir Michael Wilshaw



Osborne's budget reveals 10 per cent levy top-up

PAUL OFFORD
@PAULOFFORD

The Confederation of British Industry (CBI) has warned government plans for a 10 per cent top-up to monthly levy contributions will only benefit a small minority of employers.

The top-up plans were unveiled in a budget report published by the Treasury after George Osborne finished his speech to MPs on March 16.

It will mean, for example, if an employer pays a £2,000 levy, then its levy pot will be £2,200.

The CBI director for employment and skills, Neil Carberry told FE Week: "Extra investment for apprenticeships will only help the small minority for firms who will be able to spend their whole levy."

He added: "Businesses remain concerned that only a year away from the introduction of the levy, there is little clarity about how the system will work beyond the fact it will make taking on apprentices more expensive."

"As a result many businesses are in the difficult position of having to reduce

overall training or apprenticeship numbers to pay their levy."

Stewart Segal, the chief executive of the Association of Employment and Learning Providers, was also cautious.

He said: "We will need to understand how exactly the top-up will work and in particular how it will work for those only paying a small levy."

The budget report stated: "From April 2017, employers will receive a 10 per cent top-up to their monthly levy contributions in England and this will be available for them to spend on apprenticeship training through their digital account."

"The government will set out further details on the operating model in April and draft funding rates will be published in June."

The new measure comes in addition to the £15,000 allowance previously announced for levy payers, which means it will only apply to large employers.

However, Skills Minister Nick Boles has reassured smaller employers some levy cash will be recycled for them.

The Treasury said in its budget report that the levy "will be set at a rate of 0.5 per

cent of an employer's paybill and will be paid through PAYE".

"Each employer will receive an allowance of £15,000 to offset against their levy payment," it said.

"The government will apply a 10 per cent top-up to monthly funds entering apprenticeship levy payers' digital accounts in England from April 2017."

It comes after FE Week revealed on the morning of the budget that extra money is likely to be made available for 16 to 18 apprenticeships.

The Skills Funding Agency subsequently announced that it would fully fund all "high quality" 16 to 18 apprenticeships from August 2015 to March 2016.

It said: "We will fully fund all high quality 16 to 18 apprenticeship and SFA-funded 16 to 18 traineeship delivery from August 2015 to March 2016."

Mr Segal said: "We're pleased the SFA has addressed some of the growth cases for apprenticeships and traineeships put forward by providers, but this late notification will inevitably mean that some provision will be affected."

COMMENTS

Exclusive: Principal's salary doubles to over £330k

So Sunaina Mann, CEO of NESOCOT, received a total salary in 2014/15 of £363,000 – an increase of 142% on her salary for 2013/14 (a paltry £150,000).

Interested in seeing justification for this use of public money.

Who authorised her salary and why?

NB Predicted increase for FE workers of 0% for 2015/16.

Alan Kid

Feature: History of apprenticeships dating back to days of Elizabeth 1st

I served a 5 year indentured apprenticeship as a fitter & turner back in the 70s. A position with an engineering firm and proper C & G examinations set me up for a life of work. But, at the end of that

apprenticeship I was made redundant.

The introduction of NVQ was simply a failure as there wasn't enough time to form a proper trade nor gain relevant experience in many sectors. Nicknamed the "Not Very Qualified" certification that bizarrely employers today take that as a better qualification than C & G which preceded it and was the precedent for a good employee!

Since then the decline in skilled workforce employees has proved that apprenticeships were absolutely vital to the future economy.

The government needs to address the lack of skills in this country by making the pay and futures of apprentices a more certain outcome.

Pay is low, therefore moral may be too as many companies still exploit their trainees as cheap labour, then wonder why those same trainees leave as soon as they can.

R Watson

Cash for area review consultants on offer

Great move but beware the consultant with no educational merger experience, they won't get for instance the importance of keeping the ongoing experience of current students on track and could indeed put more pressure on already stretched teams as they try to work it all out whilst taking the cash.

Frank Hughes

I think it's an inappropriate way of 'dishing out' money, which may not be required.

But what would I know? I only advise on Learning Technology in FE & Skills, such as reducing costs, raising quality and running their 'business' efficiently, similar to the 'real world' – Much too scary for most colleges.

