

FE Week

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Exclusive PAUL OFFORD @PAULOFFORD

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COLLEGES' FAILURE TO DELIVER WITH TRAINEESHIPS EXPOSED

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- > AELP claims independent training providers best placed to make a success of under-fire scheme



JUDE BURKE @JUDEBURKE77

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NEWS

Wilshaw claims apprenticeships 'are in a mess'

ALIX ROBERTSON
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Sir Michael Wilshaw has warned that apprenticeships are "in a mess", and insists that Ofsted's recent report on them was "one of the most critical" it has ever written.

He told Festival of Education delegates on Thursday (June 23) that the state of current post-14 provision was "not good enough for youngsters who want to go into apprenticeships".

Sir Michael (pictured) pointed to Ofsted's report from before Christmas, which warned of a slump in the quality of apprenticeships, which it claimed often failed to give learners the skills and knowledge needed by employers.

He said: "It's a mess and it needs to get a lot better if that government target is going to be achieved."

He sees university technical colleges (UTCs) as a potential solution to the problem, saying: "I'm a big supporter of UTCs joining multi-academy trusts (MATs), looking at the 14-19 curriculum.

"A strong core – English, maths and science – and developing youngsters' technical skills so they are well prepared to go into an apprenticeship."

These points built on a key argument in his main speech, in which he called on the government to ensure that every major MAT includes a university technical college.

He said: "The government should insist that every major multi-academy trust should have a UTC.

"Every multi-academy trust should be inspected to ensure that the UTC does not become a dumping ground for the difficult or disaffected and that it delivers high quality pre-apprenticeship programmes to the age of 19."



The chief inspector previously told MPs on the education select committee in March that school and UTC clusters provided a "really great opportunity" to ensure high quality vocational education.

He said at the time: "If I was running one of those I'd have primary schools, I'd have secondary schools and I'd have a couple of UTCs as well."

But this latest call for 14-to-19 vocational institutions to become part of the furniture at all MATs is a further indication of his desire for UTCs to be made integral to the nationwide delivery of skills training.

Nick Boles, the skills minister, also said in March that "UTCs are stronger inside MATs" during a speech to the House of Commons.

The chief inspector's speech was given at Wellington College in Berkshire, and also reflected on school leavers' general lack of vocational skills.

Sir Michael asked: "What about those youngsters who would benefit from a technical education?"

"What about those employers who, year after year, say that school leavers are not equipped with the technical skills that they are crying out for?"

He described the latest figures as "shocking", adding: "In the UK as a whole there are now 210,000 vacancies as a consequence of skills shortages across the economy – an increase of 43 per cent from 2013.

"I have taught in disadvantaged communities for most of my professional life. And I can tell you that there will always be some children who will respond better to a technical curriculum than others."

Sir Michael's support for UTCs comes after FE Week reported in May that UTC Lancashire would be the fourth of its kind to close, since they launched in 2010.

SFA could shoulder up to 90% of training costs for non-levy employers

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The government plans to slash the amount smaller firms will have to pay towards the cost of apprenticeships training after the levy launch.

Employers of all sizes currently have to pay a third of training costs with the Skills Funding Agency agrees to covering the rest, under the pilot for new apprenticeships.

That means a £1 employer cash contribution returns £2 funding – up to a cap – for the relevant standard.

But FE Week has learned the government is looking at a making a much bigger contribution after April 2017 for employers not using their apprenticeship levy pot – either because their wage bill is too small to pay into it, or because it has run out.

For every £1 invested by such employers, we understand that the SFA will paying up to £9, according to plans set to be announced later this month.

This would mean providers are to be paid as much as 90 per cent from SFA coffers – although employers not paying the levy would still have to contribute around 10 per cent in cash first.

The news was welcomed by Mark Dawe, chief executive of Association of Employment and Learning Providers.

He said: "This sound like good news, as we believe smaller employers should pay as little as possible.

"We have been lobbying ministers about the need for a high-level of coinvestment by the government in respect of non-levy paying employers.

"These small- and medium-sized enterprises are needed to provide apprenticeship opportunities to young people in the big cities and smaller towns, or rural areas where the levy-paying employers are not always present."

But he also cautioned: "For many small organisations, any contribution will be prohibitive and we hope the government will consider how it might support these smaller employers."

The apprenticeship levy, first announced by the government last July, is due to be introduced in April 2017, and will be set at 0.5 per cent of an employer's payroll.

Only businesses with a payroll of more than £3m – about two per cent of employers – will actually pay the levy.

But there has been widespread concern that non-levy-payers would be put off

apprenticeships altogether, if they still had pay large sums towards training.

John Hyde, executive chairman of independent training provider HIT Training Ltd, who was given a CBE in the Queen's birthday honours list, said: "If the 10 per cent contribution is confirmed, this is excellent news for smaller companies who already contribute substantially to the apprentices' wages, lost opportunity costs, trading costs and more.

"The growth in the economy is through small- and medium-sized enterprises and the growth in apprenticeship numbers will follow."

Teresa Frith, senior skills policy manager at the Association of Colleges, said the plan "could encourage employers, previously put off apprenticeships by the cost, to take on a young person and provide them with the skills to begin a career".

"Small businesses are the lifeblood of our economy and the government must ensure they, and their staff, can also benefit from the funding created by the levy," she added.

A BIS spokesperson would only say: "We set out earlier this year that more information would be available in June 2016. There is nothing further to add at this time."

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NEWS

Union calls for casual staff to be made permanent after two years

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Casual staff who have been working at an FE provider for at least two years should be made permanent, the University and College Union is demanding.

This was one of the staffing union's key negotiating points at its first meeting this month with the Association of Colleges, after it submitted its 2016/17 national pay claim.

A report commissioned by the UCU demonstrated that 30 colleges in the UK are employing more than 50 per cent of their staff on "precarious" part-time or hourly contracts.

In an exclusive comment piece for FE Week, UCU's general secretary Sally Hunt said: "As part of our pay claim, we're asking FE employers to move hourly-paid and casual staff who have been working at the institution for two years or more onto permanent contracts, which reflect the hours they normally work."

She said UCU also wants ministers to investigate the terms staff are given by colleges, and to "improve the way that institutions' use of casual contracts is reported in national data".

Karen Sanders, AoC's director of employment services and policy, claimed that colleges had "always needed a flexible workforce, and may employ people on different types of contracts to respond to the needs of students and the wider college business".

However, she conceded: "We are discussing these proposals as part of the pay negotiations for 2016/17, and cannot comment further."

A BIS spokesperson said FE colleges were independent organisations "free to set their own terms and conditions for staff, which includes types of contract".

She added: "They may choose to do so in conjunction with the recommendations of the National Joint Forum, which is convened by AoC and the relevant trade unions to make recommendations for terms and conditions and pay levels."

The union's report, published in April, said that jobs in FE are to be considered "precarious" under two conditions, where contracts are "short duration or cover only part of the year", or when teaching staff are employed on permanent contracts "but continue to be paid by the hour".

It said: "These staff are often no less precarious because they are only paid for the work they do and many of them have



UCU general secretary Sally Hunt

variable-hour or zero-hours contracts."

The UCU's call comes after FE Week reported on June 17 that Lincoln College went back on its "threat" not to pay part-time agency staff — after we made senior college leaders aware of the dispute.

Twelve self-employed agency workers from FE Resources, a "sub-company" of Lincoln College, received an initial email on June 7 telling them they wouldn't be paid until additional work had been completed.

The email complained that student assessments had not been "completed,

marked and tracked to schedule", and warned the college would not authorise their May timesheets until they were up to date.

George Reid, a public services lecturer who received the email and has worked with the college for eight years as an agency worker, alerted FE Week to the upset it had caused him and others.

And a college spokesperson said on Monday (June 13) that senior managers had not been aware of the "unauthorised" email, adding the payment would be processed "without delay".

DARLINGTON COLLEGE GOES FROM INADEQUATE TO GOOD OFSTED RATING

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Darlington College has recovered to an Ofsted 'good' rating a little over a year after it was branded 'inadequate'.

The education watchdog deemed the provider to be 'good' across the board and 'outstanding' in its delivery of adult learning programmes, in a report released on June 23.

It was previously hit with a grade four across-the-board rating last March, which was all the more devastating because it had tumbled from 'outstanding' in 2009.

In the latest report, governors, leaders and managers at the college were praised for making "significant progress in tackling the serious weaknesses identified at the previous inspection", which were all said to be "now good or improved".

The curriculum was deemed "well-planned", "coherent" and meeting "the priorities of the local enterprise partnerships, the needs of employers and the local community".

Adult learning, the college's strongest area, was said to often make "transformative changes" in the learners' lives, and technical and employability skills across the student body were said to be developed well.

Provision for learners with high needs was deemed "excellent".

The college, which was inspected in May, is a medium-sized general FE college that also provides basic skills for army personnel

based locally.

It is set to merge with nearby Stockton Riverside College following the Tees Valley area review, which came to an end in May.

The latest Ofsted report added that to progress to an 'outstanding' grade, Darlington needed to ensure that more apprentices "achieve their qualification in the planned time in subcontracted provision".

Attendance in maths was also highlighted as an area for improvement.

Ofsted recommended that tutors "plan learning to meet all learners' needs" in these subjects, and also suggested they help apprentices to "extend their English and mathematics skills beyond that of the minimum requirements for their apprenticeship framework".

The report also raised the issue of the government's anti-terrorist Prevent strategy, saying that a minority of apprenticeship assessors "do not reinforce or explore modern British values or the 'Prevent' duty sufficiently with apprentices".

Darlington College principal Kate Roe said: "The report is testament to the hard work of every single member of staff who have all pulled together to adapt to change, make improvements and raise standards.

