

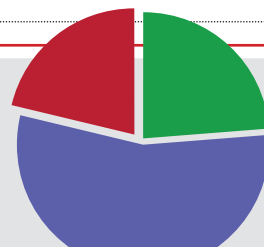
# FE Week

**MYSTERY OVER PRINCIPAL EXIT**



PAGE 3

**THE ITP GRADE STORY SO FAR**



PAGES 10 & 11

**NEW CBI BOSS CRITICAL OF LEVY**



PAGE 12



## OFSTED DROPS PROBE INTO 'BRAVE' INSPECTOR

PAUL OFFORD @PAULOFFORD

Ofsted has called off its investigation into an inspector who demanded the immediate departure of his boss Sir Michael Wilshaw — after FE Week readers jumped to his defence.

The chief inspector caused widespread anger across the sector when he told the

Commons Education Select Committee on March 2 that 16-to-19-year-olds should be taught in schools rather than colleges, because FE was “in a mess”.

It wasn't just college leaders offended by Sir Michael's remarks — one Ofsted inspector, Tony Davis, told a recent NewBubbles Leading Aspiration FE Conference that Mr Wilshaw should be removed from his post

before his planned retirement in December due to the upset he caused.

His comments prompted Ofsted to launch an investigation into whether he had breached his contract when he spoke out a month later, on April 18.

However, the inspectorate has now confirmed to FE Week that it has sensationally dropped this investigation with

“no further action required” less than two weeks later, right after we emailed a long list of comments posted on our website backing Mr Davis and requested a response.

Mr Davis, who has added to his criticism Mr Wilshaw in a comment piece on page 14 of this week's issue, told FE Week: “I am

CONTINUED ON PAGE 8



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# Schools could face financial penalties for A-level dropouts

**BILLY CAMDEN**  
**@BILLYCAMDEN**

Schools could soon be financially sanctioned if they sign students up to inappropriate A-level courses that they later abandon, Skills Minister Nick Boles has warned.

He made the comments at a parliamentary sub-committee meeting on education, skills and the economy on Wednesday (April 27), when he admitted concern that there is no current downside to A-level dropouts who might be better suited to more vocational routes.

Mr Boles said: "Currently there is no downside to people dropping out after a year. That is not ideal because in truth the value of the programme is to complete the two years."

Given that funding was one factor that influenced schools' decision-making, he said he would like to try to "build in something" to address the problem.

"I've spoken with colleges about this; they certainly feel that could make a difference alongside the transparency of destinations."

From the summer, performance tables will include retention rates for school sixth forms.

Schools and colleges already receive 17.5 per cent less funding for pupils who repeat an A-level year, but there is currently no financial penalty if students drop out and transfer elsewhere.

Malcolm Trobe, interim general secretary of the Association of School and College Leaders, attacked the idea, and said the funding situation in education was already sufficiently "tight and complex" without putting "completely inappropriate fines" in place.

He said: "When students do decide to change programme it already causes trouble for schools and colleges."

Mr Trobe added that good advice for young

people should be the top priority for schools and government, but as students got older, it should be expected that they might change their educational direction.

Bill Watkin, chief executive of the Sixth Form Colleges Association, said Mr Boles' comments were not a surprise, after a 2013 report by Ofsted found three quarters of schools failed to equally promote vocational options.

In January, the Department for Education (DfE) announced that schools must give "equal airtime" to post-16 non-academic routes.

Mr Watkin said: "It is difficult to give exactly the right advice to 16-year-olds. Most schools try to get it right, but if they get it wrong it is the other providers who have to step in and pick up the pieces, and often in more challenging circumstances."

He recommended new structures to ensure that young people were not given inappropriate advice, but added: "My experience is that the carrot tends to work better than the stick. Talk of punishing is not helpful."

Martin Doel, chief executive at the Association of Colleges, said: "To make informed choices for the future, young people need high-quality, impartial careers information about all post-16 education and training options, including apprenticeships and technical and professional education.

"Alongside this, the Minister is right to look at how the system can best ensure schools encourage their pupils to take the best decision for them rather than automatically enter the sixth form. This could be a combination of incentives and potential penalties."

Following Mr Boles' comments, a DfE spokesperson said the department was "looking to examine" the incentives to schools for students to complete a full programme.

## Former apprentices to promote scheme in school?

**JUDE BURKE**  
**@JUDEBURKE77**

Former apprentices will be obliged to go back into schools to promote apprenticeships, through a new "commitment" set to be imposed on them by the government.

Skills Minister Nick Boles (pictured) revealed the plan at a parliamentary sub-committee on education, skills and the economy (ESE) on Wednesday (April 27).

He told MPs that the government planned to "introduce a commitment on the part of an apprentice and of the apprentice's employer that the apprentice will go back to their school when they've completed their apprenticeship and talk about the values of the apprenticeship they did".

"Young people are more likely to listen to somebody who's three years older than them, went to the same school and might well live too not far away from where they live," he continued.

"I think that the messages they will get through that will do more to correct the bad impressions than any amount of government marketing."

He added hearing from other young people about their positive experiences of apprenticeships would "probably be the most

powerful thing of all".

The Confederation of British Industry (CBI) welcomed the proposed apprentice commitment.

Pippa Morgan, CBI head of education and skills, told FE Week that businesses were "keen to engage with schools to help children and young people understand the opportunities their subjects can open up".

"Firms recognise the need to do their bit, and the need to make sure people get quality careers advice that sets them up for success," she continued.

Poppy Wolfarth, a board member of the National Union of Students' National Society of Apprentices, agreed changing perceptions of apprenticeships was "best addressed" by apprentices, but sounded a note of caution about the proposed commitment.

"This could be a great scheme if the schools are happy to let apprentices in and employers would allow their apprentices time off," she said.

"However all apprentices should not be obliged to take part as they might not have the confidence or knowledge," she continued.

She added: "The government needs to take a more direct approach to information, advice and guidance in schools and not rely on apprentices."

Mr Boles' comments, made during an

## FE WEEK NEWS IN BRIEF

### Fresh start for Start Training

A notice of serious breach has been lifted from Start Training Limited by the Skills Funding Agency.

The notice sets out steps that need to be taken to continue receiving public funds, and failure to meet its requirements can lead to contract termination.

Issued with the notice on November 16 last year, Start Training has now rectified the contract breaches, and the notice was lifted on April 21, the SFA confirmed to FE Week.

### Skills Show seeks volunteers

WorldSkills UK is looking for between 15 and 20 volunteer team leaders for this year's Skills Show.

Team leaders will work alongside WorldSkills representatives to oversee the wider volunteer team at the event, which takes place from November 17 to 19 at the Birmingham NEC. Information about the role, and how to apply for it, is available at [www.bit.ly/23afqIQ](http://www.bit.ly/23afqIQ). The closing date for applications is June 12.

### Apprenticeship marketing delay

A government communications campaign to promote apprenticeships has been delayed until May. This "integrated" publicity drive was originally supposed to be launched in January, according to the government's 'English apprenticeships: our 2020 vision' document published before Christmas.

But Skills Minister Nick Boles said, in answer to a written question on April 28, that the Department for Business, Innovation and Skills would be "launching a new apprenticeships communications campaign in May".



evidence session for the ESE careers advice inquiry, come after the government announced in January that it was planning to introduce legislation to force schools to let FE providers talk to students about post-16 vocational options.

"I think it's perhaps too much to expect every teacher to know everything about every aspect of the world of work," he said of the legislation.

"The best way of giving people information is for them to see first-hand the full range of alternatives," he continued.

A spokesperson for the Department for Business, Innovation and Skills said the department was still considering the apprentice commitment proposal and did not have any further details about it at the moment.

A spokesperson for the Federation of Small Businesses declined to comment.

## NEWS

# Michael Sheehan steps down at Wigan & Leigh

ALIX ROBERTSON  
@ALIXROBERTSON4

A college principal in the north-west has left his post unexpectedly, but his former colleagues remain tight-lipped as to why.

Michael Sheehan (pictured) first took charge at Wigan & Leigh College, which has recently been part of the Greater Manchester area review, in August 2014.

A spokesperson for the college told FE Week that Mr Sheehan had “decided to leave the college”, but declined to provide further explanation of his reasons.

She added: “Michael, one of the country’s leading FE professionals, has led the college through a rapid period of transition and improvement during his time as principal.”

Liz Shea, chair of the governing board, said: “The college has seen great improvement throughout Michael’s time as principal and I am confident that it will continue to go from strength to strength.

“I would like to thank him for his commitment and dedication to the college throughout this time.”

Anna Dawe, Wigan & Leigh’s vice-principal for curriculum, has been appointed acting-principal until a permanent appointment is made.



FE Week reported Mr Sheehan’s appointment at the college in September 2014.

Previously head of Pendleton College in Salford, and Runshaw College in Lancashire, he replaced

Catherine Hurst when he joined Wigan & Leigh.

Ms Hurst was the principal for six years from 2007 and left the college to “explore new challenges”.

At the time Mr Sheehan said: “I am excited to be offered the opportunity to lead Wigan & Leigh College and am looking forward to working with students and staff.

“The college is at the heart of the local community and is a key provider of education in the borough. With the multimillion-pound redevelopment of the campus, coupled with staff who are dedicated to providing a positive learning experience, the college has a bright future.”

Mr Sheehan’s decision to leave his post was announced on April 22, 2016.

In the college’s most recent Ofsted report, released in April 2015, Wigan & Leigh had fallen from ‘good’ to ‘requires improvement’.

Problems included poor attendance, work that was deemed “insufficiently challenging”, and the proportion of students and apprentices achieving qualifications being “too low” – with English and maths a particular weakness.

However, the report noted at the time that “the new principal and senior management team have taken swift action in recent months to improve outcomes for learners”.

Mr Sheehan was unavailable for comment.



# Strike threat over Sheffield BIS office closure

PAUL OFFORD  
@PAULOFFORD

Members of the Public and Commercial Services Union (PCS) are being balloted over possible strike action against Department for Business, Innovation and Skills (BIS) plans to close the Sheffield office for hundreds of civil servants with FE expertise.

The ballot was launched on April 27, on the same morning that PCS representatives had been staging a protest against the closure plans outside BIS’s Victoria Street office in London, with the results set to be announced on May 10.

Members are being asked to vote on whether or not they would like to go on strike.

Lois Austin, the PCS full-time official for BIS covering the Sheffield office, told FE Week outside the London BIS office: “We are balloting because we are completely opposed to the closure of the BIS Sheffield office and the loss of many civil servants who have a great deal of experience of FE.

“The complete failure of BIS to provide a business case and proof of any savings this would lead to is a further major bone of contention.

“It is why we are urging our members to vote in favour of strike action.”

Ms Austin previously told FE Week on March 3 that widespread opposition to the plans to centralise the department’s policy-making in London had forced BIS to delay its consultation by two months.

She said: “They told us back when all this was first announced that the consultation over the closure of the Sheffield office should be completed by the start of March.

“But we’ve now been told that it will be May 2, which shows how shaken up they are by the scale of opposition to this.

“They’re saying that centralising to London will save money and improve policy decisions.

“But we asked Permanent Secretary [for BIS] Martin Donnelly for evidence of the analysis they have done to prove this and no one from his team has been able to do this.”

The ballot announcement comes after a BIS report leaked to FE Week, called ‘BIS2020 — Finance and Headcount outline’, indicated that closing the Sheffield office could actually cost the government £100,000.

A former senior employee at BIS warned it would amount to an “FE brain drain” — as civil servants working in Sheffield “have a huge amount of sector expertise and it looks like



PCS protesters Marion Lloyd, Sharon Leslie and Lois Austin outside the London BIS office

everyone will lose their jobs”.

The source claimed BIS had not offered sufficient resettlement packages to make moving to London a viable possibility for many Sheffield staff, and failed to take into account the number of part-time female staff, who would find moving south near impossible.

BIS confirmed it was aware of the PCS ballot.

A spokesperson added: “We have a responsibility to the taxpayer to ensure as much of the department’s funding as possible is focused on front-line services.