Colin Gallacher

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FE Week



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Dear Dr Sue

Email Dr Sue@feweek.co.uk with your questions.
Dr Sue will hand out a £100 Amazon gift card for her favourite question

On the third Monday of every month Dr Sue, Hoxley director of policy and external relations, answers your questions, backed by the experience of almost a decade as principal of Canterbury College, in addition to time served in senior civil service posts at central government departments covering education and skills.



QUESTION 1:

As an employer governor in a college that is successful with apprenticeships, I am keen to understand more about the new system (especially the levy) and how digital vouchers will work. What are your views?

I am very excited about the policy and the chance to stabilise apprenticeship funding through the levy for ever.

When it was announced last year, I said it was a brave step and the government should be applauded for taking it and I haven't changed my mind.

It puts the apprenticeship route into the mainstream and should allow it to flourish and take its rightful place alongside the degree progression route.

Our role is to galvanise all our stakeholders behind the programme.

Yes, it will have teething problems, but these will not be unsurmountable and we need to work with the implementation team in BIS to ensure a smooth as possible transition.

What we must not do as a sector is start to talk the scheme out of court (as has been done with some other great initiatives) by a constant blowing up of small issues to

something greater than they are.

We need to keep this policy and not give any reason for it to be overturned. Future apprentices need a world class programme and we need the levy to secure their future.

Yes, it will have teething problems, but these will not be unsurmountable

New implementations guidance is being prepared by BIS and will be out shortly.

I would use that guidance as a hook to ask (through your chair) that the college provides a brief for you describing how they are going to implement the policy and how they are going to prepare for it, including working with employers over the changes.

QUESTION 3:

I have just returned to being a governor at a college and was surprised to find we still have a principal's report. Is this normal practice?

I am not a great advocate of principal's reports that cover everything from the principal's views (often or not negatively biased) on recent government policy announcements, a visit by a local MP, staff changes and substantive matters such as progress on targets all in the same paper.

...progress should be measured through a previously agreed dashboard

From reviewing best practice in both the public and private sector, I believe most matters are important enough to warrant their own paper which has been constructed to provide clear advice on options, risks and sets out appropriate

recommendations for governors.

Also, progress should be measured through a previously agreed dashboard (or similar process) that covers all the key priority areas and not an add on to principals generic paper.

However, some college boards and principals are wedded to the principal's reports and use them to provide an update on key issues.

The risk with this approach is that it is sometimes tempting to take decisions without the all the facts or advice being on the table.

I suggest you ask your clerk whether the board has recently reviewed and refreshed its reporting structures.

If the board hasn't done that recently, then ask the chair whether the clerk could review reporting processes and provide alternative options.

QUESTION 2:

I have attended several briefings about localism and devolution but am unclear what happens when my combined authority receives the adult education budget. Could you explain please?

The concept is that those combined authority areas who have been successful in agreeing a devolution deal with the Treasury that has a skills element will, by 2018, be in charge of how skills funding will be spent.

For these deals, skills funding is defined as the funding in the adult education budget plus some Department for Work and Pensions (DWP) programme funding, it does not cover apprenticeships or 16-18 education.

The intention is that each area must meet a set of readiness conditions and demonstrate they are able to determine the needs of their area and have a commissioning process in place.

We don't know yet what the actual process will be.

Each devolution area is determining how they will operate.

We expect it will be the LA/combined authority with the LEP that will be the commissioner and the contracting authority, and as such is subject to the requirements of public contract regulations 2015.

Once the funding is theirs, it is down to them how they interpret the regulations in

relation to education and training. An LA may (as BIS does) decide to fund a college under a grant arrangement to enable them to deliver their statutory function.

If so, they are not delivering a service under the terms of Public Contracts Regulations 2015, removing the need to go out to competitive tendering.

...we don't want another destabilising period through tendering

As yet that level of detail is not yet known and my advice would be to get involved in developing the commissioning document and try to introduce the concept of co-constructing and working in partnership.

By 2017, the sector should have completed areas reviews and we don't want another destabilising period through tendering out the adult education budget. It is in all our interests to ensure we develop our plans and commissioning process collectively.