"There have been enormous strides in the quality of teaching, and hard work and determination among staff to achieve the massive progress we have made."

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NEWS

Boles pleads for Manchester colleges to be more 'ambitious'

ALIX ROBERTSON
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The skills minister Nick Boles wants the colleges involved in the Greater Manchester area review to try and be more cooperative — amidst complaints that they are clinging to their independence.

Nick Boles made the comments during a Westminster Hall debate that focused on FE in Greater Manchester, following concerns which have been repeatedly raised by the review's chair, Theresa Grant, about stubborn colleges.

The Greater Manchester Combined Authority has also weighed in, expressing dissatisfaction with proposals made by the 10 general FE and 11 sixth form colleges at the review's fifth steering group meeting on May 25, in a statement seen by FE Week.

Mr Boles said that Ms Grant "does not believe the colleges are being sufficiently ambitious".

He continued: "Concerns were raised that those that are hanging on to their independence, for understandable reasons — perhaps they are already good or outstanding — may not be looking far enough out and should think about the future landscape and opportunities, not just about rifts and threats."



Alun Francis

FE Week understands that Hopwood Hall College, Salford City College and Wigan and Leigh College have been singled out for particular criticism for dragging their heels, for example, over possible merger proposals.

In the debate, held on June 15, Mr Boles said: "I strongly encourage the colleges that are part of the review to take on board Ms Grant's comments and work with her in further meetings ... to try to see whether there is a way to grasp the opportunities more boldly."

In response to Boles' comments, colleges from the region were eager to refute claims that they have been being uncooperative.



Nick Boles

In an email chain seen by FE Week, the principals at Tameside College, Stockport College and Oldham College — which plan to merge — discussed presenting a united positive front before submitting statements to FE Week.

Simon Andrews, Stockport College's principal and chief executive, said in a statement that the colleges were "extremely excited" about their plans.

He said: "The proposal from Stockport, Oldham, and Tameside colleges, which resulted in our recommendation, is very ambitious and supported by the Combined Authority, FE Commissioner, Skills Funding

Agency and Education Funding Agency."

Alun Francis, principal and chief executive of Oldham College, described the three colleges' proposal as "a radical and ambitious vision for FE" and said the area review experience had been "universally positive".

He said: "We are establishing a more resilient organisation which will have greater technical and professional specialism, be more closely aligned to local regeneration ambitions, more strategic in terms of employer engagement, and responsive to the needs of the city region as a whole."

At Bury College, principal Charlie Deane said: "Bury College has responded positively to the aims of the Greater Manchester area review.

"Our innovative and ambitious proposal continues to support this focus."

The other colleges involved in the review declined to comment.

The GMCA voiced its dissatisfaction with proposals from colleges involved, in a statement from the steering group meeting in May.

The institutions had proposed only two mergers, involving five colleges.

One of the proposed mergers involves Tameside, Stockport and Oldham colleges, and the second will see Bolton College and Bury College merge with the University of Bolton.



Charlie Deane

Sheffield area review recommends two new mergers

JUDE BURKE
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The Sheffield City area review has completed proposing just two mergers, almost nine months after it started.

Deane Valley College will join forces with the RNN Group — which is made up of Rotherham and North Nottinghamshire Colleges — while Barnsley and Doncaster colleges are also set to link up.

The outcomes were announced by Sheffield City Region, the area's local enterprise partnership and combined authority, on Friday June 17 following the final area review steering group meeting the day before.

FE Commissioner Sir David Collins, who oversees all area reviews, said: "I am very pleased that the institutions involved all contributed so positively to the process.

"The Sheffield City Region's partnership approach to this important work is very welcome and sets a precedent which other areas will be eager to follow."

Chesterfield College, which has also been involved in the Sheffield area review, revealed on Monday that it is exploring a partnership with a college outside the area.

Its collaboration with Derby College means it will go through the area review process again.

However, this time it will be as part of the Derby, Derbyshire, Nottingham and Nottinghamshire review, which is due to start in November.

The Sheffield City area review was one of

the first to be announced last year, and held its first steering group meeting on September 28.

It is only the third to have concluded so far, after Birmingham and Solihull, which finished in March, and Tees Valley, which closed in May.

It was originally chaired by Sir David, but this was subsequently changed to Julie Kenny and Nigel Brewster, representatives from the Sheffield City Region LEP.

The FE Commissioner's positive comments about the process in Sheffield contrast with deep ongoing divisions in the nearby Manchester area review, which have previously been exposed by FE Week.

John Connolly, chief executive of the RNN Group, said his organisation's proposed merger with Deane Valley College was a "good solution for the area".

He said: "The colleges are adjoining catchments — there's a bit of overlap between us — and it creates some good opportunities for specialisation and to maintain the breadth of the curriculum that we've currently got."

Chesterfield College principal Stuart Cutforth also spoke positively about the partnership with Derby College.

He said: "Our plans to work with Derby College were born because both colleges share the same ethos, drive and quality approach to ensure we are developing a skilled workforce so it makes sense to make the most of our strengths and geographical location by working together."

Other recommendations from the review include keeping Sheffield College standalone



Sheffield College

while it focuses on improving its standards and finances.

Sheffield College's chief executive Paul Corcoran said the college welcomed the review recommendations, and would "always be open" to working with the other colleges.

The two sixth form colleges involved in the review, Thomas Rotherham and Longley Park, will explore academisation as part of multi-

academy trusts in their areas.

Thomas Rotherham SFC said in a statement on its website that it was "happy" with the recommendation, while Longley Park SFC said in its statement that it was "delighted" with the outcome.

Barnsley, Doncaster and Deane Valley Colleges did not respond to FE Week's request for comment.



Sector needs clarity on levy after Brexit vote

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Sector leaders have called for clarity on whether the government will still press ahead with apprenticeship levy plans following the British public's decision to leave the European Union.

The referendum result was confirmed on Friday morning, provoking the resignation of Prime Minister David Cameron.

It will throw into doubt the viability of plans for the levy due to be launched next April.

This is particularly resonant because Skills Minister Nick Boles warned recently that Brexit could kill-off the plans.

He entered the Brexit debate during an event earlier this month in Westminster, organised by Policy Exchange, warning: "As skills minister I am responsible for the introduction next April of a new apprenticeship levy on large employers."

"But do you think the chancellor will feel it is prudent to introduce a new payroll tax in the middle of a recession, when business confidence has been shattered by a decision to leave the single market and unemployment is rising?"

Confirmation that Britain will indeed be leaving the European Union prompted calls for swift decisions on how it will affect the sector.

When asked if he now feared for the levy, Mark Dawe, chief executive of the Association of Employment and Learning Providers, told FE Week: "We need clarity on what we're meant to be doing."

"I can understand they'll pause for a moment and think, but if we don't know what's going to happen it's going to by default not happen in April. So really this week we need some clarity."

Martin Doel, chief executive of the Association of Colleges, said: "Specific areas of concern relate to the money pledged for training via the European Social Fund (ESF) and the Skills Minister Nick Boles' comments that the apprenticeship levy may need to be postponed."

He added: "The government must make it clear as soon as possible how it will continue to fund education and training for the good of everyone."

Current Learning and Work Institute boss David Hughes, who will start as chief executive of the Association of Colleges at the start of 2016/17, added: "Prior to the vote there was already some unease about the lack of details about apprenticeship reforms."

"Now we need decisive action from BIS to provide certainty about the reforms. More delays will lead to more caution by colleges, providers and employers."

It is believed there will now be a two-year negotiating period over the terms of Britain's departure from the European Union.

This has raised questions, reported on by FE Week in February and still unresolved, over what would happen to ESF contracts— with the current round running from 2014 to 2020 worth about €3bn (£2.3bn) across England.

The ESF is cash that the UK receives, as a member state of the EU, to increase job opportunities and help people to improve their skill levels, particularly those who find it



Mark Dawe



Nick Boles



Martin Doel

difficult to get work.

It is partly administered through the Skills Funding Agency (SFA) and its allocations in 2014/15 showed that 107 different providers received a combined total of £305,267,633 in ESF cash.

There will also be wider concern about education and skills funding, with the future of Chancellor George Osborne also thrown into doubt.

He published a draft budget before the referendum reflecting on what would happen with public finances in the event of Brexit, which indicated education funding could be drastically cut by £1.15bn.

The result will leave Brexit leader Boris Johnson, who led early London area review negotiations as the former Mayor of London, in a strong position to stand as the next Prime Minister.

A Department for Work and Pensions spokesperson said: "It is too early to tell what will happen with ESF. For the time being it will be business as usual."

The Department for Business, Innovation and Skills was unable to comment ahead of publication on how leaving the European Union would affect the levy and wider education and skills funding.



Prime Minister David Cameron on his way to deliver a statement in front of Number 10 Downing Street confirming his departure



Boris Johnson and his wife Marina Wheeler exiting a polling station after voting in the referendum in London



David Hughes



George Osborne

FE WEEK INVESTIGATES

COLLEGES SHOWN TO BE WAY B

JUDE BURKE @JUDEBURKE77 **EXCLUSIVE FROM FRONT**

Barely a quarter of traineeship starts over the past three years were with colleges, analysis by FE Week has revealed.

This startlingly low figure, which was obtained through a freedom of information request, prompted the Association of Colleges to blame the design of the traineeship programme.

Statistics from the Skills Funding Agency also identify six colleges rated 'outstanding' which have not had a single traineeship start between them in that time.

FE Week lodged an FoI request with the SFA to find out the number of number of traineeship starts at providers in 2013/14, 2014/15, and the first half of 2015/16.

The response showed that just 26 per cent of all starts were with FE colleges — compared to 68 per cent with independent training providers.

The true figure for colleges may be even lower than that, as the agency's data did not account for subcontracting.