“We have deliberately set ourselves challenging savings targets consistent with the spending review and we will continue to explore options in detail before making decisions.”

## NEWS

# Boles warning over fresh college mergers

JUDE BURKE  
@JUDEBURKE77

Three more college link-ups have been announced as the Skills Minister Nick Boles warned against colleges rushing into mergers ahead of their area reviews.

The latest potential mergers, involving three general FE colleges, two sixth form colleges (SFCs) and a university, add to the 15 previously reported by FE Week as being on the cards for 2016.

All of these latest announcements have been made while the colleges' respective area reviews are still ongoing, or before they have started.

During House of Commons education questions on April 25, Mr Boles cautioned: "In general, we do not want mergers to be rushed into before an area review has had a chance to look at the provision in a whole area."

But Shrewsbury College (SC) confirmed on April 21 that it would join forces with Shrewsbury SFC (SSFC) on July 31 — following a consultation on a possible three-way merger also involving New College Telford (NCT), an SFC.

Meanwhile, NCT announced on April 22 it is no longer looking at linking up with SC and SSFC, and is instead in talks about a possible merger with Telford College of Arts and Technology (TCAT).

All four colleges are part of the Marches and Worcestershire area review, in wave two of the area reviews, which had its first

steering group meeting on January 18, and is yet to conclude.

Fiona O'Brien, NCT principal, said: "From our discussions in recent weeks, it has become increasingly clear that the benefits of merging our two Telford-based colleges have overwhelming advantages for learners in the borough."

The "reluctance" of learners to travel from Telford to Shrewsbury was one of the reasons cited by Ms O'Brien for the change of plan.

Merging the two Telford-based colleges was also the "preferred option" of the area review panel, she added.

Jo Lomax, TCAT interim principal, said "this is a merger which makes sense on many levels, and that there is enthusiasm on both sides to see if we can make it happen".

Newham College, part of the London (East) area review in wave three of the



Nick Boles speaking in Parliament

reviews, which will hold its first steering group on May 10, also announced on April 21 that it had formed a strategic alliance with the University of East London.

The two institutions aim to develop a "more coordinated approach" to FE and HE provision in the area through the partnership, the college said in a statement.

Di Gowland, Newham College principal,

said: "This will enable Newham College and the University of East London to develop an unrivalled range of seamless education opportunities for both local people and our wider communities."

News of the partnership comes after Bury College announced earlier this month that it was planning to merge with the University of Bolton.

## ATL blasts six-month Birmingham area review

JUDE BURKE  
@JUDEBURKE77

The Birmingham and Solihull area review was a waste of time and money, according to the Association of Teachers and Lecturers (ATL), which claims the six-month process has resulted only in "limited change".

The review, which involved four general FE colleges and three sixth form colleges (SFCs), only recommended one merger — between Bournville College, and South and City College.

However, a merger for Bournville would still have been "on the cards" without the review because of its "serious" financial problems, ATL's post-16 policy specialist Janet Clark told FE Week.

Dr Mary Bousted (pictured), ATL's general secretary, was "shocked and concerned" that "taxpayers have funded an area review of post-16 education and training in Birmingham and Solihull which has resulted in limited change to the current provision".

She added: "If the government was really concerned about the sector, young people, and efficiency savings, it could have saved everyone's time and money, and arrived at the same result, by consulting the expert and highly dedicated college staff in the Birmingham area."

But a spokesperson for the Department for

Business, Innovation and Skills (BIS) said the recommendations — which also include possible academy status conversions for all three SFCs — would "deliver significant improvement" and "enable the colleges to collaborate more effectively".

She added "these changes will include addressing at speed the failing delivery of one of the institutions", but declined to say which college this involved.

Details of the review recommendations were set out in a joint press release by the seven institutions involved in the area review, following the final steering group meeting on March 4.

But the recommendations have not yet been formally published by the government.

Bournville was rated "inadequate" for its financial health by the Skills Funding Agency (SFA) in 2014, and is still subject to two SFA notices of concern.

Rob Smith, Bournville's vice-principal of corporate services, denied the merger had been a virtual certainty



Bournville COLLEGE

for the college before the area review.

"During this process, it became clear that the college would be able to achieve improved financial viability if it was able to secure agreement with an appropriate merger partner," he said.

"A number of merger options were considered during the review, before the one with South and City College Birmingham was recommended," he concluded.

The area review also recommended that Birmingham Metropolitan College (BMet), Solihull College and Joseph Chamberlain SFC remain as standalone institutions, according to a statement from

the college.

It added SFC Solihull should pursue "conversion to academy status and merger with the Ninestiles Academy Trust", while Cadbury SFC could either merge with Bournville College and South and City College, or join a multi-academy trust.

But Cadbury SFC subsequently announced on April 22 that it was in talks with Coventry University about becoming part of its academy trust.

Andrew Cleaves, principal at BMet, told FE Week that the "really big change" that had resulted from the area review was new understanding of how "colleges and SFCs are much better working together rather than competing".

## NEWS

# Fears IfA won't have the staff to police standards

**ALIX ROBERTSON** @ALIXROBERTSON4  
**PAUL OFFORD** @PAULOFFORD

Questions are being asked about the ability of the new Institute for Apprenticeships (IfA) to police new Trailblazer standards — after FE Week discovered it is only set to have 40 members of staff by 2019/20.

A leaked document called 'BIS2020 — Finance and Headcount outline', seen by FE Week, indicated that the IfA would take on 40 employees in 2016/17 — and the number would not increase over the next three years.

This compares, for example, to more than 100 people who worked for the UK Commission for Employment and Skills in 2013-14 and

2014-15, according to its accounts up to March 31 last year.

It comes after Skills Minister Nick Boles told key FE figures he had “no idea — or if I had an idea I'm not going to share it” about how big the IfA should be to effectively police employers once reforms took effect.

He made the comments at a January Policy Exchange round-table discussion, after being quizzed by FE Week on how it would keep checks on hundreds of new Trailblazer standards, around 600,000 starts a-year, 1,000 or more providers, and half a million employers.

Mr Boles has also now admitted that “there has not yet been an assessment of the potential

location for the new IfA”.

It prompted shadow Skills Minister Gordon Marsden (pictured) to warn that the “continued vacuum of information” around the IfA was “extremely concerning”.

He raised concerns over the “relatively small number of staff which we now know they will have at their disposal to deliver an extremely complex set of activities — not just around the standards but indeed liaising over any issues that may arise in a period of considerable expansion”.

“The continued failure to clarify further what the membership of the board will be and whether it will have the necessary width and input not just from employers but from all those other groups concerned, is extremely concerning,” Mr Marsden added.

The only IfA appointment so far has been of former senior civil servant at the Department for Business, Innovation and Skills (BIS), Rachel Sandby-Thomas, as shadow chief executive.

Mark Dawe, chief executive of the Association of Employment and Learning Providers, said: “The government continues to expand the remit and responsibility of the IfA.

“Therefore it is vital for the success of the apprenticeship reforms that the organisation is fit for purpose and is able to respond promptly and flexibly.”

The leaked document also indicated that IfA costs had been “excluded” from analysis of BIS departmental savings.

A BIS spokesperson confirmed on April 27 that 221 Trailblazer apprenticeship standards



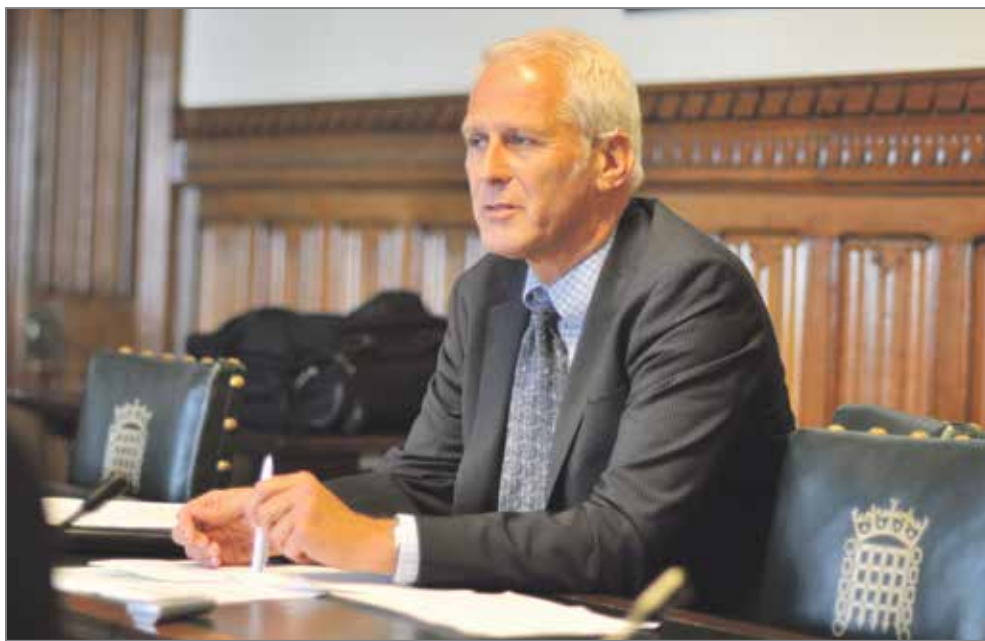
Rachel Sandby-Thomas

had currently been published, of which 91 have had final government approval, while “more than 160” are still in development.

The spokesperson declined to respond directly to FE Week questions over the heavy workload for a relatively small number of IfA employees.

However, she said: “The institute will be responsible for setting quality criteria for the development of apprenticeship standards and assessment plans, advising on the maximum level of government funding available for standards and increasing the quality of apprenticeships.

“The IfA board will be appointed through a public appointments process. The outcome will be announced as soon as the process allows in 2016.”



## SACKED BY 2 COLLEGES OVER CHILD ABUSE IMAGES

**PAUL OFFORD**  
@PAULOFFORD

A tutor has been sacked by a two Liverpool-based colleges after admitting to making and possessing hundreds of child abuse images.

Barry Sanders, who taught science, was given a 12-month suspended jail sentence and made to sign the sex offenders register at Liverpool Crown Court on April 21.

The 42-year-old, of Manor Close, Bootle, had been working as a tutor at Hugh Baird College and Knowsley Community College, until police warned them that he was being investigated in May and June last year respectively.

He was immediately dismissed by Knowsley.

Sanders was also suspended by Hugh Baird, until he pleaded guilty to three counts of making indecent photos of children and one for possession of the indecent images and was sentenced — after which he was sacked on Wednesday (April 27).

A Hugh Baird spokesperson said: “Mr Sanders commenced employment at the college in January 2008, with all associated pre-employment checks, including CRB check, List 99 check and employment references proving satisfactory.

“During this time we understand he gained secondary employment with Knowsley College.”

She added Sanders was “immediately suspended” after the college was informed by Merseyside Police 11 months ago that he was under investigation.

This was in line with the college’s “safeguarding procedures”, as well as “those of the Sefton Local Safeguarding Children Board”, she added.

“Upon being notified by the police of the conclusion of their investigation and



subsequent court hearing, the college completed its internal safeguarding investigation and employment was terminated.”

A spokesperson for Knowsley Community College said: “Barry Sanders was employed by the college as a sessional tutor for six

hours a week, teaching science. He started in September 2014.

“Police contacted the college in June 2015 and said he had been arrested for having indecent images of children, and he was dismissed immediately.”

Merseyside Police declined to comment.



NEWS

# Financial warning over three colleges and one council

JUDE BURKE  
@JUDEBURKE77

Three more colleges have had concerns raised over their finances, alongside Wakefield council's adult education provision, according to the latest reports from the FE Commissioner.

The reports for Telford College of Arts and Technology (TCAT), Richmond upon Thames College (RUTC), Warrington Collegiate, and Wakefield District Council were published on April 21, following visits by the Commissioner, Dr David Collins' (pictured), team to each of them between December and February.

His report into TCAT recommended placing the college in administered status.