QUESTION 4:

My college is in wave two of the area review process and we seem to be resigned to merging. Looking at the implementation process, although the Merger B process seems easier, I wonder in the long-term whether a Merger A solution would allow us to get to the end point much quicker?

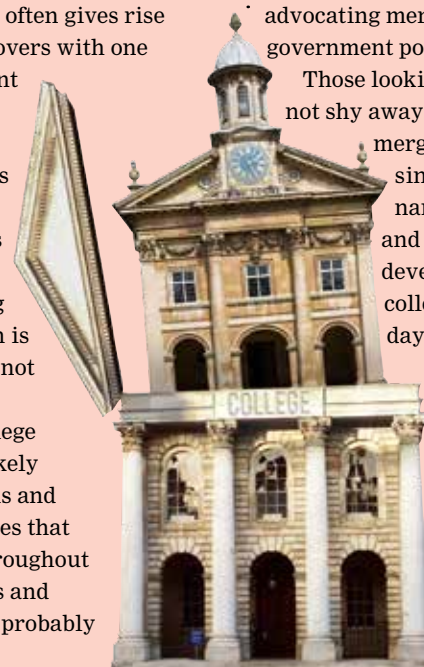
There are benefits in both approaches and I agree with you that the Merger B process does seem to be easier and has been the most favoured process in the past.

But, although it creates the new legal status quickly, it does often give rise to issues around takeovers with one culture being dominant — legacy issues often take longer to solve and if the new board is made up of governors from the two previous colleges then often there is much harping back to the past which is not unexpected but is not helpful.

However, if one college is outstanding, it is likely their working methods and behaviours are the ones that need to be adopted throughout by the other partner/s and therefore Merger B is probably the right process.

The Merger A process where colleges come together to make a brand new single college needs the permission of the Secretary of State, but that shouldn't put anyone off as the area review process is advocating mergers and it is the current government policy.

Those looking at new structures should not shy away from a Merger A type merger — coming together as a single new college, with new name, allows for creative and innovative thinking and development of how the new college should operate from day one, creates a refreshed approach to governance which could include group structures and payment of chairs, and can be used to excite and motivate all staff and stakeholders behind a new concept, especially if the new structure can attract industry brands and sponsorship.



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*Source: Sport England Nov 2015

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CAMPUS ROUND-UP *with Billy Camden*

Revving up for life in fast lane



Motorsport technology students at North Lindsey College with members of the PP Motorsport team

Motorsport technology students at North Lindsey College are preparing for life in the fast lane with Lincoln-based race team PP Motorsport who are competing at the UK Clio Cup.

The level three learners are gearing up to be a part of the pit crew as the team races around nine circuits in 18 races on April 2 and 3.

The cup is the support race for the British Touring Car Championship and PP Team owner John Creasey wanted the students to take pole position to give them "first-hand experience".

Students have been taught how to run a motorsport car professionally under the guidance of the team's motorsport engineers.

Naomi Knight, aged 20, said she "can't wait to get stuck in" at the race weekend. "I can't believe that we are getting experience like this, we are going to be trackside doing diagnostics and helping the team to victory."

Adam Grisley, 19, added: "In college we get to learn about working in a pit, but actually working with a professional team and working on the car in the paddock is just mind blowing."

From Helmand to Hartpury

A former soldier turned boxer is taking on a completely different battleground as he aims to step into teaching with the help of Hartpury College's university campus.

Lewis Van Poetsch joined the army straight from school at age 16 and spent seven months in Afghanistan in Helmand Province with the Two Rifles Battalion in 2011.

On his return to the UK in 2012, he swapped his rounds of ammunition for rounds inside the ring as he turned professional in boxing.

And now the 25-year-old finds himself at Gloucester's Hartpury, studying a physical education and school sport degree with the goal of becoming a schoolteacher.

"I enjoyed my time in the army and it did a lot of good for me but in the back of my head, even at school, I always wanted to look into being a teacher one day," Lewis said.

"A couple of years ago, I went back to my old school to visit my PE teachers and I

Lewis Van Poetsch at Hartpury



Lewis [right] during a tour in Afghanistan

began volunteering and gaining experience of teaching for a couple of days a week, which I quickly found was exactly what I wanted to be doing."