But Teresa Frith (pictured), senior skills policy manager for the Association of Colleges, said: "Traineeships are designed for a very specific young person in terms of

age and level of 'work readiness' and this is why 70 per cent of colleges have reported to us [via the AoC survey 2014] that it is difficult to convince employers to take on a trainee.

"AoC is calling for the development of a more comprehensive and flexible programme, concentrating on the needs of 16- to 24-year-olds to prepare them for an apprenticeship and to gain the skills that businesses need."

The boss of the Association of Employment and Learning Providers Mark Dawe praised FE Week's "useful" findings.

He said: "We have always said that eligible providers with strong employer links built through apprenticeships and other work-based programmes were the ones most likely to be in a position to deliver traineeships."

Traineeships were introduced in 2013 as part of the government's drive to help low-skilled young adults onto apprenticeships, but take-up has remained low, with just 19,570 starts in 2014/15.

When traineeships were introduced, only providers rated 'outstanding' or 'good' by Ofsted could deliver them, but the government announced in December that it was opening them up to all providers.

FE Week asked all six of the 'outstanding' colleges recording no starts in the past three years to explain why they were not delivering traineeships.

Two of these – Mid-Cheshire College, which was actually rated 'outstanding' until its rating tumbled to 'inadequate' in March, and New College Durham – declined to comment.

Evelyn Little, director of employer responsiveness at Swindon College, said the college offered traineeships but had not been able to recruit anyone to the programme because "we can't get the youngsters to go into the workplace and not have any form of payment".

Peter Thompson, vice-principal of finance and resources at Isle of Wight College, disputed the SFA's figures.

He told FE Week that his college had delivered a small pilot traineeship programme in 2014/15, with six starts, and would be running a further programme starting later this month.

A spokesperson for Highbury College said that it planned to start running traineeships next January, but did not offer any explanation for why they had not offered any in the past.

Aaron Butson, director of business growth and innovation at South Downs College, acknowledged that traineeships had been a "low priority" for the college in the past, but said the college had plans to start a traineeship programme in September.

These revelations follow another FoI lodged by the AELP, reported by FE Week on June 10, which indicated that 76 per cent (378,170 of 499,900) of all apprenticeship starts in 2014/15 were delivered by ITPs

An FoI request by FE Week ahead of last year's Association of Colleges conference in November also uncovered startlingly low levels of apprenticeship delivery at many colleges.

Colleges, on average, were shown to have 27 per cent of their 2015/16 Adult Skills Budget (ASB) allocated to apprenticeships, compared with 60 per cent at other providers.



TRAINEESHIP STARTS BY PROVIDER TYPE

Providers	2013/14			2014/15			**2015/16			Grand total			Average per provider	
	Under 19	19-23	Total	Under 19	19-23	Total	Under 19	19-23	Total	Total under 19	Total 19+	Grand total		
GFE COLLEGE	149	1,540	1,240	2,750	2,390	2,930	5,380	1,920	810	2,780	5,850	4,980	10,910	73
ITP	256	5,160	1,940	7,070	8,420	4,380	12,770	6,050	3,050	9,110	19,630	9,370	28,950	113
*LAOPF	94	390	220	650	940	470	1,420	370	220	630	1,700	910	2,700	29
Total	499	7,090	3,400	10,470	11,750	7,780	19,570	8,340	4,080	12,520	27,180	15,260	42,560	85

Providers	2013/14			2014/15			**2015/16			Grand total			
	Under 19	19-23	Total	Under 19	19-23	Total	Under 19	19-23	Total	Total under 19	Total 19+	Grand total	
GFE COLLEGE	30%	22%	36%	26%	20%	38%	27%	23%	20%	22%	22%	33%	26%
ITP	51%	73%	57%	68%	72%	56%	65%	73%	75%	73%	72%	61%	68%
*LAOPF	19%	6%	3%	9%	13%	7%	20%	5%	3%	9%	6%	6%	6%

*Local authorities and other public funded

**2015/16 figures are for the period August to January

HIGHEST NUMBER OF STARTS BY PROVIDER

College name	2013/14			2014/15			*2015/16			Grand total
	Under 19	19-23	Total	Under 19	19-23	Total	Under 19	19-23	Total	
CAPITA PLC	150	140	290	630	580	1200	320	500	820	2310
LEARNDIRECT LIMITED	260	180	440	240	610	840	270	420	690	1970
EASTLEIGH COLLEGE	-	330	330	-	1030	1030	-	-	-	1360
SKILLS TRAINING UK LIMITED	-	30	30	120	260	380	180	150	320	730
BABINGTON BUSINESS COLLEGE LIMITED	90	50	140	110	130	240	150	180	340	720
WEST NOTTINGHAMSHIRE COLLEGE	-	210	210	-	310	310	-	180	180	700
HIT TRAINING LTD	130	80	210	210	240	450	10	30	30	690
INGEUS TRAINING LIMITED	10	10	20	140	210	350	80	210	280	650
NCG	100	10	120	180	150	340	110	-	110	570
KAPLAN FINANCIAL LIMITED	60	-	60	260	30	290	170	20	190	540

*2015/16 figures are for the period August to January

West Nottinghamshire College subcontracted 100 per cent of its traineeship provision in 2013/14 and 2014/15, and 97 per cent of its provision in 2015/16, according to a spokesperson; NCG subcontracts six per cent of its current traineeship provision, with the remaining 94 per cent delivered directly by NCG; Eastleigh College did not respond when FE Week asked what proportion of its traineeship provision was subcontracted

BEHIND ITPS WITH TRAINEESHIPS

TRAINEESHIP STARTS FOR ALL COLLEGES RATED GRADE ONE†

College name	2013/14			2014/15			*2015/16			Grand total
	Under 19	19-23	Total	Under 19	19-23	Total	Under 19	19-23	Total	
Highbury College	0	0	0	0	0	0	0	0	0	0
Mid-Cheshire College of Further Education	0	0	0	0	0	0	0	0	0	0
New College Durham	0	0	0	0	0	0	0	0	0	0
Swindon College	0	0	0	0	0	0	0	0	0	0
The Isle of Wight College	0	0	0	0	0	0	0	0	0	0
The South Downs College	0	0	0	0	0	0	0	0	0	0
Farnborough College of Technology	0	0	0	-	-	-	0	0	0	-
Gateshead College	0	0	0	0	0	0	0	-	0	-
Kendal College	0	0	0	-	-	-	0	-	0	-
Nelson and Colne College	-	-	-	-	-	-	0	-	0	-
Brockenhurst College	0	0	0	-	-	-	10	-	10	10
Uxbridge College	0	0	0	-	-	-	10	-	10	10
Walsall College	-	-	-	-	-	10	0	-	0	10
West Herts College	0	0	0	0	0	0	10	-	10	10
York College	10	-	10	-	-	-	0	0	0	10
Accrington and Rossendale College	10	10	20	0	0	0	0	0	0	20
Bridgwater College	0	0	0	10	-	10	10	-	10	20
Bury College	-	-	-	10	10	10	0	-	10	20
City and Islington College	10	-	10	-	-	10	0	0	0	20
Truro and Penwith College	10	-	10	0	0	0	10	-	10	20
Runshaw College	20	-	20	10	-	10	0	0	0	30
Selby College	0	0	0	10	-	10	20	-	20	30
Chichester College	50	10	50	-	-	-	0	0	0	50
Exeter College	10	-	10	10	-	20	30	-	30	60
Lincoln College	40	-	40	30	10	40	0	-	0	80
South Devon College	30	10	30	30	10	40	10	-	10	80
Blackburn College	10	-	20	40	10	50	20	10	30	100
Burnley College	20	20	40	40	20	60	10	-	20	120
Barnsley College	10	10	20	20	40	60	20	30	50	130
Hull College	30	10	40	30	10	40	30	20	50	130
Blackpool and the Fylde College	40	10	50	50	50	100	50	10	60	210
Strode College	-	110	110	-	110	110	0	20	20	240
Weston College	40	60	90	40	60	100	80	20	100	290
Eastleigh College	-	330	330	-	1030	1030	0	-	0	1360
College grade one totals	340	580	900	330	1360	1710	320	110	450	3060

• Figures have been rounded to the nearest 10 • '-' indicates a base value below 5 • 2015/16 August to January provisional † Ofsted rated 2014/15

COMMENTS

TERESA FRITH

Senior skills policy manager for the Association of Colleges (AoC), said:

"Traineeships are designed for a very specific young person in terms of age and level of 'work readiness'.
"AoC is calling for the development of a more comprehensive and flexible programme, concentrating on the needs of 16 to 24-year-olds to prepare them for an apprenticeship and to gain the skills that businesses need."

HIGHBURY COLLEGE

Principal - Highbury Stella Mbubaegbu

A spokesperson said:

"The college has applied for traineeship funding from the SFA in 2016/17 and expects to run programmes of study in IT and other vocational areas from January."

SWINDON COLLEGE

Principal - Andrew Miller

Evelyn Little, director of employer responsiveness, said:

"We do offer the traineeships, certainly, but what we do find is that it's not particularly popular with the employers and certainly not with the youngsters, not when they can get a paid job."
"Just to add to that, if the strategy was to change to turn back into a pre-apprenticeship programme, I think that would be excellent idea. Because that's more or less what our college does."

THE ISLE OF WIGHT COLLEGE

Principal - Debbie Lavin

Peter Thompson, vice principal, finance and resources, said:

"I can confirm that we had a small pilot programme of EFA traineeships in 2014/15, with six starts.
"The new programme of traineeships will start this month with forecast starts of 12. We have plans to further expand this in 2016/17 if the 2015/16 programme is successful in achieving the outcomes we expect and wish for, for our students."