Dr Collins' advisers visited the college from December 7 to 11 after it was issued with a financial notice of concern by the Skills Funding Agency (SFA) in November.

He said in his report that "the college has experienced a rapid decline in its financial health in recent years".

In his letter to TCAT chair Rick Tyrer, dated January 27, Skills Minister Nick Boles said: "The financial recovery plan is incomplete and there are still serious concerns over financial planning and forecasting."

Jo Lomax, TCAT's interim principal, whose appointment was one of a number "significant changes" to its senior management following Dr Collins' visit, said the college had been "disproportionately affected" by funding cuts to adult education provision.

"We welcome the support from the FE Commissioner in helping us to overcome difficulties," she added.

The FE Commissioner's intervention at RUTC came after the college was assessed as inadequate for financial health for 2015/16 by the SFA.

In his report, dated January 2016 and based on a visit by his team from December 7 to 11, Dr Collins said the college's staff-costs-to-income ratio was too high, and reducing it could save the college £1m.

As a result, he recommended that "the college should revisit its decision not to take forward further staff restructuring during 2015/16".

An RUTC spokesperson said the college acknowledged the findings of Dr Collins' report.



The college's strategy "is supported by a robust financial plan which will deliver outstanding financial health through continual review of revenue opportunities and management of costs," she added.

Dr Collins' involvement at Warrington Collegiate was also prompted by a judgement of inadequate financial health by the SFA in November.

In his report, based on a visit by his team from December 15 to 17, the FE Commissioner praised the "prompt action" taken by new principal Nichola Newton.

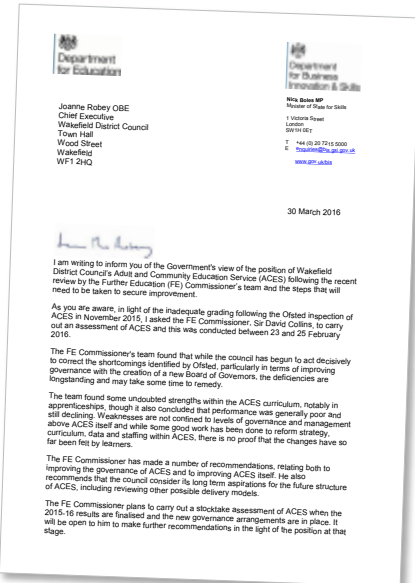
But he added: "The college faces a difficult financial situation, and needs to strengthen its recovery plan."

Ms Newton said the report was "not reflective of the college's current position" and that feedback they had received from his team, who revisited the college on April 26 and 27, "indicates good progress against all the recommendations".

The Commissioner's report on Wakefield District Council's Adult and Community Education Service (ACES), based on a visit by his team from February 23 to 25, said that subsequent action taken by the council after the service had been branded inadequate by Ofsted in November was "very positive".

But he said "there is no proof so far these changes have benefited learners".

John Wilson, the council's corporate director for children and young people, said a governing improvement board established "to focus on increasing the speed of improvement in the quality of teaching and performance of learners" was bearing fruit.



	TRIGGERED BY*:		
	TOTAL	FINANCES	OFSTED
COLLEGES	34	28	8
LOCAL AUTHORITY PROVIDERS	5	0	5

\*FE Commissioner interventions can be triggered by an inadequate assessment for financial health by the SFA, an inadequate Ofsted rating, or both

# Hull College votes to strike over pay and lesson observation

**BILLY CAMDEN**  
@BILLYCAMDEN

“Angry and demoralised” staff at Hull College have voted to go on strike in a row over pay, and a controversial new lesson observation system.

The University and College Union (UCU) said the college had offered staff a 0.7 per cent pay rise last September, and had also promised to make changes to unannounced lesson observations, which have been heavily criticised by teachers.

But the college went back on its promise to increase pay, while staff have complained that changes to the lesson observation system are leaving them more stressed and anxious than ever, the union has claimed.

John Giddins, UCU’s Yorkshire and Humberside regional branch development organiser, branded the situation as “appalling financial management”.

He told FE Week: “The staff have had no pay rise for the past couple of years while other colleges in the region have implemented pay deals to reward their staff. Hull College is unwilling to do that even though they were forecast to make £103,000 surplus.”

Mr Giddins said staff were “rightly anxious” that a “judgement based upon a snapshot”, such as the college’s observations process, could affect their career, type of pay, or even leave a “massive

slur on people’s professionalism, which demonstrates a lack of trust in their staff”.

He added: “Part of the issue is that observations are flawed in essence. A whole raft of academic evidence shows that big decisions should not be predicated on the results of classroom observations because of the lack of reliability and validity.”

Hull College currently uses lesson observations to make a variety of decisions on staff, including peer progression, selection for redundancy criteria, and capabilities.

Mr Giddins said: “The consequences of these unannounced observations is that people could be waiting all year for them, and instead of focusing on teaching and learning, they are actually wondering when someone is going to walk in with a clipboard and use quite a restrictive notion of what is good teaching practice to measure them by.

“Staff really want to play a part in owning an observation teaching and learning policy rather than having it done to them.”

Julie Kelley, one of UCU’s regional officials, said strike action was always a “last resort” but staff at Hull College felt they had no choice.

Mr Giddins added that the way Hull College had conducted its industrial relations was “appalling and threatening”.

He said: “They have issued a statement on their staff portal that is unequivocal in



Hull College staff during strike action, in February, over the Association of Colleges’ recommendation for a zero per cent pay rise in 2015/16

that any action short of a strike would be deducted at full pay, and the language that they use is appalling.”

A spokesperson for Hull College said that less than 12 per cent of the college’s overall workforce voted for the strikes.

The spokesperson said: “The management team and UCU are continuing to meet to resolve the issues which ensure the group’s

overall financial position is protected in a challenging funding climate for the FE sector, as well as ensuring the high quality of our teaching and learning is maintained, as highlighted by Ofsted in our most recent inspection.”

The college was rated as good by Ofsted in its latest inspection which took place in November 2015.



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## FE WEEK COMMENT

## Getting personal



As an employer myself, it was a surprise to learn that Ofsted had decided not to take any action against one of its own employees for vehemently criticising Sir Michael Wilshaw.

But on reflection, Wilshaw's outspoken criticism of the sector has created an unprecedented situation.

He brought Ofsted into disrepute as a witness to the education select committee, expressing personal views that did not reflect the position of the important organisation he leads.

Ofsted said in its statement, explaining why it had dropped the investigation against Mr Davis, that everyone is entitled to their own opinion.

I don't think that can ever really apply though to the leader of the national inspectorate — who should always bear in mind the importance of maintaining its credibility with all of the education sectors.

It is little wonder then that inspectors who represent him on the front line feel let down, and Mr Davis was speaking up for them.

Mr Davis writes with a great deal of authority on page 14, and has shown a huge amount of guts by speaking out.

And given the special circumstances, Ofsted should also be congratulated for backing away from disciplining him.

**Nick Linford**  
news@feweek.co.uk

**NICK BOLES SAYS SCHOOLS SHOULD BE PUNISHED FOR A-LEVEL DROPOUTS**  
See page 2

**Michael Merrick @michael\_merrick**  
Nick Boles. Reaching levels of insanity not even his most ardent of parody accounts could have imagined.

**Tony Parkin @tonyparkin**  
Punish schools for A-level dropouts, says Boles < complex issue of post-16 retention and success?

**MyBigCareer @MyBigCareer**  
This comes down to poor #careers guidance again!

**Mark Gilmore @datateacher**  
Just another way of cutting school budgets underhandedly!!

**NAHT @NAHTnews**  
Govt should work with school leaders on post-16 reform, rather than resorting to penalties

**Michael Story @MWStory**  
Next political cycle: schools should be punished for refusing to accept marginal students onto hard courses

# First skills white paper in 10 years faces delays

**ALIX ROBERTSON**  
@ALIXROBERTSON4

The government has delayed publication of a new skills white paper that is supposed to spell out its technical and professional education (TPE) reform plans, FE Week has discovered.

The last 14-19 education and skills white paper to be released by the government came out over 10 years ago, in 2005.

However, in February the Skills Funding Agency (SFA) released a document labelled 'The Legal Entitlements for 2016 to 2017', which referenced an upcoming skills white paper for this year.

The document said: "The 2016 to 2017 funding year is part of a transitional period as we move towards full skills devolution and the implementation of Technical and Professional Education (TPE) reforms.

"This transition gives time to move to new entitlement qualifications as well as make any changes to curriculum that come out of the reform of TPE. More information will be available when a skills white paper is published in the spring."

But the release of the paper appears to have been delayed, as an updated version of the same document appears to have removed the reference to when it would be unveiled.

The link to the first version of the document has also been altered to redirect straight to the new updated copy.

It highlights the recent TPE reform work of an independent panel, led by Lord Sainsbury (pictured) and set up to help the government create "up to 20 specific new



professional and technical routes, leading up to employment or degree-level".

Other contributors on the panel included Professor Alison Wolf (pictured), whose landmark 2011 Review of Vocational Education sparked the introduction of the study programmes; Simon Blagdon, non-executive chairman of Fujitsu UK; and Bev Robinson, principal of Blackpool and the Fylde College.

FE Week understands the panel will not now be reporting its findings until mid-to-late May — even though this was supposed to have been completed last month — which may be delaying the release of the white paper.

The 'Legal Entitlements for 2016 to 2017' documents also highlight a hold-up in agreeing "the process for adding new qualifications".

The first version promised that by March a "final list of qualifications that can be delivered as part of the entitlements" and that a "process for adding new qualifications to the entitlement" would be agreed with the Department for Education.

This, it said, would follow a "consultation with colleges, other training organisations and awarding organisations".

However, the March version indicated this had still not been carried out.

It said: "We will agree the process for adding new qualifications to the entitlement with the DfE. We will confirm this following the publication of the skills white paper."

The DfE and SFA declined to comment on the delay, or when the skills white paper would be released, or whether further information about reforms to technical and professional education would be provided.



## COMMENTS

### Pushing for a pilot

Don't knock the importance of getting answers for employers, Nick. Apprenticeships are jobs, so unless employers jump, providers don't get a look in.

And yesterday's announcements do help. It's like Dickens publishing in instalments: yesterday's chapter moves the story on, though of course there are lots of unanswered questions yet. For any employer completing the spreadsheet to go on the back of the Board paper, the big remaining gap is the size of the subsidy BIS will offer (i.e. the prices it will pay) — due in June.

Iain Mackinnon

### Revealed: apprenticeship levy operating model

That is a (very) long web page!

Non-levy paying 'co-investment' outline model looks weak — is there evidence to support demand from those smaller employers if they only have to pay a contribution if they engage? They may simply choose to opt out — current volumes of

Apprenticeships (c.50%) relies on these employers.

It feels like there is too much to be built and rolled out in the timeframe available. Obviously we don't have line of sight of a detailed project schedule setting out each of the work packages and activities and their dependencies to each other, but experience tells me this is a tall order.

Some visual illustration through Business Process Modelling could be a good idea for the next update — quite a lot of text to follow for a process with this update.

Mark Corden

### Leaked report warns BIS move to London could increase costs

I gather that there is something of a meltdown within BIS. The notion of shifting 250 jobs from Sheffield to London always seemed a little eccentric.

This latest statement from BIS that it is part of a £350m savings drive is once again "obfuscatory if not misleading". Overall BIS may be saving money,

**PAUL OFFORD**  
@PAULOFFORD

CONTINUED FROM FRONT

delighted Ofsted will be allowing me to continue my work as an inspector.

"However, along with many other people in our sector, I cannot accept that Sir Michael should be allowed without significant challenge to give unfounded and biased personal opinions when he is speaking to government in his capacity as chief inspector.

"I am very pleased to see the strength of opposition from so many quarters to his views."

The Ofsted spokesperson admitted that the inspectorate dropped the investigation on April 27.

He said: "We have reviewed the circumstances and concluded that no further action is required.

"Everyone is entitled to their own opinion, including Sir Michael, who was expressing a personal view, as he made clear at the Education Select Committee."