Waltham Forest good sports



Waltham Forest College Life Skills learners take to the courts at the Queen Elizabeth Olympic Park

Students with learning disabilities at Waltham Forest College are following in the footsteps of champions like Andy Murray by learning to play tennis in the Queen Elizabeth Olympic Park.

Around 40 students on the college's Life Skills programme are taking part in the six-week scheme of tennis lessons on the indoor courts at the Lee Valley Hockey and Tennis Centre, in London.

The learners suffer from a range of learning disabilities, including Down's syndrome, autism, cerebral palsy, dyslexia and dyspraxia.

Their coach, David Vellala, believes some of them have the talent to become medal winners in the Special Olympics World Games, held every two years for athletes with intellectual disabilities.

He said: "There are a growing number of tennis competitions for adults with intellectual disabilities and some of these students have the ability to do well in these.

"Tennis is one of the sports included in the Special Olympics. There are students in this group with the talent to become Special Olympic medal winners."



Students on patrol at RAC

From left: David Meller with RAC apprentices - Adil Ubbin, aged 18, Sam Abbott, 18, Taylor Spicer, 19, Jo Gillam, 18, and Brandon Wagstaff, 19

The first students to join the RAC's new patrol academy met joint chair of the apprenticeship delivery board, David Meller, as part of this year's National Apprenticeship Week celebrations.

The six recruits, who began the two year apprenticeship programme in September, study one day a week at Barking & Dagenham College, combined with on-the-job training.

David Meller, who met and spoke with the apprentices at the college last Friday, said: "An apprenticeship can literally take you anywhere, as this excellent new programme proves."

The apprentices, who are all aged 18 to 23, are based in the Greater London area.

An RAC spokesperson said the automotive services company has its sights set on extending the academy.

Yvonne Kelly, chief operating officer at Barking & Dagenham College added: "This area of east London is synonymous with the automotive industry, so it seems fitting that the college is helping these young apprentices develop the high level technical skills they need for a successful career with such a trusted UK motoring organisation."

WORLD SKILLS MEDIA PARTNER

Worldskills 2017 training on show

FE Week

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ROUND-UP

The road to WorldSkills Abu Dhabi 2017 is well underway with the UK's best taking part in training and development programmes in their chosen disciplines. Reporter Billy Camden went along to a session last week to see how the competition has kicked off.

WorldSkills fever was hot in the dusty air at Chichester College's Pulborough Campus last week as 14 carpentry, joinery and cabinet making champion hopefuls completed a training week.

Competitors in each of the three disciplines got through to this stage of the process by doing "exceptionally" well at the national finals at the Skills Show.

The students, who travelled from as far as Northern Ireland, arrived in Pulborough on Tuesday night and spent the next three days taking part in training and completing challenging tasks set by each disciplines own expert.

Joinery competitor Connor Wilmot, aged 18, an apprentice from West Suffolk College, said: "This week has been completely different to the national finals. It has been a lot more intense."

"The experts have been awesome, they've been showing us new ways of doing things, things that I never thought of doing before."

Throughout the week, all participants took part in core skills training to improve their quality, and then completed an assessment based task.

Cabinet makers made a small desk to precision, carpenters used their geometric skills to create part of a roof, and joinery competitors



WorldSkills competitors in carpentry, joinery and cabinet making get stuck in with their training week tasks at Chichester College's Pulborough Campus

made a highly technical window frame.

Carpentry hopeful Shane Everett, 20, an apprentice with R G Carter Building in Norfolk, said he was "surprised" at how much he could learn in the three days he was there.

He added: "This is such a big opportunity and to represent the UK would be brilliant and at the end of the day go for a gold medal, that's what we're after."

All are hoping to secure a place on TeamUK which will eventually send them to compete in WorldSkills Abu Dhabi 2017.

Held every two years, the WorldSkills competition welcomes around 1,000 people, aged 18 to 25, from all over the globe to compete for

medals in more than 60 different skills areas.

Chichester College is famous for the success of its cabinet making competitors. The college has entered a representative to compete in the discipline since 2009.

And since the introduction of lecturer Christian Notley, in 2013, the college has produced two gold medallists in the skill area.