THE SOUTH DOWNS COLLEGE

Principal - Mike Gaston

Aaron Butson, director of business growth and innovation, said:

"There is a proposal for a new traineeship programme starting in September 2016 working within the local community to create more opportunities and progression into apprenticeships within the hospitality and catering industries."
"South Downs College acknowledges that historically both apprenticeships and traineeships have been a low priority in terms of its core delivery."

NEWS

English and maths are not the only inspection consideration, Ofsted insists

ALIX ROBERTSON @ALIXROBERTSON4
PAUL OFFORD @PAULOFFORD

English and maths judgements do not exert an “overriding influence” on Ofsted’s college inspections, despite a recent spate of ‘inadequate’ ratings, according to its deputy director for FE and skills.

Paul Joyce (pictured) has written to FE Week to defend Ofsted’s recent ratings spree, which has seen 10 colleges receive the lowest possible rating since the new common inspection framework was launched in September.

All 10 were slammed by inspectors for their English and maths provision, and sector leaders had expressed concern in last week’s issue that increased government expectation on delivering good results these subjects was dragging down overall ratings.

Mr Joyce wrote: “While inspectors rightly place much importance on these subjects, they do not, as suggested, exercise an ‘overriding influence’ on the overall judgement of a college.”

He said that “a plethora of weaknesses” had been highlighted in the inadequate reports, adding: “I want to reassure colleagues working in the sector that we will never make

a decision about overall effectiveness based solely on English and maths provision”.

Last week, Mark Dawe, the chief executive of the Association of Employment and Learning Providers, hit out at Ofsted’s inspection methods of traineeships in last week’s issue.

And in light of Mr Joyce’s letter, he told

FE Week: “His comments are reassuring if they apply to judgements about the delivery of traineeships.

“The programme’s framework makes very clear that progression to an apprenticeship, job, further learning or training is the key measure for success and both Ofsted and the Skills Funding Agency

should be giving more weight to these outcomes than qualification attainment.”

Gill Clipson, deputy chief executive of the Association of Colleges said in last week’s story it was “unfair to expect colleges to help young people achieve the necessary grade C in GCSE English and maths in one year, when they have not been successful after 11 years in school”.

David Russell, chief executive of the Education and Training Foundation, added that Ofsted was “placing more emphasis on



‘INADEQUATE’ COLLEGES DOUBLE-DIGIT DISASTER

➤ Ofsted grade fours dished out to 10 colleges since September
➤ English and maths policy the major and ‘unfair’ issue, says AoC

JUDE BURKE @JUDEBURKE7

Dear Sir,

I read with interest last week’s front-page story regarding the number of GFE colleges judged ‘inadequate’ by Ofsted. I was concerned to see an inference in both the article and your editorial that these judgements were reached either solely or predominantly on the basis of the colleges’ provision in English and maths.

While inspectors rightly place much importance on these subjects, they do not, as suggested, exercise an ‘overriding influence’ on the overall judgement of a college.

Anyone reading the individual provider reports would see that a plethora of weaknesses were highlighted, such as ineffective leadership, poor quality of teaching and unacceptably low learner achievement. To suggest that English and maths can overrule these considerations during inspection is both misleading and counterproductive.

The last thing I want to see is providers focusing all their resources on English and maths at the expense of other important areas of work. I want to reassure colleagues working in the sector that we will never make a decision about overall effectiveness based solely on English and maths provision.

Sincerely

Paul Joyce

Paul Joyce HMI,
Deputy Director for Further Education and Skills

maths and English in the 16-to-19 phase”.

“It is a huge government priority, and an area where colleges have a massive



BRATHAY CHALLENGE APPRENTICE WINNERS

FE Week Edition 178: Monday, June 20, 2016

challenge,” he said. “Ofsted has no alternative but to say what they see.”

Mr Russell also pointed out that, while funding was an issue, “the bigger challenge is recruiting, training and retaining enough teachers with the right skills and experience to teach maths and English to young people who have not yet succeeded in them”.

The 10 inadequate ratings was a massive leap on the five recorded during the same period last year.

The most recent is Telford College of Arts and Technology, which had its report published on June 14.

The others are Stafford College, City of Bristol College, Mid Cheshire College of FE, North Shropshire College, Greenwich Community College, City College Coventry, Ealing, Hammersmith and West London College, West Cheshire College, and Stanmore College.

AoC and ETF said they had nothing further to add in response to Mr Joyce’s letter.

SIR Data Insights

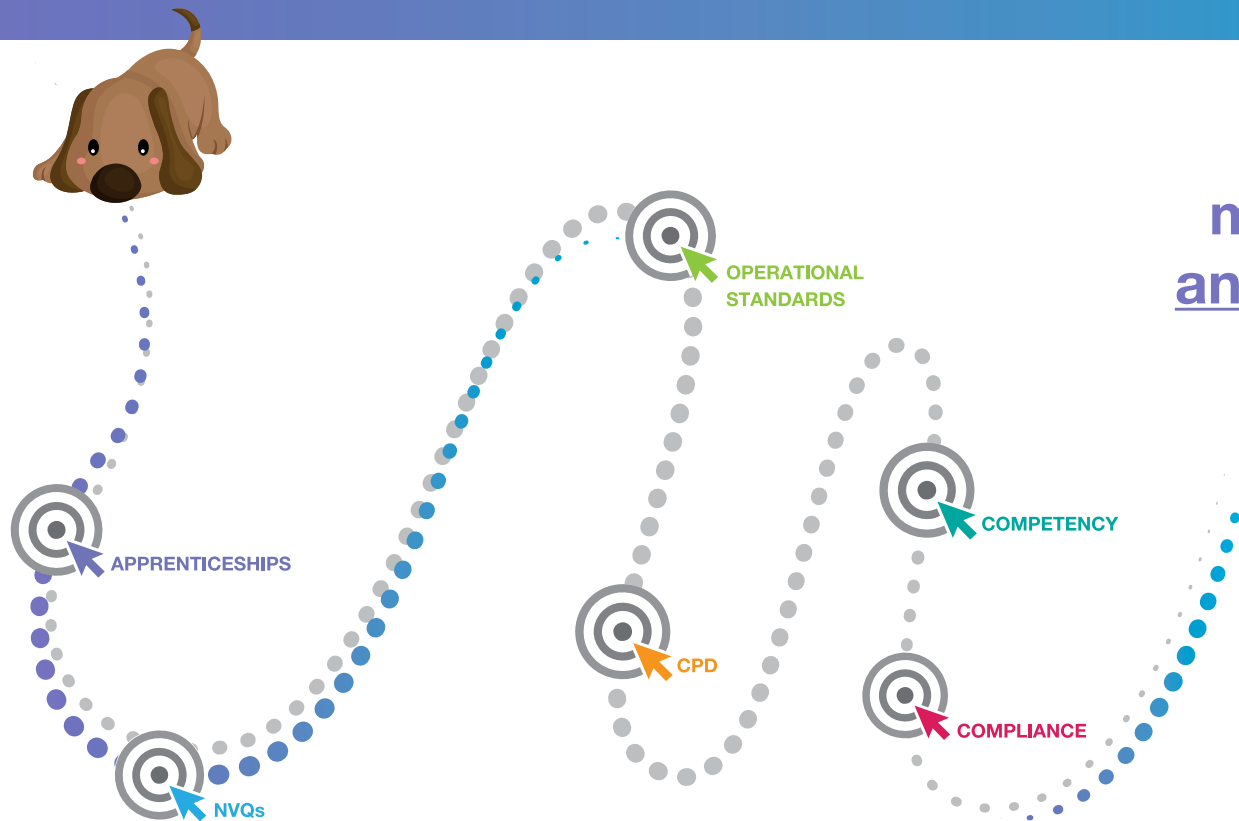
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EDITORIAL

No opt-out for colleges



Traineeships aren't perfect by any stretch of the imagination — as our recent stories exposing their success rate failings to apprenticeships demonstrated.

But they still appear to have the full support of the government, which is prepared to invest large sums to boost starts.

The findings from our freedom of information request suggest a distinct reluctance on the part of colleges to take advantage of this.

It worries me that colleges have again been shown to be slow to evolve their provision to suit government priorities.

This all comes on the back of our report last November that uncovered really low levels of apprenticeship delivery at many colleges.

The Association of Employment and Learning Providers' then revealed two weeks ago that most of the apprentices colleges do deliver are subcontracted to the independent providers.

We all have our own views on what other areas of FE provision needs to be fought for — and don't get me wrong, I don't want to have to rename our paper Apprenticeships/ Traineeships Week one day.

But we all have to move with the times and colleges surely need to be more flexible.

Paul Offord, Deputy editor
paul.offord@feweek.co.uk

TWEETS FROM THE FESTIVAL OF EDUCATION:

Megan Weaver @Megan_Weaver90
Come rain, hail or shine we are loving this years #educationfest... Thanks for the ponchos guys! #GreatEd

Josh Hunt @joshhunt89
Well done to the team and sponsors for putting on this festival- learning so much! #educationfest

Jill Berry @jillberry102
Enjoyed the #educationfest session: Can happiness be taught? @MsHMFL @MartynReah @abbiemann1982 Standing room only, which I found heartening

Mark Anderson @ICTEvangelist
Great to hear @rorybremner championing thinking around ADHD, dyslexia etc in his hilarious but full of pathos opener at #EducationFest

Amelia Peterson @AKMPeterson
This is maybe the key point: progressive education is HARD to create, so much of what came under the name was not it at all #educationfest

Tom Rees @trees2066
A powerful opening to the Dewey's Dream debate from @HeyMissSmith with a frank assessment on the rhetoric in education. #educationfest



AELP boss accuses government of distorting market against ITPs

JUDE BURKE
@JUDEBURKE77

The government has been accused of “distorting the market” against independent training providers with its post-area review support package for colleges by a sector leader.