The FE Week reader comments sent to Ofsted were strident in their criticism of the chief inspector. One, submitted by Andrew Morris, said: "At last a person is brave enough to speak plainly about the damage his powerful boss done to a great part of the UK education system.

"Quite apart from the chief inspector's abuse of professionals and students in the FE system, his crude remarks have fuelled prejudice and ignorance more generally by placing personal anecdote above clear evidence. Congratulations Tony Davis!"

Mark Hill wrote: "It seems to me the wrong person is being investigated by Ofsted.

"If there is anyone that's brought it into disrepute and abused their status and role with unsubstantiated comments I think an objective investigation might conclude it's not Mr Davis."

Another reader, going by the name Louise, said: "Thankfully there are still people like Tony Davis who have the honesty and conviction to do the right thing.

"Thank you for sticking your neck out, many people shy away from standing up for what is right and just. Well done Tony!"

Read Tony in his own words on page 14

but this part of the package creates costs rather than reducing them (as one might expect: you don't relocate from South Yorkshire to SW1 as a cost cutting measure.)

Meanwhile vacancies from a recent voluntary redundancy exercise aren't being filled because there aren't enough good staff to go round in London, and all kinds of things are slipping.

Dan Smith

### Wilshaw FE furore continues as Ofsted inspector investigated

At last a person brave enough to speak plainly about the damage his powerful boss done to a great part of the UK education system. Quite apart from the Chief Inspector's abuse of professionals and students in the FE system, his crude remarks have fuelled prejudice and ignorance more generally by placing personal anecdote above clear evidence. Congratulations Tony Davis!

Andrew Morris



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## ANALYSIS

## OFSTED RESULTS - THE STORY SO FAR FOR

The Common Inspection Framework was revised by Ofsted in September 2015, which introduced short inspections for grade two providers. In a series of provider type reports, we take a look at the grades for

independent training providers (ITPs). Of the 85 published inspections since September, 61 (72 per cent) were full. In terms of grade ones, two ITPs lost it, one retaining it and one achieved at their first inspection. Just 24 per cent of the 80

ITPs saw their overall grade improve, with 44 (55 per cent) staying the same and 17 (21 per cent) falling.

When including the five ITPs being inspected for the first time, the ITPs shifted from 66 per

cent to 72 per cent grade one or two, with an average overall grade of 2.49.

Here we also publish the supplementary grades where a significant number of ITPs have been assigned them.

Provider name	First day of inspection	Overall effectiveness [main grade]	Outcomes for learners	Quality of teaching, learning and assessment	Personal development, behaviour and welfare	Effectiveness of leadership and management	16 to 19 study programme	Adult learning programme	Traineeships	Apprenticeships	Previous overall effectiveness	Improved/declined/stayed the same
Dimensions Training Solutions Limited	22/09/2015	2	2	2	2	2	-	-	-	2	3	Improved
Paragon Education & Skills Limited	22/09/2015	3	3	3	2	3	-	-	-	3	3	Stayed the Same
Learning Skills Partnership Ltd	22/09/2015	3	3	3	3	3	-	-	-	3	NULL	first inspection
Education & Youth Services Limited	29/09/2015	4	4	4	3	4	4	3	-	4	3	Declined
DART Limited	06/10/2015	2	2	2	2	2	2	-	-	2	2	Stayed the Same
Nottinghamshire Training Network	06/10/2015	3	3	3	3	3	-	-	-	3	3	Stayed the Same
Hull Business Training Centre Limited	06/10/2015	2				Short inspection					2	Stayed the Same
IXION Holdings (Contracts) Limited	13/10/2015	2	2	2	2	2	-	2	-	2	2	Stayed the Same
Locomotivation Ltd.	13/10/2015	2				Short inspection					2	Stayed the Same
Serco Limited	20/10/2015	2	2	2	2	2	-	-	-	2	3	Improved
The VIA Partnership Limited	20/10/2015	4	4	4	4	4	-	-	-	4	2	Declined
L.I.T.S. Limited	21/10/2015	2	2	2	2	2	-	-	-	2	3	Improved
North East Chamber of Commerce, Trade and Industry	21/10/2015	2				Short inspection					2	Stayed the Same
Resources (N E) Limited	03/11/2015	2	2	2	2	2	-	-	-	2	3	Improved
Release Potential Ltd	03/11/2015	2	2	2	2	2	-	-	-	2	2	Stayed the Same
Mercia Partnership (UK) Ltd	03/11/2015	2	2	2	2	2	-	2	-	2	3	Improved
Catch 22 Charity Limited	10/11/2015	2	2	2	2	2	3	-	-	2	3	Improved
Progress to Excellence Ltd	10/11/2015	2	2	2	2	2	-	-	-	2	3	Improved
The Derbyshire Network	10/11/2015	2	2	2	2	2	-	2	-	2	3	Improved
North Lancs. Training Group Limited(The)	10/11/2015	2	2	2	2	2	2	2	2	2	2	Stayed the Same
Barnardo's Employment, Training and Skills	17/11/2015	2	2	2	2	2	2	-	-	2	3	Improved
GK Training Services Limited	17/11/2015	2	2	2	2	2	2	-	-	-	2	Stayed the Same
Bridge Training Limited	23/11/2015	3	3	3	3	3	3	-	-	-	3	Stayed the Same
Skegness College of Vocational Training Limited	24/11/2015	2	2	2	2	2	2	-	-	-	2	Stayed the Same
Succead Limited	24/11/2015	2	3	2	2	2	-	-	-	2	3	Improved
Janard Training and Assessment Centre Limited	24/11/2015	3	3	3	2	3	-	2	-	3	2	Declined
B2B Engage Limited	24/11/2015	2	2	2	2	2	-	-	-	2	2	Stayed the Same
Academy Transformation Trust	24/11/2015	3	3	3	2	3	3	3	-	3	NULL	first inspection
Age UK Trading CIC	24/11/2015	4	4	4	3	4	3	4	4	4	2	Declined
TDR Training Limited	01/12/2015	2	2	2	2	2	-	-	-	2	2	Stayed the Same
B-Skill Limited	01/12/2015	2	2	2	2	2	-	2	-	2	3	Improved
Exemplas Holdings Limited	01/12/2015	4	4	4	4	4	4	-	-	4	3	Declined
Pilot IMS Limited	01/12/2015	2	2	2	2	2	-	2	-	2	3	Improved
The JGA Group	07/12/2015	2	2	2	2	2	-	3	-	2	3	Improved
Oakmere Community College	08/12/2015	4	4	4	4	4	4	-	-	-	2	Declined
Asphaleia Limited	08/12/2015	3	3	3	3	3	3	-	-	-	2	Declined
Kaplan Financial Limited	09/12/2015	2				Short inspection					2	Stayed the Same
N & B Training Company Limited	15/12/2015	2	2	2	2	2	-	-	-	2	3	Improved
The Learning Partnership for Cornwall and The Isles of Scilly Limited	12/01/2016	2	2	2	2	2	-	-	-	2	3	Improved
Oldham Engineering Group Training Association Limited (The)	13/01/2016	2				Short inspection					2	Stayed the Same
Keits Training Services Ltd	14/01/2016	2				Short inspection					2	Stayed the Same
Acacia Training Limited	19/01/2016	2	2	2	2	2	-	-	-	2	3	Improved
Unique Training North East Limited	19/01/2016	4	4	4	4	4	-	-	-	4	3	Declined
First City Training Limited	19/01/2016	3	3	3	3	3	-	3	-	3	2	Declined
Acorn Training Consultants Limited	19/01/2016	2	2	2	2	2	2	-	2	-	2	Stayed the Same
Achieve Through Learning Limited	19/01/2016	2				Short inspection					2	Stayed the Same
Achievement Training	20/01/2016	2				Short inspection					2	Stayed the Same
TheLightbulb Ltd	26/01/2016	2	2	2	2	2	-	2	-	2	3	Improved
Skills for Security Limited	26/01/2016	2	2	2	2	2	-	-	-	-	3	Improved
Aspire-I Limited	26/01/2016	2	2	2	2	2	2	-	-	-	3	Improved
St Helens Chamber Limited	02/02/2016	2	2	2	1	2	-	2	2	2	2	Stayed the Same
Asset Training & Consultancy Limited	02/02/2016	2	2	2	2	2	-	-	2	2	2	Stayed the Same
LAGAT Limited	02/02/2016	3	3	3	3	3	-	3	2	3	2	Declined
Intuitions Limited	09/02/2016	2	2	2	2	1	-	-	-	2	1	Declined

# OR INDEPENDENT TRAINING PROVIDERS

Provider name	First day of inspection	Overall effectiveness [main grade]	Outcomes for learners	Quality of teaching, learning and assessment	Personal development, behaviour and welfare	Effectiveness of leadership and management	16 to 19 study programme	Adult learning programme	Traineeships	Apprenticeships	Previous overall effectiveness	Improved/declined/stayed the same
LEO Training	09/02/2016	3	3	3	2	3	3	-	-	-	NULL	first inspection
Juniper Training Limited	09/02/2016	3	3	3	3	3	3	-	3	-	2	Declined
Alder Training Limited	10/02/2016	2				Short inspection					2	Stayed the Same
Seleta Training and Personnel Services Limited	10/02/2016	2				Short inspection					2	Stayed the Same
Shape Accredited Training Centre	16/02/2016	2				Short inspection					2	Stayed the Same
Rochdale Training Association Limited	16/02/2016	2				Short inspection					2	Stayed the Same
BPP Holdings Limited	18/02/2016	2				Short inspection					2	Stayed the Same
DH Associates	22/02/2016	1	1	1	1	1	-	-	-	1	1	Stayed the Same
B C Arch Limited	23/02/2016	1	1	1	1	1	-	-	-	1	NULL	first inspection
Coventry and Warwickshire Chamber of Commerce Training Ltd (CWCT)	24/02/2016	2				Short inspection					2	Stayed the Same
The Skills Partnership (TSP)	24/02/2016	2				Short inspection					2	Stayed the Same
England and Wales Cricket Board Limited	24/02/2016	2				Short inspection					2	Stayed the Same
Team Enterprises Limited	01/03/2016	3	3	3	3	3		3		3	3	Stayed the Same
Skillnet Limited	01/03/2016	3	3	3	3	3				3	1	Declined
Future-Wize Limited	01/03/2016	4	4	3	3	4					2	Declined
IPS International Limited	02/03/2016	3	3	3	3	3		3		3	2	Declined
Hair Academy South West Limited	03/03/2016	2				Short inspection					2	Stayed the Same
Virgin Media Limited	07/03/2016	2				Short inspection					2	Stayed the Same
Babcock Training Limited	08/03/2016	2	2	2	2	2					2	Stayed the Same
PDM Training & Consultancy Limited	08/03/2016	3	3	3	3	3				3	3	Stayed the Same
Elfrida Rathbone Camden - Leighton Education Project	09/03/2016	2				Short inspection					2	Stayed the Same
Green Labyrinth	15/03/2016	2	2	2	2	2	2				NULL	first inspection
Haydon Training Services Limited	15/03/2016	3	3	3	3	3	3				2	Declined
Sheffield Independent Film and Television Limited	15/03/2016	2	2	2	2	2	2				2	Stayed the Same
TIR Training Services Ltd	15/03/2016	4	4	4	4	4		4		4	2	Declined
Mobile Care Qualifications Limited	15/03/2016	2	2	2	2	2			3	2	2	Stayed the Same
National Business College Limited	16/03/2016	2				Short inspection					2	Stayed the Same
Aurelia Training Limited	22/03/2016	2				Short inspection					2	Stayed the Same
Starting Off (Northampton) Limited	23/03/2016	2				Short inspection					2	Stayed the Same
Cablecom Training Limited	06/04/2016	2				Short inspection					2	Stayed the Same
Access Training (East Midlands) Ltd	04/11/2016	2				Short inspection					2	Stayed the Same

Grades for the full and short inspections

Inspection type		
Full inspections	61	72%
Short inspections	24	28%
<b>Total</b>	<b>85</b>	