Mr Notley was on-hand throughout the development week to offer his winning experience to this year's hopefuls.

He said: "These early stages are critical, you have to set the tone for the whole training and set the standards, which is actually above industry."



Waters and Acland apprentice Angus Bruce-Gardner, aged 21, creating a small desk for his cabinet making task during the training week



Reporter Billy Camden talks with Nick Herbert MP for Arundel and South Downs about WorldSkills

On the Friday, the competitors were also joined by Nick Herbert MP for

Arundel and South Downs, for his first taste of the competition.

Mr Herbert said he was "incredibly impressed" with the set-up and added: "I think it is terrific to see these British skills in action and to know that we are competing successfully with the world's best and that my constituency is playing a role in that."

The training and development programmes started in February for all fields and run through until the end of March.

Squad UK is then whittled down from five per skill to three in April.

The next stop for a selection of competitors will then be EuroSkills Gothenburg 2016 in December, before continuing training all the way up to WorldSkills Abu Dhabi 2017.

Last year, the UK team took home three gold, four silver, and two bronze medals from WorldSkills in Sao Paulo, Brazil, which gave TeamUK 46 points in total to place it seventh in the overall medals table — up three places on WorldSkills Leipzig two years ago.

DO YOU WANT TO BE IN CAMPUS ROUND-UP?

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

MOVERS & SHAKERS

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

Struggling Totton College has announced Derek Headrige as its new campus principal.

Mr Headrige is currently group academy dean at BMW and will start in his new role on April 18.

He takes over at a time of turmoil at the college which is consulting on a restructuring plan that it is thought could lead to dozens of job losses.

Social justice charity Nacro, which uses skills and training to reduce crime and re-offending in English and Welsh communities, merged with Totton College in December after concerns were raised about the college's financial situation.

Totton College was branded inadequate by Ofsted in June last year.

Speaking about his appointment, Mr Headrige said: "I am delighted to be joining Totton College. Its renewed focus on the extensive opportunities that quality vocational education brings to students, business and the local area are ground breaking."

"I am absolutely committed to supporting

staff and students to drive this mission forward and make sure that Totton College is the destination of choice for students, local people and business, now and into the future."

Having started his early career in the army, Mr Headrige moved to education because of his "passionate belief in supporting young people to aspire, grow and reach their potential".

He is formerly the head of faculty for automotive engineering and building services at Highbury FE College in Portsmouth.

Meanwhile, the current deputy principal at West Thames College, Tracy Aust, will step up to replace Marjorie Semple at the helm when

she retires at the end of March.

Ms Aust will move into the role from April 1 when Ms Semple says goodbye to the London college that she has been in charge of for the last eight years.

Ms Semple has worked in the FE sector for almost 40 years. She arrived at West Thames College in 2001 as assistant principal for learning and became principal in 2008.

A spokesperson for the college said that as deputy principal, Ms Aust is currently responsible for the curriculum and for delivering "high quality education to the many different communities, served by the college".

Ms Aust said: "We need to constantly adapt to ensure that we are giving local people the skills they need to compete in the local labour market."

And Chris Scott has stepped down from his post as principal of Telford College of Arts and Technology (TCAT).

He said the decision had been prompted by the "massive changes" in the FE sector — and

in his own role — since he took the job nearly two years ago.

Mr Scott has been with TCAT for 20 years, having previously served as deputy principal, and finance director.

He said: "It has been a privilege to work for Telford College, but the unprecedented cuts in finance to the FE sector, and the transformation this has forced us to undergo, has changed the principal's job almost beyond recognition."

"I have talked the situation through with the board of governors, and we have agreed that the skill set which will be needed to take Telford College forward is not a skill set which I possess."

A college spokesperson told FE Week that Jo Lomax had been appointed as interim principal.

Ms Lomax has worked with FE and skills solutions specialist FEA since 2007. She has 38 years' experience in FE and previously worked at Dearne Valley College as deputy principal.

It was also announced last week that Skills Funding Agency (SFA) director Keith Smith had moved to the Department for Business, Innovation and Skills (BIS) to take a lead role in levy implementation.