Mark Dawe, the new boss of the Association of Employment and Learning Providers, has now demanded a “level playing field” for public and private providers alike, on the eve of his first conference.

He told FE Week: “All we are looking for in AELP is a level playing field and all providers having the same opportunities, whether college or independent training provider, private or charitable.

“We are concerned that the government is providing financial assistance to colleges to help set up apprenticeship organisations in direct competition with independent training providers.

“In some cases this feels like it is the government distorting the market and potentially providing state aid in an inappropriate manner.”

He pointed out that providers of all stripes were facing unprecedented change, and that it would be “appropriate” to support

everyone involved — particularly over apprenticeships.

“With 76 per cent of the [apprenticeships] delivery, you would have thought the government would be keen to support ITPs as much as colleges through this transformation.”

The government's post-area review support package includes transition – or consultancy – grants of up to £100k to help colleges “access the best change management skills”, according to guidance published by the Department for Business, Innovation and Skills in April.

The cash is available for “each significant change resulting from an area review”, such as a significant curriculum rationalisation, establishment of “a shared services arrangement”, or “the establishment of a joint venture” such as a merger.

Two of the three area reviews to have completed so far – Sheffield City, and Birmingham and Solihull – have included proposals for the colleges involved to develop a joint apprenticeship company.

Loan funding from the government's restructuring facility is also on offer for colleges to help them implement recommendations from the area reviews.

The fund is for general FE colleges

and sixth form colleges “impacted by a substantive area review recommendation” and “unable to fund the change themselves”, according to guidance published last month.

Commenting on this restructuring facility, Mr Dawe said: “If colleges are considered unsustainable in their current form, they should be offered not just to other colleges but to ITPs and others with the same financial incentives that are being offered through this fund – for example, loan support and loan write offs.”

He added: “There should be a prospectus for sale for every college in this situation.”

A BIS spokesperson said: “The restructuring facility is there to support the implementation of recommendations from the area reviews.

“It's focused on FE and sixth form colleges because this reflects the focus of the area reviews themselves.”

Details of the restructuring facility, which is being held by the Treasury, were exclusively revealed by FE Week in February, two weeks before they were confirmed by BIS.

FE Week understands the size of the pot to be £560m, although this has never been confirmed despite repeated enquiries to the Treasury.

COMMENTS

'Inadequate' colleges double-digit disaster as English and maths policy blamed

The obsession with maths and English has done much to put our students off continuing their training. Many left school at 16 precisely because their forte was in the trades; so expecting FE colleges to succeed where school failed was always going to lead to demotivated students, frustrated staff and missed targets. Far better the system used by the Forces for decades: take in skilled tradespeople and teach them basic numeracy and literacy, with examinations for those who wish to be promoted (ie, nearly all of them). The government would do well to consider policies

that encourage similar schemes in industry.

David Scott

A cursory glance at other college data on the DfE shows a more substantial reason for the grade drop.

JohnL

Leadership praised as college's Ofsted rating improves following double inadequate blow

Well done to Carole and the team. There was always a good college in there still, with the post-merger quality issues being quite common in the sector, but it needed digging out from the financial mess at the same time

– which is a tall order in any college. It's great that the progress made has now been externally acknowledged.

Ian

All agreed in Somerset college merger – except for the name

This demands a highly imaginative and creative response from the colleges, but I am certain that they will meet the challenge it presents. Having also given the matter considerable thought I wonder if the name “Somerset & Bridgwater College” is sufficiently clear? Or have I over complicated the solution?

Graham Ripley

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DFE APPRENTICESHIP DIRECTORATE
DAN FOSTER, DEPARTMENT'S POLICY
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EXPERTS



THE PRINCIPAL'S OFFICE

Graham Taylor is principal and chief executive at New College Swindon. He has more than 25 years' experience in further and higher education across six colleges and writes exclusively for FE Week on the last Monday of every month.

Reasons to be fearful for UTCs

Graham Taylor explains why he thinks university technical colleges (UTCs) are failing to attract enough students.

FE Week has exposed numerous examples of recruitment difficulties for UTCs.

It was for example reported last month that 39 were open — but four were closing (or have closed) due to low student numbers.

Interest from parents and students is still disappointing — UTCs are only half full overall — even though more of them are planned for launch by 2017.

So why I hear you ask are they struggling?

The main thing in their favour is that they have a sexy name — FE colleges would love to add 'university' to our branding.

But basic demographics are a major problem for them. There are simply too many providers chasing too few 14-19 learners.

Putting UTCs up against new school sixth forms, studio schools and national colleges, when the overall school population is falling, was always going to be a risk.

UTCs are also struggling to demonstrate that they're doing anything different to what's already out there.

Lord Baker, the best-known UTC champion, says they support applied learning, blending vocational skills with academic learning. But we all do that. The FE sector has certainly had that covered for donkey's years.

UTCs are also hampered because they're basically one-trick ponies, tending to specialise in just one vocational area. FE college and private training providers cover what they do and more, which is leading to unnecessary replication of expensive resources and staff.

Then we ought to look at evidence of UTC quality, which is mixed. Average success rates in UTCs aren't great — several have 'financial notices of concern' and high drop-out rates.

Another important consideration is this: why would young people want to leave their original schools at 14?

It usually only happens if the student or parent is extremely unhappy with a school — which is fortunately not the norm.

Some local schools pass on their so-called problem children to UTCs, in the hope that hands-on learning will improve their behaviour.

Yet colleges can help with this too — does anyone remember Increasing Flexibility from back in the 1990s?

By making GCSEs/Ebacc the norm, the senior government adviser Professor Alison

Wolfe and the former education secretary Michael Gove have also effectively scuppered pre-16 so-called Mickey Mouse vocational qualifications.

This made it even harder for UTCs to differentiate themselves from schools in the 14-to-16 market.

And post-16 they look like any FE college, without the wraparound life-support systems and curriculum choice.

Their business links may be good, but so are the FE sector's. We have years of work-based and apprenticeship training experience under our belts. Perhaps we're not so good at marketing this.

Evidence of UTC quality is mixed

Finally, I suspect it's just as hard for UTCs as it is for colleges and private trainers to get a look in at schools with their own sixth forms. Most school heads want to keep their pupils post-16, not always in the best interests of the learner.

So why does the government still want to plough on with the concept of UTCs?

Could it be that it and Ofsted have a downer on FE? Sir Michael Wilshaw, the current chief inspector, certainly has.

He of course caused outrage when he spoke about failing FE colleges and, along with skills minister Nick Boles and education secretary Nicky Morgan, is still looking towards UTCs becoming part of multi-academy trusts as a means of giving them a sustainable future.

I'm not saying that all UTCs are under threat. Of course, some are successful, and if they can get the taxpayer to cough up for the buildings and training, then good luck.

But I would say this to our ministers: if you really believe in localism and that local enterprise partnerships can help identify skills shortages, then why not put the opportunity to meet those needs out to competitive tender?

I'm sure colleges and private trainers can come up with effective and efficient proposals which avoid expensive and unnecessary spend on buildings but combine their specialist staff, kit and equipment to deliver.

Alternatively, let funds follow the learner, always the best way methinks.



PAUL JOYCE

Deputy director for FE and skills, Ofsted

It's not just about English and maths

Paul Joyce explains what Ofsted inspectors are looking for from traineeships — beyond high quality English and maths provision.

With a greater emphasis being placed on apprenticeships and vocational education, it can sometimes be easy to forget about traineeships and the important role they play in preparing many learners for their next steps.

There is sometimes confusion, therefore, about what Ofsted does and does not expect to see when inspecting traineeships.

As with all education and training, Ofsted inspects traineeships under the Common Inspection Framework.

Inspectors also refer to the detailed guidance contained in the FE and skills handbook.

Their key considerations will include the extent to which well-planned and managed programmes meet the principles and requirements of traineeships, including provision of work-preparation training, English and mathematics, and high-quality work experience.

Also, how well do managers collaborate with employers to ensure all programmes prioritise the skills and attitudes learners will need for work, and whether they ensure provision builds on each learner's prior achievement and enables them to progress to an apprenticeship, employment or possible further study.

In addition to that, they look into whether work experience is integrated into each traineeship and provides a purposeful and challenging context for learners to develop their skills, including in work-related English and mathematics.

Inspectors also consider whether teaching, learning and assessment enables learners to develop the skills, attitudes and behaviours needed to help them achieve their main learning goals and career aims.

They also look into whether learners progress to an apprenticeship or sustained employment; and acquire the sector-specific skills necessary to enable them to progress to their planned next step.

The primary purpose of a traineeship is to enable students to successfully progress to employment, an apprenticeship, or to a substantive further education programme.

Inspectors always remain mindful of this and will seek reliable evidence from providers that demonstrates how successful the provision is in supporting such progression.

They also check to establish the reliability and accuracy of provider's progression data by, for example, contacting previous learners or their employers.

This is because we want to know that the learners who progressed to positive destinations continue to be in sustained employment, on an apprenticeship or on a further education course.

We also look at the quality of teaching, learning and assessment that is provided to

learners on the programme.

This may include, for example, evaluating how effectively learners develop employability skills such as time-keeping, communication, team-working, problem-solving, or literacy and numeracy skills.

If learners are enrolled on courses that lead to qualifications, inspectors will of course look at whether they are being supported to achieve those qualifications.

All of this helps us to evaluate how effectively the programme is equipping learners with the skills, knowledge and attributes they need to progress to their intended destination.

Despite what some have suggested, providers are not judged solely on the quality of English and maths provision

To reach an overall judgement about the effectiveness of traineeship provision, inspectors carefully evaluate all the available evidence.