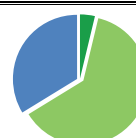
■ Full inspections ■ Short inspections

Inspection overall grade (including short)		
Improved	19	24%
Stayed the same	44	55%
Declined	17	21%
<b>Total</b>	<b>80</b>	



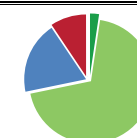
■ Improved ■ Stayed the same ■ Declined

Previous grades			
Grade 1	3	4%	66%
Grade 2	50	63%	
Grade 3	27	34%	34%
Grade 4	0	0%	
<b>Total</b>	<b>80</b>		



■ Grade 1 ■ Grade 2 ■ Grade 3 ■ Grade 4

Current grades			
Grade 1	2	2%	72%
Grade 2	59	69%	
Grade 3	16	19%	28%
Grade 4	8	9%	
<b>Total</b>	<b>85</b>		



■ Grade 1 ■ Grade 2 ■ Grade 3 ■ Grade 4

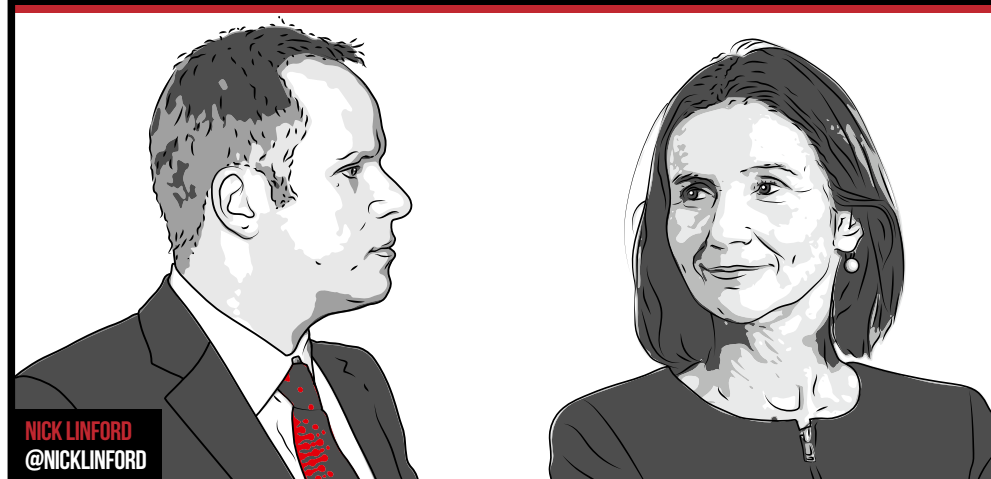
Grades for the full inspections only

	Overall effectiveness [main grade]		Outcomes for learners		Quality of teaching, learning and assessment		Personal development, behaviour and welfare		Effectiveness of leadership and management		16 to 19 study programmes		Adult learning programmes		Traineeships		Apprenticeships	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Grade 1	2	3%	2	3%	2	3%	3	5%	3	5%	0	0%	0	0%	0	0%	2	4%
Grade 2	35	57%	34	56%	35	57%	38	62%	34	56%	9	45%	9	50%	5	63%	27	59%
Grade 3	16	26%	17	28%	17	28%	15	25%	16	26%	8	40%	7	39%	2	25%	11	24%
Grade 4	8	13%	8	13%	7	11%	5	8%	8	13%	3	15%	2	11%	1	13%	6	13%
<b>Total</b>	<b>61</b>		<b>61</b>		<b>61</b>		<b>61</b>		<b>61</b>		<b>20</b>		<b>18</b>		<b>8</b>		<b>46</b>	
<b>Average grade</b>	<b>2.49</b>		<b>2.51</b>		<b>2.48</b>		<b>2.36</b>		<b>2.48</b>		<b>2.70</b>		<b>2.61</b>		<b>2.50</b>		<b>2.46</b>	

## EDITOR ASKS...

## NEW CBI BOSS HITS OUT AT LEVY PLANS

## EDITOR ASKS...

NICK LINFORD  
@NICKLINFORD

The launch date for the apprenticeship levy, due in April next year, needs to be postponed unless the government backs down on its phased implementation plan, the director general of the Confederation of British Industry (CBI) has said.

Carolyn Fairbairn told an audience of bosses that businesses were experiencing “deep frustration over the levy plans as they currently stand” during a speech in the City of London this week.

I spoke with Fairbairn, who was appointed director-general of the CBI in November last year, before her speech to discuss the CBI’s concerns about the implementation of the apprenticeship levy, and why she believes a “radical rethink” is necessary.

...this really needs to be rethought in some quite fundamental ways

The levy on large businesses, first announced by Chancellor George Osborne in the July budget last year, aims to raise revenue to help fund all post-16 apprenticeships in England. It requires all employers operating in the UK with a pay bill of over £3m a year to submit 0.5 per cent of their payroll to the levy as an investment in apprenticeship programmes.

Initially reluctant to admit that the CBI wanted the postponement, Fairbairn admitted to being concerned that “the clock is ticking”, and described the current timeline as “extraordinarily tight”.

“We are hearing from our members right across the country that this really needs to be rethought in some quite fundamental ways,” she said, adding: “delay is certainly an option”.

The CBI does want the levy system to be in place by the government’s scheduled date of April 2017.

In her speech, for example, Fairbairn called for the digital apprenticeships system, which manages levy spend, to be “ready and able to support the delivery of apprenticeship training which businesses need, in full and from the start”.

However, this is not what updated government guidance on how it will work implies, after plans were revealed for a phased delivery — and the system is not now expected to be fully operational until 2020, as FE Week reported on April 21.

I questioned Fairbairn on how these demands could possibly be met, given that we are just 11 months away from the official launch. In response, she accepted that “if that is the case, then we think there’s really no option but to have a delay — absolutely right”.

She told me that if the current deadline was to be properly met, work on the levy would have to be “really accelerated” and solutions to “a large number of unanswered questions” would need to be offered soon.

“How much funding can be spent on each apprentice? Who can it be spent on? How will the system work in the devolved nations?” Fairbairn asked, emphasising the gaps in policy that have caused concern for CBI members.

Without answers on issues such as these, she added, there is a risk of a “half-finished system” being implemented next April. And while Fairbairn told me that the CBI’s members supported the need to bridge the skills gap, she admitted that they were generally unenthusiastic about the levy as it stands.

“Did they like the idea of an apprenticeship levy of 0.5 per cent pay roll tax? No they did not,” she said. “That was a shock, and I think that it has been something really not welcomed, because it feels top-down.”

We also discussed another key topic from Fairbairn’s speech — the new Institute for Apprenticeships (IfA).

I asked her if the CBI felt sufficiently “in the tent” enough over the plans for the IfA at the moment, given the government’s initial promise that it would be employer-led.

“We think there is a long way to go to before it is really fulfilling its full role here, and it’s

not yet business-led,” she said.

Currently, the only member of staff yet appointed at the IfA is the shadow chief executive officer, Rachel Sandby-Thomas, who was previously director general for skills, deregulation and local growth at the Department for Business, Innovation and Skills.

Fairbairn told me that the CBI wanted a stronger role for the IfA that includes measuring and managing the system around the levy.

“What isn’t happening [at the moment] is the involvement of the institute in the designing of the standards and the leading of the process,” she said. “One of the things we are calling for here is for the institute to be involved in the setting of measures that are about outcomes rather than just about number of starts.”

Fairbairn said the target of 3m new apprenticeship starts by 2020 was a positive ambition for the government, but that the progress of the learners must not be overlooked.

“We are calling for the institute to have a role in defining a measure that is about outcomes, that would combine the impact on an individual — maybe something about careers progress, or salary progress,” she added.

Without this, she said, the government’s ambitious target would be “insufficient” and risked the “unintended consequence of driving quantity over quality”.

I then asked her about another aspect of the CBI’s “radical rethink” — the suggestion to

introduce an “allowable expenses” regime, which would let firms recover the cost of staff time and capital investment. She said that for a significant number of CBI members, who have existing apprenticeship schemes or training, the remit of the levy is “extremely narrow”.

“They’re now having to pay 0.5 per cent of payroll and they can only claim back a small part of their current apprenticeship spend,” she said.

...they will reduce the number of apprenticeships

“As a result of that, we’re hearing from quite a number of our members that they will reduce the number of apprenticeships, because particularly in sectors where there are very narrow margins they are having to find savings from somewhere.”

However, she added, the CBI’s members recognise that the levy is going happen and want to make it work well.

“What is motivating our intervention is to make it better, to make it really solve the skills gap, to really be a once in a generation change,” she said.

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FEWEEK.CO.UK | MONDAY, APRIL 25, 2016 | EDITION 171

# FE Week

LEAKED: COST OF MOVE TO LONDON  
PAGE 2

Department for Business Innovation & Skills

OFSTED INVESTIGATE OUTSPOKEN INSPECTOR  
PAGE 3

LATE DFE ACCOUNTS NEED TO IMPROVE  
PAGE 8



Read all the results from the AOC Sport Championships in our six page special, p10 to p15

## REVEALED: APPRENTICESHIP LEVY OPERATING MODEL

- CBI pleased government now engaging with employers but say guidance ‘still raises more questions than it answers’
- System won’t be fully operational until 2020, with delay described by sector leaders as ‘pragmatic’ and ‘reducing risk’
- Mandatory cash fees for over 98 per cent of employers to proceed, leaving sector leaders fearful ‘we will lose them’

FIRST 16-18 SCHOOL JOINS AREA REVIEW



PAGE 6

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See page 5

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# FE Week



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## EXPERTS



## FE INSIDER

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

## Setting the scene for a devolved future

Shane Chowen looks at how the upcoming local elections and devolution could affect FE.

More than 475 elections will soon be taking place throughout the UK, with thousands of candidates trying to reach millions of voters.

I was a candidate in a by-election in Milton Keynes last year (I lost).

It's exhausting, but also exciting, because once you're over that initial apprehension about knocking on the doors of complete strangers, people are generally respectful of the fact you're putting yourself out there.

Generally, I was desperate for a doorstep conversation about adult education, or apprenticeships or lifelong learning. It never happened.

This year's elections feel somewhat overshadowed by peripheral but more dominant political issues, most notably the upcoming referendum on the UK's membership on the European Union, which is dividing political parties as well as the public.

Because of this, and the potential for a lengthy, painful and dominant aftermath whatever the result, this could cause even further delays on the Government's programme for the sector on things like the Digital Apprenticeship Service and devolution.

In some parts of the England, devolution and the introduction of new 'Metro-Mayors' is becoming an increasingly visible and divisive issue, particularly in the largely rural and Conservative parts of the country whose devolution deals were announced at the Budget — places like West of England, East Anglia and Greater Lincolnshire.

Local MPs are beginning to get tetchy about losing power to a new type of local politician with a larger electoral mandate.

So with a make or break referendum casting doubt over the very fundamentals of our politics, and new domestic democratic devolution developments meaning even more elections in a year's time for some of us, is it any wonder that policy — what all these people standing for election actually want to achieve — is not easy to come by?

As no major devolution of learning and skills has taken place just yet, the sensible place to start would be the manifestos of mayoral candidates and national parties.

In the future though, even within five years, there could be mayors of Greater Manchester, Liverpool City Region, Tees Valley, West Midlands, North Midlands, Greater Lincolnshire, East Anglia and West of England.

Hopefully this won't trigger Game of Thrones style power trips but will mean locally tailored skills and employment policy.

In London, policy from the two main candidates for the Iron Throne at City Hall, Zac Goldsmith and Sadiq Khan, could give us some indication about what other devolved mayors could pledge to achieve in the future.

## Demanding even more power from central government is a common theme

Demanding even more power from central government is a common theme throughout both candidates' manifestos.

Sadiq Khan wants FE funding for 16-19 year olds as well as the adult education budget, while Zac Goldsmith wants powers to fund smaller courses, for example.

Both candidates have also responded to concerns around local skills gaps and are committed to establishing new groups and organisations to help tackle the problem.

Data and accountability also seem to come hand in hand with devolution.