Mr Smith will be on secondment to BIS for the next year, from his SFA post overseeing funding and programmes, while working as director of levy implementation until it goes live next April.



Derek Headrige



Tracy Aust



Chris Scott



Jo Lomax



Keith Smith

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



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LEARNER HAVE
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FE Week 



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Colchester Institute is one of the largest FE and HE vocational education providers in Essex. We have a range of full-time, part-time and flexible teaching and business support job opportunities across our campuses at Colchester, Braintree and Clacton.

We currently have roles across Construction & Engineering, Health & Social Care, Higher Education and Creative Arts.

In return, Colchester Institute offers a comprehensive in-house training programme, generous annual leave entitlement, enhanced maternity and paternity pay, pension scheme and many more benefits.

Colchester Institute aims to provide a welcoming environment in which all learners and employees are encouraged to realise their full potential, where every individual is valued and offered equal opportunity to progress.

Please visit our website www.colchester.ac.uk/jobs for further details about all our vacancies, instructions on how to apply and to obtain further details about the College

To keep updated on the latest jobs follow us on  @CIJobs or like us on  www.facebook.com/jobsatCI



Tutor: procurement (purchasing, CIPS)

The role will be to carry out planning, development, delivery and formative assessment of CIPS students at diploma, advanced diploma and professional diploma levels to enable students to achieve.

It is essential you hold the CIPS professional diploma qualification and possess a teaching qualification. Candidates should have experience of successfully delivering CIPS within a college or school environment.

Sessional tutor: travel and tourism (various part-time hours)

We are looking for a sessional tutor to deliver excellent teaching on travel and tourism programmes within the lifestyle academy. This is an exciting opportunity to work with a dynamic team to support learners through their programmes of study.

Sessional beauty assessor

As a beauty assessor you will be required to deliver practical aspects of the vocational programmes. You will provide on-going support and guidance to individuals and groups of learners, utilising resource packages and on-going assessments. You will need to be qualified to at least Level 3 in Beauty Therapy or spa, and hold an assessor qualification.

For more information and to complete an online application form please visit:

www.wnc.ac.uk/vacancies





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

LOCATION: ENGLAND

Due to the outstanding successes of our work to date, we are looking to recruit a new team of 15 experienced Skills for Life tutors. You will be delivering English and Maths from Entry Level through to Level 2, contextualised with a vocational award. Some delivery will be in the Health and Social Care sector, and therefore any experience in the H&SC sector would be an advantage but not essential. The role will be working on a peripatetic basis, delivering in your region. Willingness to travel and your own transport are essential.

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

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

HIGHLY DESIRED CRITERIA

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

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

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www.nccskills.co.uk

FE Week

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0.92 LECTURER IN FUNCTIONAL SKILLS (Temp to cover Maternity), POST NO: LC0246F

Salary: Lecturer Scale, points 1- 7
i.e. £22,857 - £32,598 pro rata per annum.

Temporary to cover Maternity

Working 34 hours per week, you will teach Functional Skills at all levels. Delivery is to students of all age groups within the FE sector. The programmes are delivered across all college sites and in community venues.

You will possess a degree or professional vocational equivalent, Certificate in Education, PGCE or equivalent or the ability and willingness to obtain a Level 4 professional teaching qualification within 2 years of commencing employment.

You will ideally hold a specialist qualification in teaching literacy/numeracy. The successful candidate will have recent relevant teaching experience in Functional Skills. You will have good communication skills both written and oral, alongside good organisational skills.



**THE CLOSING DATE FOR
THIS POST IS WEDNESDAY
23 MARCH 2016.**

To apply for these vacancies, please visit Lincoln College job vacancies page.

Applications are welcome from all sections of the community and in particular from ethnic minorities and people with disabilities as they are currently under represented within the College's workforce. Ethnic minority and disabled applicants who meet the person specification will be guaranteed an interview.

Please note applications by CV will not be accepted, Short listing will only be based on details submitted on the application form relating to skills, knowledge and experience.

Please remember to quote the post reference number. Unless otherwise stated all posts are based at Lincoln.