This will often include the quality of training, trainees' destinations, qualification achievement, and progress in English and maths.

Although progression to positive destinations carries the most weighting, inspectors will take a rounded view of all the evidence.

Despite what some have suggested, providers are not judged solely on the quality of English and maths provision.

They are also judged against all of the criteria set out above, as is evident from our inspection reports.

As many of our traineeship inspection reports show, where provision is good, a high proportion of learners progress onto an apprenticeship programme, into work or to a substantive FE course.

With these providers, learners typically make good progress from their starting points, develop their English, maths and other employability skills and benefit from high quality work experience or work-related learning.

Since September 2015, Ofsted has inspected and graded traineeship provision on 13 occasions.

In nine providers, provision was judged to be good; in three, provision required improvement; while in one provider, it was inadequate.

Grades for traineeship provision are higher than grades for most other provision types and that is something providers should be proud of.

EXPERTS

FE Week reported last week that around 60 of the country's 93 SFCs had registered an interest in converting to an academy. Bill Watkin reflects on their option.

Recently both Sir Michael Wilshaw (Ofsted chief inspector) and Sir David Carter (national schools commissioner) discussed with MPs the part played by multi-academy trusts (MATs).

Both agreed that they represented the best way forward for delivering improvements in school standards.

But both also agreed that too many were not yet good enough, and that there were not enough of them.

Sir Michael had wanted to write a report about them recently and, on examining the 973 already in existence, had struggled to find half a dozen which were better than mediocre.

Sir David's team of regional schools commissioners has had to re-broker almost 120 academies – take them away from one multi-academy trust and give them to another – because the original was not having the required impact on improvement.

Sixth form colleges are currently considering very carefully the academy options that are available to them.

Many have a long and successful history behind them, with better exam results, giving better value for money, with a higher proportion of disadvantaged young people, than any other sector.

Ninety per cent of SFCs are good or outstanding and they have proven experience of running a business successfully.

But they have faced appalling funding cuts in

Sally Hunt explains why the UCU is calling for FE employers to move hourly-paid and casual staff who have been working at an institution for at least two years onto permanent contracts.

Last week, FE Week wrote about Lincoln College, where a threat was allegedly made to withhold pay from part-time agency staff because of a disagreement over marking.

On that occasion, the issue was quickly resolved and the affected staff didn't lose out financially.

Worryingly though, the story was yet another example of just how insecure and vulnerable to manipulation the employment of many college teachers can be.

In April, a survey by the University and College Union (UCU) revealed that 34 per cent of lecturers, and 37 per cent of other staff involved in teaching in FE colleges are employed on what we term "precarious" contracts.

These include hourly-paid, variable-hours and term-time only contracts, as well as staff who are employed through an agency.

Thirty colleges employ more than half their teaching staff on these types of contracts.

But does it make a difference whether a lecturer has a permanent contract or not?

We think it does. The entrenched insecurity of many FE contracts causes real issues for the affected staff – and their students.

The most common complaint we hear from staff on casualised contracts is that they are not paid properly for their work planning and preparing lessons or assessing students' work. Staff who struggle to fit lesson preparation



BILL WATKIN

Chief executive of the Sixth Form Colleges Association (SFCA)

Academisation choices will be anything but straightforward

recent years, with the result that their capacity is now seriously stretched.

In the ongoing area reviews, whose purpose is to look at the financial viability of 16-to-19 providers and rationalise provision where necessary, SFCs must demonstrate that their projections and forecasts are robust and reliable, and paint a reassuringly sunny outlook.

In this context, colleges are faced with some tough choices.

The highest-performing colleges can, for example, establish either a multi- or single-academy trust — both of which require colleges to have "well-rounded plans to support another school(s)".

This is what the government wants back from colleges, in return for the VAT concession: colleges as system leaders.

Otherwise, they can remain a SFC; join a teaching school alliance; or set up a new satellite 16-to-19 free school.

Colleges in difficulties, financial or academic, have fewer options.

They can join an existing multi-academy trust or merge with another college (SFC or general FE) – meaning they face some loss of autonomy

and identity either way.

Over half of SFCs have expressed an interest in taking up the academy option one way or the other — although this is often a holding position, rather than a firm commitment.

A single academy trust is, at least initially, an attractive option — no more VAT liability, limited loss of autonomy, relatively little change.

A multi academy trust is considerably less straightforward.

If you set up your own trust, before partner schools join, you can set your vision, articles of association, and contracts.

Schools joining later will sign up to an already established framework.

If you co-construct one, you will be involved in negotiations, entailing compromises and concessions.

However, if you join an existing one, you will have to buy into its already established framework, and comply with its articles and vision.

Some strong SFCs, even with various options available, are thinking about joining an existing multi-academy trust.

They will lose autonomy, but are often attracted by promises that their curriculum and staff will be protected (the new arrangement won't change things).

They are making decisions for a future about which they can only guess

Other factors may be the quality of personal relationships (the principals get on well and trust each other); and shared vision and values (the principals share principles).

All the options involve a leap of faith. They are making decisions for a future about which they can only guess.

Joining a multi-academy trust might be considered attractive right now, but what of the future?

A new partner principal, with a different outlook, might strain relations, while a fall in standards might change a trust's priorities and strategies.

Colleges must consider their options in the light of their own context and circumstances.

There is no one right answer. But system leadership, transforming failing schools, alongside the premium they attach to their independence and autonomy, are at the heart of their considerations.



SALLY HUNT

University and College Union general secretary

Change needed over 'casual' college staff

or marking into their paid hours have even less time to provide the help students need outside of their contact hours.

Casualised staff very often don't have the same access as their permanent colleagues to training, development and support, and many report having little idea what they will be teaching from one term to the next, being expected to pick up courses at short notice.

As well as affecting their professional lives, insecure contracts have a profound personal impact on staff.

Individuals on hourly-paid contracts are classed as workers not employees, giving them access to fewer employment rights relating to parental leave, redundancy pay, minimum notice periods or unfair dismissal.

Casual contracts make it cheaper and easier to hire and fire staff, increasing their sense of vulnerability.

Many casual staff also struggle to make ends meet because of the variations in their income. Over half of respondents (56 per cent) to a UCU survey who were on "precarious" contracts

said that they had struggled to pay household bills.

Nearly two fifths (39 per cent) had experienced problems keeping up with mortgage or rent commitments and three in 10 (29 per cent) had found it difficult to put food on the table. Women tell us that the precariousness of work makes it hard to plan for a family, and extremely difficult to resume their careers after time off.

Colleges protest that casual contracts provide necessary flexibility, but too often this only works one way.

The reality is that too many teaching staff find themselves stuck in a cycle of short-term, precarious contracts which are more often associated with companies like Sports Direct than an FE college.

Hardworking staff are the cornerstone of successful colleges, but in many institutions casual teaching staff are getting great results in spite of, not because of, the support they get from their employer.

At UCU, we believe that greater workforce

planning and employment stability will deliver a more effective learning environment as well as a fairer workplace.

That's why, as part of our pay claim for 2016/17, we're asking FE employers to move hourly-paid and casual staff who have been working at the institution for two years or more onto permanent contracts which reflect the hours they normally work.

Too many teaching staff find themselves stuck in a cycle of short-term, precarious contracts

The union is also calling on the government to take a closer look at the way staff are employed in colleges, and improve the way that institutions' use of casual contracts is reported in national data.

Such a high level of precarious employment poses a real threat to quality, but it also makes FE a less attractive place for the best and brightest teachers to work.

If we really want to ensure a strong and sustainable FE sector in years to come, we need better workforce planning that provides for stable jobs and allows staff to plan ahead for their own future.

CAMPUS ROUND-UP *with Billy Camden*

These colours DO run



Bridgwater College runners celebrate completing the colour-ful run with a rainbow

Bridgwater College students and staff have taken part in their first ever 'Colour-ful Run' to raise money for two charities in memory of a 30-year-old teacher who died last year.

The event was put on in tribute to Luke Buckingham, the college's football coach, who lost his battle with Leukaemia last October, and raised more than £400 for Anthony Nolan and Delete Blood Cancer.

More than 80 runners began the afternoon in a white T-shirt, before getting covered from head to toe in a rainbow of colours as they made their way around the course.

Participants could choose to do either a 3km

or 5km course, and could walk, skip, jog or run for their chosen distance.

The winner of the 3km race was 18-year-old Zac Mitchell, who studies a level three sport and exercise science course, with the fastest in the 5km discipline being sport and exercise science student Eric Evans, aged 17.

Sammy Kemmish, who is both the college's sports massage intern, and one of the organisers of the 'Colour-ful Run' said: "I am absolutely buzzing at the success of our event.

"The atmosphere has been amazing and exactly what I had envisaged, with both staff and students coming together to raise money for two charities very close to our hearts."



Gerson Adao at Barnet and Southgate College

It's just like watching Ronaldo

The boy who swaps bodies with football icon Cristiano Ronaldo in the new Nike TV advert is a student from Barnet and Southgate College.

Gerson Adao, 17, is studying a BTEC level two diploma in sport while also appearing daily on millions of TV screens across the world in the advert called "The Switch".

He got the role after the sports department of the college was approached by a TV producer, who was a former student of Barnet and Southgate College.

They arranged to come along to one of the

college's football training days in search of a star for their client Nike.

Gerson said: "It was just a normal training day and I just went along with agreeing to be considered for the advert because some of my friends on the course were also going to, but the whole thing has been an amazing dream come true. My mum can't believe it either."

On the day of filming he got to meet Ronaldo himself, as well as players including Harry Kane, Joe Hart and Ross Barkley.

He'll also receive tickets to the final of the Euro 2016 tournament in July.