London has led the way on open data, such as how Transport for London has made tube and bus timetables open, leading to a proliferation of new (and better) apps for people planning journeys around the capital.

Both candidates commit to more open data which could link to things like outcome agreements, learner satisfaction and earnings to provide learners and employers with better information about what and where to study.

With more flexibility and powers, more local politicians could choose to prioritise basic skills which are inhibiting local people's access to public services.

A good example of this is in London, where both candidates have committed to establishing a chief digital officer to lead on digital inclusion, ensuring residents have the digital skills needed, and that adequate provision is on offer.

So while the elections this week won't be game-changers for our sector, in England at least they do set the groundwork for the devolved future of FE and skills.

And of course please do all you can to ensure your staff and learners go out and vote.



## TONY DAVIS

Ofsted inspector and Director of the Centre for Creative Quality Improvement

## Wilshaw wrong and Ofsted need to rescue damaged reputation

Michael Wilshaw needs to publically back the FE sector at once — or resign, says Tony Davis.

Ofsted Chief Inspector Michael Wilshaw misses the point entirely in his recent attacks on the adequacy and sufficiency of FE. The prime goal of FE is not that all learners should succeed beyond expectation, though of course they should, it's that all stakeholders must work tirelessly to create the conditions for success.

In 2014's autumn term, Study Programme requirements hit colleges hard, although that was not the intention. A telling line from Department for Education's original guidance on Study Programmes shows their clear intention to create the conditions for success (the italics are mine):

"The funding changes will also mean that college funding will no longer be linked to their success rates. Students can be entered for more challenging qualifications without fear that failure will affect success and in turn funding."

What changed, of course, was the requirement for the 30 per cent of young people who fail English and maths GCSEs to resit in college. Failure after 1,200 hours of study over many years in school makes some dislike, even hate, these vital subjects. FE gets just 60 hours to turn these 'failures' around. It's arguably the toughest game in town.

November resits are no more, but consider one of the last reports by AQA, which conducts more English GCSE exams than any other: "Of the candidates who retook an exam, 70 per cent received the same grade as before, with 30 per cent receiving a higher grade (C or above). This is in line with the proportion of improvement (resit success) that AQA see every year."

In colleges, resit success is about the same. Unfortunately, Sir Michael appears wilful in his misuse of this figure.

He compares his memory of 80 per cent of pupils succeeding at their first attempt in his former school, Mossbourne Academy — a figure clearly including all abilities, up to the most able — with the college resit success figure, which of course includes only those who previously failed at his and other schools. The figures are incomparable.

Of the colleges inspected in the 2014 autumn term, 75 per cent were graded as Requires Improvement (RI) or Inadequate, prompting Sir Michael's statement: "The FE sector is in a mess — that's why the government is reviewing it". And what's

common to all but one of these failure judgements? That English and/or maths didn't meet Wilshaw's school-based comparisons. Even in instances where colleges had improved every aspect of their work except maths, the judgement was limited to RI.

But the most pernicious part of this story is the seeming ease with which Sir Michael ignores the paradigm shift in the FE sector — something not experienced by schools. In a recent poll of general FE colleges, the average increase in learners retaking GCSE English and/or maths as a result of Study Programmes was 184 per cent. That's 846 more per college, or something like 314,712 additional learners across all colleges; 12,588 additional cohorts annually. And there was a teacher shortage before that increase.

## Unfortunately, Sir Michael appears wilful in his misuse of resit success figures

Three short considerations drive the work of the Centre for Creative Quality Improvement: Every system has an impact; do you know what impact you're having; and is it the one you want? The moment any management team addresses these questions, they see where they are failing in their strategies. Sir Michael would do well to heed this if he wants to help create the conditions for success.

That he doesn't betrays his biased agenda, and the creation of conditions by which the sector can be branded a failure serves his own ambitions for a schools-only sector — despite overwhelming evidence to the contrary.

Ofsted needs to regain its reputation for objectivity and neutrality, or better still, work like its previous partner the ALI did, to become a considerable part of the solution.

Ofsted needs to indicate its intentions as soon as possible: either with a very vocal U-turn from its chief — or with his immediate removal.

## EXPERTS

Victoria Leney explains how the findings of her study into support procedures for 16-18-year-old unaccompanied refugee learners can be applied to FE.

The media has shared the difficult situations refugees endure to make the journey to the United Kingdom.

But as a society we are less aware of the struggles and challenges they face after they have settled in a new country, and how their past experiences affect their educational needs, an area which desperately needs to be addressed.

I undertook a research study, with 16-18-year-old unaccompanied refugee learners, to determine what support procedures teachers need to put in place to ensure that they are engaged in education.

There are lessons to be learned for FE and our teaching strategies that I would like to share.

My research identified three main elements needed for student success — emotional support, consistency and differentiation.

The first issue, and the most important one is awareness of the emotional needs of the learner and how to be prepared to support them with pastoral matters, as well as educational ones.

For many unaccompanied refugee learners, the only consistent and responsible adult in their lives is their teacher, and this often leads to the teacher being viewed as a parent figure.

For refugees, it is important to remember that their needs go beyond learning English.

They often need emotional support from their teachers and guidance about how to



## VICTORIA LENEY

English for speakers of other languages (ESOL)  
City of Oxford College

### Young refugees need emotional as well as academic support

function in society, because they are not just learning a language, they are learning an entirely new culture and way of life, which can be incredibly stressful and frustrating.

When teaching a group of students with complex emotional needs, having a disrupted timetable and constant changes in rooms and teachers can be unsettling to their routine and add further stress to their lives.

Students rely heavily on a consistent timetable and on their teacher being there and available to talk to about any issues.

With the migrant crisis comes long-lasting emotional issues which are inevitably brought into the class.

One student commented that when lessons are particularly challenging for him, it increases his stress and causes physical symptoms, such as severe headaches.

We cannot expect students suffering from PTSD to bounce back as quickly, or in the same manner, from a challenging activity as a non-migrant learner might.

To ensure that students are supported,

differentiation is a crucial teaching strategy and should be well planned and executed in a manner which stimulates the students without overwhelming them.

The migrant crisis is not going to go away.

We will continue to see an influx of refugees and asylum seekers into the country, who, provided with the right language and skills, can become self-reliant and valuable members of our society.

By engaging refugee learners in an FE college, we are not just exposing them to the language, but to the culture of education, and bringing them into an environment which offers other courses, such as IT and maths, giving them more opportunities to build their skill set in an environment in which they feel safe and secure.

Despite this initial stage of my research focusing on teenage learners, I shifted to adult refugees and soon realised that the same support needs to be in place for them.

Imagine being a refugee parent with your youngest children just starting school in

England, being unaware of how the education system works, or unable to communicate with their teachers about their progress, or what to tell the doctor if your child falls ill.

Many times I have been asked by adult students to explain school or bank letters. Who else would they turn to?

Learning English is not just about learning a language.

They often need emotional support from their teachers and guidance about how to function in society

It is about teaching citizenship, giving people the ability to find employment to integrate into society, and giving them a chance to start a new life in a country where they feel safe, many of them for the first time in their lives.

With that comes the responsibility to understand the complexity of their situation and the importance of emotional support, consistency and differentiation, because without that understanding, we, as educators, are failing them.

NOT TO BE MISSED *UPCOMING EVENTS*

# DSAT FUNDING AND AUDIT WORKSHOPS

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# CAMPUS ROUND-UP *with Billy Camden*



From left: Sussex Downs College students Isabel Macpherson, Vita Measure-Hughes, Amy Godfrey, all aged 17, and Archie Benton and Samantha Clark, both 18, with the finished mural

## A walk on the wild side

Artistic students from Sussex Downs College have teamed up with a local children's charity, Rockinghorse, to create a special mural for sick children.

The team of five, all studying applied art and design, spent six weeks

creating the wildlife-themed artwork in the children's emergency department at the Royal Alexandra Children's Hospital in Brighton.

The vibrant mural features a variety of wild animals and insects.

It is hoped the painting will relieve anxiety



Samantha Clark working on the tiger painting

for children and parents when they have been admitted to the A&E unit.

Student Vita Measure-Hughes, 17, said: "I am hugely grateful for this opportunity and being able to give back to such a fantastic hospital that

helped me a lot when I was younger.

"I hope our mural helps patients and families by making their stay a little bit easier, along with the wonderful staff who are still just as engaging and caring as they were for me 15 years ago when I was an inpatient."

## Balls bounce for Buckingham



The netball teams from Bridgwater College (blue kit) and Richard Huish College after their match in the Luke Buckingham Varsity Cup

An inaugural cup competition between Bridgwater College and Richard Huish College, set up in memory of a staff member who died last year, has raised nearly £500 for Bloodwise UK.

The Luke Buckingham Varsity Cup between the two colleges in Taunton was contested over the best of three sporting fixtures in netball, basketball and football.

The tournament was established in remembrance of Luke Buckingham, creator of Team BC Sport at Bridgwater College who died in October 2015.

Huish took the netball crown, beating

Bridgwater 26-44, followed by an "epic" game of basketball where Team BC won 71-67 leaving the Varsity Cup all-square at 1-1.

The final fixture, football, went down to a winner-takes-all game under the floodlights at Bridgwater Town FC.

And it was Huish who sealed victory with a 3-1 win on the night to claim the Varsity Cup.

Sam Reilly, head of sports, outdoor education and public services at Bridgwater College said: "The standard of sports and the excitement of the day was outstanding and made a fitting spectacle for the Luke Buckingham Varsity Cup."

## Bronze for team GB



SGS student Vada Finnear celebrates with partner Kennedy Cross after winning a bronze medal at the Acrobatic Gymnastics World Championships

A South Gloucestershire and Stroud (SGS) College student has returned from the Acrobatic Gymnastics World Championships in China with a bronze medal for Team GB.

A-level learner Vada Finnear competed in the mixed pair category in the 13-19 age-group with his partner Kennedy Cross.

Going up against 12 other partnerships, the pair got off to a shaky start with their first routine but "calmed down" for their second which saw them qualify for the final.

After a nervous final round, they placed third with Russia in second and America

in first.

Vada said: "The competition was so exciting, and we never imagined we would get a medal, so that made the competition even more memorable.

"Whenever someone has asked me what I want to achieve with gymnastics in the future, the one thing I've always said is to compete in the world championships as a member of Team GB — I'm ecstatic to have actually done it."

The 18-year-old, who studies classical civilisation, design technology, film studies and product design at SGS, is a member of Harriers Acrobatic Gymnastics Club.

## Another brick in the wall



Rising Star award-winner Claire Brittain

A former Walsall College construction student has proven her quality after claiming the rising star honour at this year's Women in Construction Awards.

Claire Brittain, assistant site manager at BAM Construction, was presented with her award at a glittering awards ceremony at the Palace Hotel in Manchester.

In between having her two children, Claire decided to build on her skills and enrolled onto a level three BTec in construction and the built environment course at Walsall College.

She then landed her dream job with BAM,

who sponsored her to complete her level four higher national certificate, which she completed in 2014.

After receiving her award, 27-year-old Claire said: "It shows that you can be a woman, have children, and have a career in construction. It's important that if women want to get into the construction industry, they follow their dream and let nothing stand in their way."

Claire has now continued onto the BSc Honours in Construction Management qualification to achieve her full degree, which she is due to complete in 2017.



# Marathon effort for caped crusaders

A North Shropshire College (NSC) lecturer proved he was a superhero by raising thousands of pounds for children who suffer from cancer by completing the London Marathon last Sunday, writes Billy Camden.

North Shropshire College sport lecturer Paul Clark has completed the mammoth 26.2 mile London marathon and helped raise nearly £4,000 for a cause close to his heart.

He was part of a sea of nearly 40,000 people who took part in the race on April 24.

Mr Clark ran with his brother Mike, who works in a children's cancer unit in Liverpool, with both wearing superhero-style capes.

They raised almost £4,000 together for Children with Cancer.

"My brother has been witness to the pain and suffering children and families have gone through," said Paul.