JOBS

Join Waltham Forest College

Create Your Future

Director for Core Skills

Salary: £51,758 plus LW of £1,942

Contract: Full Time and Permanent

Closing Date: 29 March 2016 @ 12:00PM

At this unique London College, our staff team wants to make a difference. We are on track to achieve this, but we need one more special person to replace our Director for Core Skills who is retiring soon.

Our new Director will be a leader and a team player, skilled and passionate in promoting learning and experienced in working with vocational teams to integrate skills development in English and maths.

We offer lots of challenges, an environment where you can learn and develop and be part of a great team (we laugh as well).



If you wish to have an informal discussion with the Principal about the role please contact Veronica Clarke, via email: veronica.clarke@waltham.ac.uk or phone: 0208 501 8154

To apply please go to www.waltham.ac.uk/jobs-careers



Waltham Forest College 

Tel: 020 8501 8501 | recruitment@waltham.ac.uk | www.waltham.ac.uk

SCHOOL OF FOUNDATION STUDIES

Vacancy: Part-time Maths Tutor

Hours: Variable

Grade: Tutor Grades 1 – 2 (depending on course level)

Salary: £20.10 and £21.86 per hour

plus 15.4% holiday pay (£3.10 or £3.37ph)

Closing Date: 11:59 am, 11 April 2016

The College is looking for Tutors to teach a range of Maths classes ranging from Entry 1 to Level 1 Mathematics. Classes are predominantly daytime, with the possibility of evening work (18.30 – 21.30) as well as short-term cover.

Applicants should have or be working towards a certified teaching qualification and have a good understanding of Entry 1 to Level 1 curriculum.

To apply for this position, please visit our recruitment page jobs.racc.ac.uk and follow the online application process.

RACC
Richmond Adult Community College



We are seeking to appoint experienced highly motivated individuals passionate about adult learning and the success of learners to join our Quality and Student Services and MIS teams

Learning Support Adviser 0.6 FTE

You will be responsible for identifying, assessing and delivering excellent learning support for learners establishing constructive relationships with learners, carers and other stakeholders.

You will work collaboratively with tutors devising and implementing individual learning plans to ensure that each learner has additional learning support strategies integrated into the planning and delivery of learning programmes. You will provide learning support through 1:1, small group and in-class delivery to facilitate the learning process evaluating the impact of support provided. You will be proactive in developing new strategies to meet changing needs, keeping up to date with developments in the field through professional networks, and disseminating innovations across the curriculum teams.

You will work 22 hours flexibly across the week. For the right candidate there is potential to combine this role with a learning support assistant or tutor role for those seeking a larger fraction or full time post. The salary is £15,760 per annum.

CPD and Teaching & Learning Adviser 0.5 FTE

You will be responsible for supporting teaching staff to inspire and achieve consistently very good and outstanding learning, teaching and assessment practice. You will lead on the development of e-learning and the use of learning technologies and ensure CPD supports tutor development needs.

You will promote innovation, stimulating experimentation of new learning strategies including engaging students in their own learning. You will work alongside tutors to support the innovative use of new technologies, the embedding of maths and English, the promotion of British Values and the development of employability skills.

You will work 18 hours flexibly across the week. For the right candidate there is potential to combine this role with a teaching commitment for those seeking a larger fraction or full time post. The salary is £13,135.

Management Information Systems Assistant 0.5 FTE

You will be responsible for data input, checking and reporting. Knowledge of funding rules and regulations will become an integral part of the role and you will use that knowledge to make decisions regarding eligibility, ensure compliance and provide advice to colleagues. Duties will also include report generation, document production and learner record administration. We are looking for someone with experience of databases and information management. A high level of IT competence including quick and accurate keyboard skills is essential, together with excellent communication skills and the ability to manage a busy workload and work to deadlines. You will be able to use your own initiative and work independently but also to offer support to colleagues across the service.

You will work 18 hours flexibly across the week. The salary is £ 9,760 - £10,775.

For further information and an application form please visit our website www.redbridge-iae.ac.uk

Applications must be emailed to staffing@redbridge-iae.ac.uk or posted to Gill Hails, Redbridge Institute, Gaysham Avenue, Ilford IG2 6TD.

The deadline for applications is **5.00pm Monday 4th April, 2016**. Interviews will be held week of **11th April, 2016**.