Business student Oliver Watkins with principal Matt Atkinson

It's the principal of the thing

A student decided to ban smoking across Bath College after standing in as principal for the day.

Nineteen-year-old Oliver Watkins took on the duties usually carried out by principal Matt Atkinson as part of the college's first-ever student takeover week.

The level three business student attended a senior leadership meeting and was asked to investigate the issue of smoking in the college.

Oliver had to decide if the college should continue to have a dedicated smoking area, or should become smoke-free.

After doing some research and

interviewing students, he presented his ideas to Mr Atkinson and Carole Stott, chair of the board of governors.

Oliver said: "I decided by 2020 the college should become smoke-free.

"Being principal is a big job, it's easy coming up with ideas but the hardest thing is choosing the best idea and making sure you have the best decision. That's when you really have to weigh it up."

Throughout the student takeover week, other staff who handed over their roles to learners included the college's graphic designer, web development officer and sports development officer.

Precious help for the homeless



West Nottinghamshire College students, staff and charity representatives with ten of the shopping trolleys filled with food, clothing and toiletries

Homelessness charities have been boosted by donations of food, clothing and toiletries thanks to kind-hearted West Nottinghamshire College students and staff.

Twelve shopping trolleys were piled high with the essential provisions for the college's annual initiative, which is known as the '554 Challenge'.

Held since 2011, the programme was first created by computer science curriculum manager Trudi Dean, after she delivered tutorials to students on the subject of homelessness.

Named after the challenge's original aim of getting '5' teams to fill '5' shopping trolleys '4' the homeless — nearly all areas of the college now contribute the much-needed items over a four-week period.

Charities benefitting from this year's challenge — led by learner development coach Lee Bunting — are the Beacon



From left: learner development coach Lee Bunting, Wendy Marshall from Framework, computer science curriculum manager and 554 challenge founder Trudi Dean, college principal Dame Asha Khemka, Gary Lawson from Framework, and Ann Mendham from the Beacon Project

Project, the Hall Homeless Support Project, Framework, and Nottingham and Nottinghamshire Refugee Forum.

Mr Bunting said: "It has been an absolute pleasure to lead the project. It's humbling to know we're helping these essential charities, and students have said it's great that they can give something back to the community."

Seventeen-year-old youngest to land national DJ slot

The country's next Chris Moyles could be just around the corner in the form of Stoke on Trent College's Lucas Yeomans — after the teenager became the youngest DJ to land himself a slot on a national radio station, writes Billy Camden.

Seventeen-year-old Lucas Yeomans will be coming to you live from the airwaves every week, after he bagged a regular Saturday morning slot for a national radio network.

The first-year creative media student at Stoke on Trent College was recruited to present on Signal Radio and its network of 11 stations, which broadcasts to more than 100,000 listeners every week, after being talent-spotted while doing work experience at the station.

He became the youngest DJ at the station, starting off on the so-called B-team of presenters, who provide cover when regulars are off sick or on holiday

But after impressing during his first few live shows, Lucas has now managed to snap up his own Saturday morning radio show, from 1am to 5am.

Speaking to FE Week on the morning of receiving the news, Lucas said: "This is very exciting, I'm really eager to get going on it. I still get that buzz as if it was my first show every time I go on air so I know it is what I want to be doing."

The opportunity came about through links with Stoke on Trent College and Signal Radio, which gives students the opportunity to work behind the scenes at the station and take part in masterclasses with radio station staff.



FEATURED
CAMPUS
ROUND-UP

He said his ultimate dream is to follow in the footsteps of his TV presenting heroes James Cordon, Alan Carr and Jonathan Ross to

have his own chat show.

He would equally like to continue on the radio with a drive time or breakfast show on BBC Radio 1 mirroring the likes of Chris Moyles and Nick Grimshaw.

Lee Beddow, programme quality leader for media at Stoke on Trent College, said: "Lucas is the first student we've had who has become a Signal presenter. But we've had other students go on to help produce the breakfast show and help with sport.

"It's a fantastic opportunity for him. I tuned in to listen at 4.30am on one of his shows and was excited to hear one of our students on air."

LUCAS' TOP THREE BANDS:

1. Circa Waves
2. Peace
3. Catfish and the Bottlemen

DO YOU WANT TO BE IN CAMPUS ROUND-UP?

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

On Lucas' last day of work experience, the teenager was asked along to an interview and two weeks later he got a call asking if he could do an overnight show as the presenter was ill.

Lucas said: "The first show I did felt like the scariest moment of my life, but they taught me how to use the resources and gave me pre-prepared features and music. I came up with a bit of random talk as well."

Now managers have marked Lucas out as a future star.

Terry Underhill, programme director for Signal's parent company, the Wireless Group, said: "I've been massively impressed with Lucas. He has huge potential.

"We get many hundreds of people contacting

us, wanting to be radio presenters, but Lucas has that x-factor."

Lucas, who also volunteers on a community radio station, said he was chuffed with the attention from his "fans".

He added: "The best part for me has to be entertaining the audience.

"During one of my shows a guy requested a song because he was doing the graveyard shift. I made a little joke about it on air and the person emailed in again saying 'you legend'. It is those kinds of things and little perks that make me love it so much."

Lucas has hankered after a media career ever since his primary school days, when he presented a talent show with his classmates.

MOVERS & SHAKERS

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

Worthing College has announced that vice-principal Paul Riley will lead it on an interim basis — following the announcement that its principal Peter Corrigan would be leaving his post at the end of August.

The move also promotes Steven Fodden, the current assistant principal, to interim vice-principal.

Mr Corrigan has served the college for more than 30 years and will be moving on to other professional opportunities in the FE sector.

The chair of governors Paul Amoo said: "We would like to thank Peter for his achievements, his loyalty, dedication and commitment to students and staff.

"It has been a pleasure to work with him and we wish to express our gratitude for having led the move to our outstanding new campus, for achieving an Ofsted 'good' rating in all areas, and for leaving the college in a much improved financial position."

The college governors confirmed that they will now put arrangements in place for recruiting a permanent principal during the next academic year.

Commenting on the interim arrangements, Mr Amoo said: "We are delighted that Paul and Steven have agreed to lead the college working with governors, staff and students, in achieving our goals and ensuring the best possible opportunities and successes for everyone."

Meanwhile, the current principal at Shrewsbury College, Steve Wain, will switch over to lead Swindon College at the end of August.

Mr Wain, who has been at the helm for four years, will replace the outgoing Andrew Miller, who retires from his post at Swindon College later in the year.

Mr Wain said he is "very much looking

forward" to his new role.

"Swindon is a vibrant town, with a growing economy and excellent future prospects," he said.

"Swindon College is playing a crucial role in supporting economic growth and in providing much needed education and training for the wider community."

The outgoing Mr Miller joined Swindon College in January 2010, and took it from a grade three Ofsted rating to grade one (outstanding) in 2013.

He said he is pleased to be able to leave the college in "such an excellent position".

And Devon-based apprenticeship training provider, Skills Group, has appointed Chris Jeffery as a non-executive director to advise on its skills funding strategy.

Within the role, Ms Jeffery, who has nearly 30 years' experience in the training and development sector, has been tasked with "promoting and representing" the interests of local employers in the national debate about apprenticeship reforms, and the apprenticeship levy.

Commenting on her new role, Ms Jeffery said: "It is a real pleasure to work with such a unique and successful organisation.

"I hope to help Skills Group over the transition created by the reforms in a way that builds on their ethical and moral compass, helping to add more value to their partnerships with local employers and to further improve the learner experience."

Ms Jeffery was a founding member and chair of the Devon & Cornwall Training Provider Network, and now serves on the board of the Association of Employment and Learning Providers.

Previously, she established a chain of five hair salons around Plymouth, alongside achieving her teaching qualifications, before becoming an external verifier for City & Guilds.

She was then appointed as the managing director for Academy of Training Ltd in 1988.

In 2010, Ms Jeffery took on a role as strategy and policy adviser for GP Strategies Training Ltd until the position at Skills Group came up this year.



STEVEN FODDEN



PAUL RILEY



ANDREW MILLER



CHRIS JEFFERY



PETER CORRIGAN



STEVE WAIN

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

Exciting opportunities at Newbury College

We are looking for enthusiastic individuals to join our team. If you have experience of working in education and are looking for a new opportunity, or if you would like to learn more about what it is like to work at the College, please view our current vacancies or visit our website to find out about the range of opportunities available.

Featured vacancies



Maths Lecturers

The Essential Skills department is a well established provision within the College that delivers Mathematics and English to full-time vocational study programmes, as well as part-time adult learners.

We have a 1.0 FTE position and a 0.5 FTE position to teach Functional Skills Mathematics from September 2016 with the possibility of also delivering GCSE Mathematics.

Apply online: www.newbury-college.ac.uk

Other vacancies

We also have a number of other exciting vacancies starting now and in the new academic year, including:

- Assessor/Trainer - Catering
- Assessor/IV - Community Learning
- Assessors - Electrical Installation
- CSCS Course Leader
- Examinations Officer
- Lecturer - Hairdressing
- Lecturer - Health & Social Care

For details of these and other opportunities at Newbury College, please visit our website at www.newbury-college.ac.uk



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Newbury College

The Further Education Commissioner

The Further Education Commissioner is at the forefront of the Government's work to support a strong, resilient Further Education sector. Sir David Collins, the current Further Education Commissioner, will retire in November 2016 and we are now looking to appoint his successor.

As Further Education (FE) Commissioner you will oversee the ongoing programme of area reviews of post-16 education and training institutions in England. The reviews will ensure that colleges and other training institutions are able to better meet the economic and educational needs of local areas while also improving the long term financial sustainability of the further education sector. You will lead the remaining waves of area reviews, and will subsequently be involved in monitoring implementation of review recommendations.