"No parent should ever have to lose a child, especially to cancer, and that inspired us throughout the run."

This was the second marathon the brothers had completed together, "so we knew what we were letting ourselves in for", said Paul.

The pair started side-by-side at Greenwich Park and kept together for the first third of race, high-fiving spectators and "getting the crowd going" in their costumes, which they wore to symbolise their status as "superheroes" in the eyes of the children and families they raised money for.

But the pair, who wanted to cross the finish line arm-in-arm, were eventually split up when



Superheroes Paul Clark (Left) and his brother Mike raise their fingers to show they are one in a million at the London marathon

variables including restroom breaks and the sheer amount of runners separated them.

Paul explains: "You go through a number of different stages throughout the run.

"The first six miles is joy and excitement and elation and you're just involved with the crowd. After that you start paying more attention to your body as your legs start to ache.

"You notice little hotspots appearing, you ache, your breathing starts playing up and you get hot so you have to consider what to take on board to get through it.

"I wanted to stop around mile 18 because of the pain but you just have to keep going."

But he said the physical pain was all worth the emotional reward when he reached the famous finish line at the Mall.

"Your determination and effort is rewarded straight away because you touch the clock as you go through and you know you have been part of something ridiculously special.

"All the pain for about three seconds disappears and you've got loads of adrenaline and you're buzzing."

Mike finished 10 minutes ahead at a time of 3hrs 50mins, while Paul completed it dead on 4hrs.

This year was a special occasion for the

FEATURED  
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ROUND-UP

London marathon as one lucky runner would have become the millionth finisher in the history of the race, which was first held in 1981.

Their identity will be revealed in May, and they will also enter the record books.

Whether he was the actual millionth runner or not, Paul said it was a "great achievement" to be classed

as "one in a million".

He returned to college on the Monday just a day after the gruelling race and said the feeling was like "waking up still drunk".

NSC's principal, Jackie Doodson, said: "The college is really proud of Paul. It is a brilliant charity he's supporting and it is fantastic he finished dead on four hours. Well done Paul."

**You can still donate to Paul and Mike's marathon effort by visiting:**  
<http://goo.gl/3TfHA9>

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

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

# & MOVERS SHAKERS

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

Trevor Phillips OBE has joined adult education provider Workers' Educational Association (WEA) as its chair of trustees.

The former chair of the Equality and Human Rights Commission, and current president of the John Lewis Partnership Council, takes over from John Taylor, who has chaired the board since 2013.

Mr Phillips said: "I passionately believe in the power of education as a liberating force.

"Both my parents were able to transform their lives though later-life educational opportunities, so I have seen how adult education can give people a second chance in their lives.

"I have admired the work of the WEA for nearly four decades and would like to do whatever I can to make the opportunities it provides to be more widely available."

He added that "the role of this type of education is vital to the future flourishing and prosperity of our society, and the WEA has a

central role, both as provider and with others, as an advocate for learning throughout life".

Ruth Spellman, chief executive of the WEA, said she was "delighted" to have Mr Phillips on board.

"His experience as a campaigner for equalities, democratic participation and

human rights will be invaluable to the association as we further develop the profile of adult education," she said.

"The WEA works with some of the most disadvantaged communities in England and Scotland to give people the skills and confidence needed for work and life.



MICHAEL SHEEHAN



TREVOR PHILLIPS



LYNNE SMITH

"Trevor's life long commitment to helping these communities and his extensive experience of leading national organisations will be invaluable as we continue to press for more investment in adult education."

Alongside the appointment of Mr Phillips, the WEA also elected its first female president, Lynne Smith.

Ms Smith started as a student with the WEA in 1987 and, having been involved at branch, district and regional levels, was elected deputy president in 2007.

Ms Spellman added: "The appointment of Trevor and the election of Lynne demonstrate the values of the WEA in action.

"Lynne is the first woman president and Trevor the first member of the black and minority ethnic community to be appointed chair. This leadership team means we can reflect our diverse student population."

The principal of Wigan and Leigh College, Michael Sheehan, has left his position with immediate effect.

The college confirmed his departure, and said vice-principal for curriculum, Anna Dawe, would be acting-principal until a permanent successor was found.

Liz Shea, chair of the board of governors, said: "The college has seen great improvement throughout Michael's time as principal and I am confident that the college will continue to go from strength to strength.

"I would like to thank him for his commitment and dedication to the college throughout this time."

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



## Plumpton College

Following the recent Sussex Area Based Review supporting the college's strategy to remain an independent and specialist land based provider of FE and HE, Plumpton College is beginning its next phase of ambitious growth and quality enhancement. With a new Principal, sound finances and a commitment to achieve excellence in all areas, we are significantly investing in the development of our management capacity.

We are therefore seeking to appoint dedicated and hardworking individuals who can thrive in a competitive sector and deliver ambitious targets for growth and quality in the following areas:

### HEADS OF FACULTY – Salary within the range: £42,173 - £50,685

The post of Head of Faculty is an exciting opportunity to contribute to the future strategic development of the College. We have the following four Head of Faculty vacancies:

- Animal Management, Vet Nursing, Equine & Adventurous Activities,
- Forestry, Horticulture & Foundation Learning,
- English, Maths and Learning Support; and
- Quality and Registry

### CURRICULUM MANAGERS – Salary within the range: £35,301 - £39,774

Curriculum Managers have operational responsibility for ensuring the best use of resources to deliver high quality outcomes for all provision types within their curriculum divisions. We have vacancies in Agriculture & Food, Countryside & Environment, Adventurous Activities, and Forestry & Arboriculture.

### LEARNING SUPPORT MANAGER –

#### Salary within range: £35,301 - £39,774

This role will lead on all aspects of the College's learning support provision to maximise student success.

### LEARNING, TEACHING AND STANDARDS MANAGER –

#### Salary within range: £35,301 - £39,774

This exciting new role will work with staff across the College in achieving consistently high standards of learning assessment.

### MARKETING MANAGER –

#### Salary within the range: £32,103 - £35,301

This new role will have responsibility for developing the College brand and implementing appropriate strategies in line with the College's growth plan.

If you believe you have a significant contribution to make to our future and are looking for your next career opportunity, we would like to hear from you.

For an application pack and further details, please contact:

HR at Plumpton College, Ditchling Road, Plumpton, East Sussex, BN7 3AE

tel: 01273 890454, email: [hr@plumpton.ac.uk](mailto:hr@plumpton.ac.uk)

**CLOSING DATE FOR APPLICATIONS: MONDAY 9<sup>TH</sup> MAY 2016**

**INTERVIEWS WILL BE HELD: 17<sup>TH</sup>, 18<sup>TH</sup> AND 19<sup>TH</sup> MAY 2016**

MATHS AND ENGLISH  
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### OPPORTUNITIES AT NHC

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To realise our high ambition for NHC and our students we need the best people. We're looking for highly skilled and enthusiastic maths and English lecturers to join our team for 16/17. You'll be joining a progressive, ambitious institution with a hugely talented, vibrant team.

You'll be required to teach a combination of GCSE and Functional Skills to students on full and part-time programmes. We're looking for people who already hold a teaching qualification and / or have a degree level qualification in maths or English.

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- Plymouth, Devon

### Excellent leadership opportunity in technology

STEM (science, technology, engineering and maths) related industries are vital to the UK economy and the Government has made increasing the quality and quantity of teaching in STEM subjects a national priority. In response to this growing demand, the College is working with local industries to create a fantastic state-of-the-art Regional Centre of Excellence for STEM due to open in September 2017.

See [www.cityplym.ac.uk/stem-coe](http://www.cityplym.ac.uk/stem-coe) for more information about this exciting new £13million facility.

The Faculty of Technology, Marine and Renewables is seeking a qualified, motivated professional to manage a team of staff delivering HE and FE in technology and engineering across a range of courses from level 3 and HNC to Foundation Degree. The post holder will need to work with the management team of the faculty and Plymouth University to maintain the high standards of delivery already achieved and bring experience of successful work in the industry to the post.

If you would like to take advantage of this fantastic opportunity, you will need:

- successful teaching experience in higher or further education
- experience of managing an area of curriculum
- relevant industry experience
- successful course/subject leadership experience
- appropriate teaching qualification
- professional, academic and vocational qualifications at Degree level equivalent or above.

In return we offer an excellent benefits package which, for this post, includes an enviable 35 day annual leave entitlement in addition to statutory and additional bank holidays, an excellent pension scheme (Teachers Pensions), family friendly policies and opportunities for training and development.

City College Plymouth is a large further education college in the South West of England with over 12,000 students and a turnover of £32m. Following a very successful OFSTED short inspection in March 2016, there has never been a more exciting time to join us.

Known as 'Britain's Ocean City', Plymouth is a bustling cultural hub superbly located in the heart of the South West with beautiful beaches and scenic Dartmoor just a short drive away. The College sits at the centre of the community and prides itself on offering an exceptional experience to its students. We are also justifiably proud of the significant contribution we make to the social and economic success of the region.

To apply online, please visit [www.cityplym.ac.uk/jobs](http://www.cityplym.ac.uk/jobs).

**Closing date: Monday 16 May 2016**



City College Plymouth is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The College is an equal opportunities employer.



## Teacher in Maths

### GCSE and Functional Skills

**Full time, Part Time or  
Sessional hours available.**

**Up to £32,263 p.a. for full time (plus Market Supplement for exceptional candidate dependent on skills and experience)  
Fractional pro rata and Sessional £27.08 per hour.**

We require a teacher to deliver GCSE and Functional Skills mathematics to students working on vocational programmes from Entry level to Level 3. The successful applicant will understand the GCSE and Functional Skills courses and how to best enable our students to achieve well.

You will join our strong and experienced Maths team and with them, inspire, excite and engage students and help them to move on to higher education, further education, employment or training. You will be sensitive to your students' needs and enable and encourage them to express and reach their

true potential. You'll also know how to monitor each step of their progress however big or small and celebrate their successes. Whether you are a graduate, a teacher new to the profession or someone with experience of teaching maths we would like to hear from you.

We are able to offer you a final salary pension scheme, generous holidays and the facilities of a College campus set in 7 acres of green belt in a peaceful setting. The College has excellent transport links and is set in a location convenient to London and the South East and offers a large free on-site car park.

**Please indicate which contract type you are interested in.**

**Online applications must be submitted by Tuesday 10 May 2016 and interviews will be held on Tuesday 17 May 2016.**

[www.nescot.ac.uk](http://www.nescot.ac.uk)

Nescot, Reigate Road, Ewell, Epsom, Surrey, KT17 3DS



NescotCollege @Nescot

## LECTURER MATHS (FUNCTIONAL SKILLS AND GCSE)



Bridgwater College are the winners of the 2016 TES FE awards FE College of the year.

We are currently looking for inspirational teachers to deliver highly effective teaching, learning and assessment and support learners to maximise their potential and make positive progress towards their timely success within GCSE and Functional Skills Maths.

Can you inspire and help our students to achieve their qualification?

Visit <https://jobs.bridgwater.ac.uk> to apply or call 01278 441293 for more information.

**Closing date: 12 Midnight 9 May 2016**

**Interview date: 17 May 2016**



For further information visit  
[www.bridgwater.ac.uk/jobs](http://www.bridgwater.ac.uk/jobs)  
or telephone **01278 441221**



Northampton College is one of the larger regional providers of Further Education. Our close proximity to local communities puts us in a unique position to meet the learning and training needs of individuals and employers throughout the south and west of Northamptonshire.

## English & Maths Teachers

Ref: ME15160059

The college values teaching with excellence and enthusiasm and, as such, recognises the importance of the contribution that teachers make to the success of our learners.

We are looking for dynamic Maths & English Teachers to join our growing team.

- Can you teach English and/or Maths?
- Can you teach some or all of the following levels?
- Functional Skills Entry Level to Level 2 or GCSE or A level
- Are you interested in teaching students aged 16 - 19 and/or adult students?

If yes we would like to hear from you.

We have a range of part-time and full-time roles available.

Please indicate clearly on your application within your supporting statement which subjects, levels and student age group that you would like to be considered for.