JOBS



Data & Funding Manager

Salary Range 040 – 045 (£34,822 - £40,369)

Holiday Entitlement 30 days

Calderdale College is seeking to recruit a Data Services & Funding Manager. This is an exciting opportunity to join the College as a manager responsible for the production, processing and interpreting key information about student records, funding and exams.

CALDERDALE COLLEGE



INSPIRING LEARNERS TO SUCCEED IN LIFE & IN WORK

To apply visit: www.calderdale.ac.uk

Deadline for application: Midday Thursday 31st March 2016.



LECTURER B/CO-ORDINATOR – MATHEMATICS

Salary Up to £33,951 p.a. (Full time/Full year)

Sussex Downs College is the largest further education college in East Sussex, providing education and training for over 10,000 learners aged 16 plus, on programmes ranging from entry through to degree level, including A levels, professional and vocational training, apprenticeships, and an International College. We have a diverse and complex workforce of around 900 staff working at and sometimes across campuses based in Eastbourne, Lewes and Newhaven. As a large General Further Education College we are committed to both excellence and inclusivity, supporting and challenging every student to achieve and progress, and to enhancing the value of our contribution to the local community and economy.

An opportunity has arisen to join the Maths team at our Lewes campus. The post will include teaching on the double A Level course and the successful candidate will have experience in successfully delivering Mathematics at Level 3, including all Further Pure units. Knowledge of Statistics and Mechanics unit up to S3 and M3 would be an advantage.

If you would like to have an informal discussion about the post prior to applying please contact Caroline Whitfield on:

caroline.whitfield@sussexdowns.ac.uk.

CLOSING DATE: FRIDAY 15TH APRIL 2016

Interviews later in the month.

For further details and to complete an online application form, please visit our website www.sussexdowns.ac.uk/about/vacancies or phone our recruitment line on 030 300 38222, or email LewesHR@sussexdowns.ac.uk No agencies please.

Sussex Downs College is committed to safeguarding and promoting the welfare of children. We welcome applicants from ethnic minorities as they are under-represented in this institution.

HEAD OF APPRENTICESHIPS

EASTLEIGH
COLLEGE

37 hours per week / 52 weeks per year

Salary: £45,567 - £49,799, plus 43 days leave (incl of public holidays) and a comprehensive benefits package)

Key Responsibilities

- Developing strategies to improve quality outcomes that will place the College at the forefront of colleges nationally.
- Assist in the planning of a coherent, well marketed and broad range of programmes for employers and learners in work.
- Lead and manage the Apprenticeship and Work Based Learning programmes, in line with the College Strategic Plan and College policies.
- Liaise effectively with relevant parties including the SFA, National Apprenticeship Service, Sector Skills Council, Local Enterprise Partnerships, Employer groups such as Chambers of Commerce, Borough Councils and other stakeholders to ensure local and national skills requirements are addressed.
- Prepare ambitious but deliverable bids for growth in Apprenticeships and other educational contracts which may include Employer Ownership of Skills, European Social Fund projects and others as required.

Experience and qualifications

- Proven track record of developing new apprenticeship opportunities and product development
- Comprehensive knowledge of work place learning and NVQ delivery and assessment
- Comprehensive knowledge and experience of delivering Apprenticeship Frameworks
- Nurtured, developed or implemented new business opportunities
- Level 4 or above qualification
- Management or Business Qualification at level 3.
- Senior leadership and management experience (preferably within the FE sector)
- In depth working knowledge of Apprenticeship funding

CLOSING DATE:

28th March 2016

APPLY ONLINE!

www.eastleigh.ac.uk

023 8091 1173

recruitment@eastleigh.ac.uk



FE Week

The only newspaper dedicated to further education and skills

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We are pleased to announce the forthcoming launch of the New Digital Apprenticeship Standards in Software Developer and Network Engineer.



Keep an eye on ocr.org.uk/apprenticeships for more information.

OCR
Oxford Cambridge and RSA

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

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Spot the difference to WIN an FE Week mug



Spot five differences. First correct entry wins an FE Week mug. Email your name and picture of your completed spot the difference to: news@feweek.co.uk.

Last week's winner was Theodore Gillam, Teaching and Learning Development Manager, Fareham College.