As FE Commissioner you will also review the position of colleges and institutions which have been judged to be failing in quality or in poor financial health, overseeing the intervention process. Working closely with the Department for Business, Innovation and Skills, the Department for Education, the funding agencies and Ofsted, you will advise the Minister for Skills on an appropriate course of action to secure improvement.

We wish to appoint a candidate with an outstanding track record of leadership and change management, and excellent knowledge and understanding of the education sector. You will possess excellent analytical and financial skills and the ability to make recommendations based on complex evidence.

Candidates will have sound experience of stakeholder management and partnership working, with the personal impact and credibility to gain the support and confidence of Ministers and stakeholders across the FE sector. You will be adept at influence and persuasion at the highest levels.

This role offers an unparalleled opportunity to drive the development of an outstanding FE sector that offers high quality provision with a sustainable future. You will be supported by a team of Deputy FE Commissioners and FE Advisers.

This role is being offered on a two-year fixed term contract, up to a maximum of 330 days. The role will be remunerated at £800 a day. The expected start date for this role is September 2016.

Further details on the position can be found on the Public Appointments website at <https://publicappointments.cabinetoffice.gov.uk/>.

Please submit your application in the first instance to publicappointmentsatpog@bis.gsi.gov.uk.

Closing date for applications is 11 July 2016.



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- Do you have a relevant degree? Other technical degrees may also be considered
- Do you have experience teaching the subject in a Further Education College?
- Are you fluent in English?
- Are you aged between 30 and 57? (visa requirement)
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Deputy FE Commissioners

Deputy Further Education Commissioners are at the forefront of the Government's work to build a strong, resilient FE sector.

Working to the Further Education Commissioner, Deputy Further Education (FE) Commissioners lead on oversight and facilitation of area reviews of post-16 education and training institutions in England. You will work with a wider team, taking into account the needs of learners, employers, national and local FE policies and achieving value for money to determine the best way to deliver provision. Following the conclusion of the area review programme, you will support the FE Commissioner in monitoring implementation of review recommendations.

Deputy FE Commissioners also support intervention in FE institutions which have been judged to be failing in quality or in poor financial health. You will undertake initial and stocktake assessments of colleges and other institutions, review their progress and work with the funding agencies and Departments to ensure the end to end process of assessment and improvement is delivered effectively.

Deputy FE Commissioners are supported in these tasks by a pool of FE Advisers. A key element of your role will be the leadership and management of the Advisers.

Successful candidates will have experience of leading and influencing complex organisational change within an educational context and delivering at pace. They will demonstrate

experience of developing and implementing quality and improvement strategies.

Candidates will have outstanding communication and analytical skills and the ability to influence, persuade and engage stakeholders at the highest levels, in addition to excellent management and interpersonal skills. The ability to produce high quality reports to tight deadlines is also essential.

These roles offer an unparalleled opportunity to lead the development of an outstanding FE sector that offers high quality provision with a sustainable future.

We are seeking to recruit up to 3 Deputy Commissioners on a two-year fixed term contract, up to a maximum of 330 days per contract. The role will be remunerated at £700 a day. The expected start date for these roles is September 2016.

Further details on the position can be found on the Public Appointments website at <https://publicappointments.cabinetoffice.gov.uk/>.

Please submit your application in the first instance to publicappointmentsatpog@bis.gsi.gov.uk.

For any queries, or to request the application pack in an alternative format, please e-mail publicappointmentsatpog@bis.gsi.gov.uk

Closing date for applications is 11 July 2016.



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Macclesfield College of Further Education and Higher Education is a leading provider of education in the North West of England with 1674 full-time and 2806 part-time students, recently launching Maxim Business Training its new business training brand. The College also sponsors the Macclesfield Academy.

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You will be fully responsible for the operational management of all Creative & Commercial Departments. This will include planning and implementing appropriate structures in order to deliver high quality curriculum, line management, budgetary responsibility and working collaboratively with other Heads of Faculty to share new ideas and initiatives.

This is a pivotal appointment within the College. You will need to be ambitious, motivated, with the ability to lead and inspire your teams. It is desirable for you to have worked in a Grade 1 or Grade 2 College. First class communication skills along with strong leadership are also essential.

Closing date for receipt of applications is 9:00 a.m. on 4 July 2016.

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments will be subject to an enhanced Disclosure and Barring Service check and satisfactory references. The College is committed to equality of opportunity. Applications from all sections of the community, particularly from members of ethnic minority groups.

For more information and to apply for this post please visit:
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Image by Angela Ithyle



Lecturer in GCSE English Language with some Functional Skills

We are looking for an enthusiastic team player to join our expanding GCSE English Language and Functional Skills team. You should have excellent subject knowledge of both the GCSE English Language and Functional Skills curriculum and possess a strong and positive desire to motivate and inspire students.

Do you have experience of teaching English Language to GCSE level? Can you teach English Functional Skills? Would you like to work for a "good College with outstanding features"? Are you innovative in your approach to engaging with learners? Can you support and nurture students?

This exciting new post would be suitable for an experienced teacher, a NQTS or someone without teaching qualifications who is willing to work towards the Level 5 Diploma in Education (DET). If you are unqualified you will join the DET course at Bath College as one of your contractual days.

If you set high expectations in terms of your own performance as well as that of your students, work well in a team, if you are flexible and proactive and committed to improving English in particular and education in general, then we would like to hear from you.

Closing date 11th July 2016

To apply for any of these roles or to see our other live vacancies please visit the Bath College Website at <https://www.bathcollege.ac.uk/college-information/join-our-team/job-vacancies>

JOBS

EDUCATION QUALITY ASSURANCE MANAGER



Reports to: Education Manager, Let Me Play Education
Based at: LMP Head Office, London
Salary: £32,000 to £40,000 per annum

Job Purpose

In our determination to further develop our service and responsiveness to local, regional and national industry, we are seeking an enthusiastic individual to support the Education Manager and oversee all EFA funded provision within the Department.

Closing date: 8th July 2016

Interviews: Immediately for the right candidate

Start Date: August/September

Apply: Send your CV and cover letter to matthew@letmeplay.co.uk

Take a fresh look at your career

LEARNING SUPPORT MANAGER

£36,672 - £46,414 per annum
Full-time, 37 hours per week (1.0 FTE)

Writtle College is looking to recruit an experienced Learning Support Manager with a passion for ensuring that students with additional learning needs receive the best possible support to equip them with the skills required to achieve, succeed and become independent learners.

Leading a highly dedicated and committed specialist team, you will plan, manage and monitor the delivery of high-quality additional learning/study support services for HE and FE students. In addition, you will play a significant role in monitoring changes in funding that impact on learning support to inform future strategy.

The ideal candidate will have had extensive previous involvement in working, supporting, assessing and/or managing the needs of students with learning difficulties and/or disabilities, with a proven track record of working, preferably at a managerial level, within Further and/or Higher Education.

For more information on this role, other opportunities and Writtle College, please visit our website: www.writtle.ac.uk For an application pack, please email: HR@writtle.ac.uk or call the Human Resources Department on **01245 424208**.

Closing date for applications: 12 noon, 14 July 2016.

Interview date: 20 July 2016.

Writtle College strives to be an Equal Opportunities employer. All applicants who are offered employment will be subject to a criminal records check from the Disclosure and Barring Service. This college is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Writtle
College

A partner of the University of Essex

FE Week

ENGLISH AND MATHS JOBS

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

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



Opportunities at City College Plymouth

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 inspection in March 2016, there has never been a more exciting time to join the College.

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.

Academy Manager - Business

£32,691 - £37,306 | Full-time | Permanent

The Faculty of Business, Hospitality, Care and Science is seeking a qualified motivated professional to manage a team of staff delivering HE and FE in Business across a range of courses from Level 3 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 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
- 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.

Lecturer - Public Services

£22,772 - £32,691 | Full-time | Permanent

An opportunity has arisen within the Public Services team for a full time lecturer. This role is perfectly suited to someone with experience of uniformed public services.

We are looking for a person who is enthusiastic about making a difference to the lives and careers of our students.

Ideally, candidates will have both experience of teaching and of working in the Public Services industry, but whilst teaching experience would be a bonus, we are keen to hear from people with a high level of industry knowledge and career experience that they can impart to others.

You will join a vibrant and high-performing team, teaching across a range of public services programmes within both FE and HE.

The team and our students already benefit from excellent links with local employers, but any opportunity to further these links is always welcomed. We offer a supportive culture which offers excellent CPD opportunities.

The ideal candidate will be passionate about working with young people and will be keen to encourage our students to aspire to achieve their goals. Team-working is essential; demonstrating how you share good practice, work collaboratively with colleagues, and achieve team targets, are all qualities that we will be looking for in the successful candidate.

Closing date: Monday 11 July

For further information and to apply online, please visit www.cityplym.ac.uk/jobs.



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.



GETTING AHEAD IN A DIGITAL WORLD

An estimated 9.5 million UK adults lack the minimum digital skills needed in most of today's jobs. Many day-to-day tasks such as completing job applications, paying bills and even shopping require a level of digital knowledge.

Up-to-date and unique to us, **Digital Employability** will equip your learners with the skills and knowledge they need to be successful in today's workplace and digital world.



Get online to find out more
ocr.org.uk/lifskills



FE Week Sudoku challenge

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

Spot the difference to WIN an FE Week mug



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

Difficulty:
EASY

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next edition

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

Difficulty:
MEDIUM



Spot five differences. First correct entry wins an FE Week mug. Email your name and picture of your completed spot the difference to: news@feweek.co.uk. Last Edition's winner was Catherine Storey, HE Academic Administrative Assistant, New College Durham.