We welcome applications from qualified teachers and also non-qualified teachers who are willing to work towards obtaining a teaching qualification.

**If you would like to be part of a successful team please apply via our on-line application form; [www.northamptoncollege.ac.uk](http://www.northamptoncollege.ac.uk) clearly outlining your experience, skills and qualifications.**

**Closing date: (Noon) Friday, 6 May 2016.**

**Interviews for shortlisted applicants will be held on Monday 16th May 2016.**

**Job share may be considered for this post**

**This post will require a Disclosure and Barring Service (DBS) check.**

We strive to achieve diversity in our staff to reflect the community we serve.



[www.northamptoncollege.ac.uk](http://www.northamptoncollege.ac.uk)

## Truro & Penwith College

We are one of the top Tertiary Colleges in the country and are the first to retain **Outstanding provider status** by Ofsted under its new inspection framework. Recognised for our

exceptional progress, inspirational teaching, excellent facilities and caring atmosphere. If you would like to play a role in our continued success we currently have the following vacancies:

Full time Lecturers required in:

**ENGLISH (TRURO & PENZANCE CAMPUSES)**

Salary will be based on a band in the range of:

£24,222 - £35,969

To start September 2016

Applicants should hold a degree or a similar professional qualifications and a recognised teaching qualification. The successful candidate will be able to contribute to all aspects of our provision: Functional Skills and GCSE English, AS/A level, IB and our English Studies Foundation degree. An interest in linguistics is an advantage. The successful candidate will also be committed to our tutorial programme. Please specify on your application which campus you would be willing to work from – Truro, Penzance or Both.

Full Time Lecturer/0.5 Lecturer required in:

**MATHS (PENZANCE)**

Salary will be based on a band in the range of

£24,222 - £35,969 per annum

To start September 2016

The successful candidate will be able to contribute to our Functional Skills and GCSE provision. Candidates will also be committed to our tutorial programmes. Applicants should hold a degree or similar professional qualifications and a recognised teaching qualification. This post will be based at our Penwith campus in Penzance.

Full Time

**ESOL AND TESOL TRAINER (TRURO)**

Salary will be based on a band in the range of:

£24,222 - £35,969

Working within Truro and Penwith College Business you will be joining a successful team engaging with local businesses to provide training and development solutions. You will lead the design, development and delivery of ESOL and TESOL programmes. Experience of delivering English as second language and a strong commitment to supporting students to progress is essential. You should hold a teaching qualification or be willing to work towards one.

Applications for the above posts should reach us by:

12 NOON FRIDAY 13 MAY 2016.

Curriculum Vitae are not accepted, Application Forms only.

Successful candidates will be notified within 4 weeks of the closing date.



### Contact & how to apply

For an application pack go to:

[www.truro-penwith.ac.uk/work-for-us](http://www.truro-penwith.ac.uk/work-for-us)

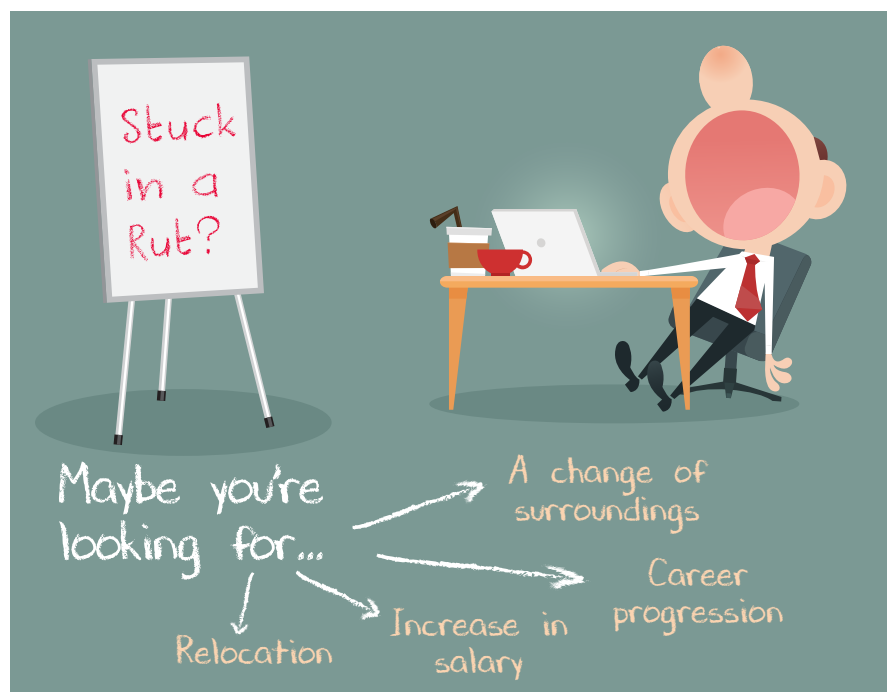
email: [recruitment@truro-penwith.ac.uk](mailto:recruitment@truro-penwith.ac.uk)

or call: 01872 267000

Truro and Penwith College is an Equal Opportunities Employer and is committed to safeguarding and promoting the welfare of children and young people, all applicants must be willing to undergo a Criminal Record (DBS) Check and past employment checks.



## Protocol Excellence in FE



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## huish | RICHARD HUISH COLLEGE

Huish prides itself on its outstanding quality and strong reputation across Somerset and the South West. With over 2500 students and 300 staff Huish plays a key part in the local and wider community.

**We currently have vacancies for highly effective and dedicated educators from September 2016:**

**Full time/part time (0.8) Teacher or Course Manager of BTEC Performance Music**

**Full time Teacher/Course Manager of A Level Sociology**

**Full time Teacher of BTEC Health and Social Care (Health Sciences)**

Above positions: Sixth Form Colleges pay scale - Teacher up to £37,378, Course Manager up to £39,882 (salaries quoted include PSP).

**Part time Teacher of English as a Foreign Language (EAL) (Minimum 0.4) Term time only, fixed term (30/8/16 - 14/7/17) £26,185 pro rata**

Closing date: Thurs 12th May. For an application form and further details please see our website or email [natalies@richuish.ac.uk](mailto:natalies@richuish.ac.uk).

*Richard Huish College is committed to safeguarding and promoting the welfare of children and young people.*

*These posts require a criminal background check via the disclosure procedure. We actively promote equal opportunities and welcome applications from all sections of the community.*

South Road, Taunton, Somerset, TA1 3DZ  
01823 320800 [www.huish.ac.uk](http://www.huish.ac.uk)

huish



## CHANGE MAKERS WANTED



Activate Learning is a pioneering education group which exists to transform lives through learning.

Our approach is rooted in a clearly articulated learning philosophy, which helps thousands of people to unlock their potential every year.

This summer sees the launch of a new faculty structure across our three group colleges.

These faculties will provide industry standard learning programmes, designed in partnership with employers, to offer learners a direct line of sight to employment.

## THE OPPORTUNITIES

The following opportunities exist to join the leadership team across our three group colleges – Banbury and Bicester College, City of Oxford College and Reading College.

*Salary band for all posts - £40,000 to £70,000 depending on experience*

### Director Career Pathways – Creative Arts

You will lead on employer research and new industry partnerships to co-create an inspiring curriculum and shape career pathways in the creative arts.

### Director Career Pathways – Services to the Public

You will lead on employer research and new industry partnerships to co-create an inspiring curriculum and shape career pathways within this faculty, comprising childcare, health and social care and uniformed public services.

### Director of Delivery – A-levels

You will be responsible for curriculum delivery across our A-level and Access to Higher Education programmes. You will lead on raising standards, ensuring the quality of teaching and learning and improving success rates.

### Director of Curriculum – Technology

You will develop a project-based learning curriculum which embeds the group's learning philosophy. This faculty comprises construction, engineering, IT, motor vehicle, science and technology.

### Director of Applied Learning Foundation

You will develop the group's approach to teaching, learning and assessment, with a core focus on raising standards.

**The closing date for all posts is Wednesday 4 May.**

Find out more about Activate Learning, these posts and how to apply at [www.activatelearning.ac.uk/opportunities](http://www.activatelearning.ac.uk/opportunities)





## Curriculum Manager – Maths

0.4 fte (14.4 hours per week)

£26,270 - £ 28,580 pro rata (£10,508 for this post)

Directly responsible to: Assistant Principal Adult Skills

We are looking for an outstanding, dynamic individual to manage our Maths provision. You will be responsible for planning the Maths provision to meet local skills needs and national priorities. High achievement rates and learner satisfaction and progression are key responsibilities of the post. You will be able to inspire innovation and excellence in teaching, learning and assessment in our team of Maths specialists who are highly motivated to achieve outstanding results. You will be the lead on Maths across our adult learning provision and will be expected to champion Maths in innovative ways. You will work 14 hours flexibly across the week. There is potential to combine this role with a teaching commitment. The salary is £10,508 per annum.

## Maths Tutor

0.6 fte (21.6 hours per week)

£24,060 pro rata (£14,435 for this post)

Directly responsible to: Assistant Principal Adult Skills

We are seeking a dynamic, self-motivated and experienced Maths specialist to work as part of our dedicated Maths team. The successful candidate will be involved in delivering, developing and preparing Functional Skills, 'stepping stone' qualifications and Maths GCSE. You will be creative, innovative and adaptable in your approach, differentiating for groups of learners within your courses. You will use ICT and other learning technology creating high quality learning resources.

In addition to teaching, you will work closely with the curriculum manager to support vocational staff needing assistance with embedding Maths into their vocational courses. For the right candidate there is potential to combine this role with the curriculum manager post. The salary for this post is £14,435 per annum.

For further information and an application form please visit our website [www.redbridge-iae.ac.uk](http://www.redbridge-iae.ac.uk)  
Applications must be emailed to [staffing@redbridge-iae.ac.uk](mailto:staffing@redbridge-iae.ac.uk) or posted to be received by **5.00pm Friday 13<sup>th</sup> May 2016**.  
We welcome applicants who are interested in applying for both posts.

[www.redbridge-iae.ac.uk](http://www.redbridge-iae.ac.uk)

# FE Week

## ENGLISH AND MATHS JOBS

WE ARE CONTINUING TO OFFER FREE RECRUITMENT  
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[HANNAH.SMITH@FEWEEK.CO.UK](mailto:HANNAH.SMITH@FEWEEK.CO.UK)

# FE Week



*Award-winning journalism from the only newspaper dedicated to further education and skills*

**FE Week is a weekly newspaper which provides an unrivalled platform for reaching a targeted audience of mid-senior managers and leaders within the sector, at competitive rates and with guaranteed results.**



“  
Excellent service and great value for money... FE Week seems to be working for us attracting the candidates especially at management level  
*Gosia Seaman, HR assistant, Richmond upon Thames College*”

“  
Working with Hannah and the FE Week jobs team is always a delight. They are quick, responsive and provide a fantastic service which guarantees a high level of applicants from across the sector  
*Tracy Roser, executive assistant to the group chief executive, EMFEC Group*”

“  
FE Week offers our clients a cost effective and powerful platform for advertising Further Education vacancies both in print and online, and we've had success with all level vacancies up to – and including director level. The team offers excellent customer service and helpful advice and we have always been impressed by the quickness of their response and their extensive knowledge of the industry  
*Jakub Pylat, account manager, Lighthouse Adcomms LLP*”

**For more information, please contact Hannah on:  
Hannah.Smith@feweek.co.uk | 020 3432 1394**



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# Monday 27 & Tuesday 28 June 2016

Novotel London West, Hammersmith



AELP



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[www.aelpnationalconference.org.uk](http://www.aelpnationalconference.org.uk)

Media Sponsor



## FE Week Sudoku challenge

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

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

Difficulty: **EASY**

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

Difficulty: **MEDIUM**

Solutions: Next edition

## Last Week's solutions

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

Difficulty: **EASY**

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

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](mailto:news@feweek.co.uk).

Last Edition's winner was Ian Douglas, Lecturer in ICT and Management, School of Engineering and Computing Hull College