



FREE WITH ISSUE

FE Week

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Exclusive **JUDE BURKE** @JUDEBURKE77

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NEWS

Marsden tackles Boles on traineeships fudge

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The government risks "failing" a generation by mishandling its traineeship scheme, shadow skills minister Gordon Marsden has said.

He clashed with skills minister Nick Boles in parliament over the "terrible" rates of progression from traineeships to apprenticeships last week, which *FE Week* first uncovered with a freedom of information request in June.

Progression figures show that overall progression from traineeships to apprenticeships stood at 22 per cent, but for those aged 19 to 24, it dropped to just nine per cent.

Mr Marsden raised the issue during Business, Innovation and Skills questions on Tuesday (June 28).

Citing our figures, he asked: "The Labour party has consistently supported traineeships for getting many more young people into quality apprenticeships, so why has the government wasted three years failing properly to promote, explain or target them?"

"Ten days ago the minister warned about Brexit uncertainties threatening apprenticeships growth and the levy, so will he now spell out new initiatives to tackle that increase in traineeships that is needed, including support to FE colleges and providers who are desperate to press ahead with them or else risking failing that young generation?"

Mr Boles dodged the questions, accusing Mr Marsden of trying to "narrow this programme

whose great strength is its versatility".

He said: "He will know that traineeships are not only about pre-apprenticeship programmes.

"The whole point is to take people into either apprenticeships or jobs or further training – whatever is best for them."

Mr Boles also referred to *FE Week* in his answer, calling it an "interesting publication" and saying he was "delighted" that Mr Marsden was an "avid reader".

On the point that he makes, I am delighted that he is an avid reader of FE Week – it is an interesting publication

Speaking afterwards, the shadow minister insisted that Mr Boles' response was not adequate "in any shape or form".

"He ducked the terrible figures on completions for traineeships and was complacent over the current situation," he said.

"It is all very well talking about the programme growing, but if we don't get a proper scheme that fills the needs of the economy and creates more apprentices, then

that is no good."

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 stubbornly low, and questions have persisted about their purpose.

There were 19,400 traineeship starts in 2014/15, an increase of 86.3 per cent on the previous academic year.

Publicly available statistics only give overall "positive" progression figures from traineeships – to jobs, apprenticeships, further training or education – rather than for each of these outcomes separately.

Our FoI request to the Skills Funding Agency was prompted by the government's refusal to reveal how many people had moved onto an apprenticeship after completing a traineeship, despite repeated requests.

The figures showed that of the 5,200 completions by 19- to 24-year-olds, a mere 450 – less than 10 per cent – started an apprenticeship.

Richard Atkins was Association of Colleges (AoC) president when the body made traineeships reform one of its key general election manifesto pledges last year – and said the scheme "should be converted into pre-apprenticeship training, specifically created to prepare 16- and 17-year-olds for a full apprenticeship".

Presented with *FE Week*'s findings, he said: "I suggest that a review of traineeships is undertaken this year, so that more young people are able to fill the employer vacancies for apprentices."

Joy as Joyce vows no two-tier Ofsted regime

ALIX ROBERTSON
@ALIXROBERTSON4

There will be no special treatment for employers which become providers in order to use their apprenticeship levy funding, Ofsted has said.

The education watchdog's apprenticeship inspections will carry on "regardless of where that provision is delivered", according to Paul Joyce (pictured), the regulator's deputy director for FE and skills.

"I can assure you we will not have a two-tier inspection system," he said in a speech to the Association of Employment and Learning Providers' annual conference on June 28.

He confirmed that he is "committed to ensuring that the same inspection regime is used to evaluate the quality of apprenticeships provision, wherever that provision is offered and regardless of provider type".

Ofsted inspections will "apply equally" to colleges, independent learning providers, and "new and existing employer-providers", he added in an effort to reassure a concerned audience.

Mark Dawe, AELP's chief executive, welcomed the speech, saying: "For Paul to say publicly that everyone will be treated the same, not a two tier system – you can't get much more commitment than that."

A spokesperson at the Department for Business, Innovation and Skills (BIS) told *FE Week* that Mr Joyce's comments on not

having a two-tier approach "are correct" and said BIS "will be inviting feedback on the administrative process".

She added: "BIS and the Department for Education continue to work closely with Ofsted who welcome feedback to ensure that their inspection approaches are appropriate."

FE Week understands that employers are nervous about the process of becoming a registered provider, which brings them under the scope of Ofsted inspections – as a bad inspection could undermine their reputations.

Employer-providers have already suffered as a result of this; Citroën UK became the second employer branded 'inadequate' by Ofsted under the new common inspector framework at the end of May.

The report on Citroën, which has a Skills Funding Agency allocation of £1.07m for 2015/16, highlighted concerns over leadership and safeguarding arrangements.

Inspectors found leaders had failed to set their subcontractor "robust and challenging apprenticeship delivery targets" and safeguarding arrangements for apprentices were deemed "inadequate".

A spokesperson for Citroën said: "We



acknowledge and accept the need to update the safeguarding elements of the programme.

"This is currently being actioned and will be in place, alongside further enhancements to maths and English provision, prior to a follow-up meeting with Ofsted."

At the time, Mr Dawe warned: "Those organisations engaging with the apprenticeship programme for the first time under the apprenticeship levy may be better off sticking to their core business and instead using the services of an experienced training provider."

Citroën UK's result meant that a quarter of the employers inspected under the new framework launched in September had been awarded the lowest possible rating.

NEWS

NCG first college granted full taught-degree awarded powers

BILLY CAMDEN @BILLYCAMDEN
PAUL OFFORD @PAULOFFORD

NCG (formerly Newcastle College Group) is the first FE institution in the country to be authorised to develop and award its own honours and masters degrees.

The move was hailed as a “landmark development for the sector” by NCG chief executive Joe Docherty.

While a number of FE colleges can currently award foundation degrees, which are equivalent of two thirds of a full honours degree, FE providers have previously had to have their degrees developed, validated and awarded in partnership with an established university.

NCG is the first college to which the Privy Council has granted taught-degree awarding powers — allowing it to run its provision without any partner university.

Martin Doel, the Association of Colleges’ chief executive, described the move as a “big step forward in demonstrating the quality of higher education provision delivered in the sector”.

He said: “We predict that more colleges will follow the example set by NCG in the next few years and provide a distinctive higher education service that meets the needs of local

employers and communities.”

NCG’s network of colleges and training providers includes Newcastle College, West Lancashire College, and Kidderminster College, and already offers more than 85 foundation degrees.

The college received £2.3m from the Higher Education Funding Council for England for 2016/17, more than some universities, including the University of Winchester, which received £2.1m.

Mr Docherty said: “We look forward to seeing other colleges following this path and would be happy to share our experiences with others in the sector.”

Hartpury College in Gloucester, which received £1.4m from HEFCE for 2016/17, told FE Week that it was “already on the journey towards achieving” its own taught-degree awarding powers.

Rosie Scott-Ward, the college’s vice-principal for higher education, told FE Week: “We’re currently in the scrutiny part of this process, with the aim of being able to develop and award our own honours and masters degrees in future.

“As the national leaders in our specialist subject areas of equine, sport, agriculture, veterinary nursing and animal science, and with numbers of higher education students



Top five colleges in terms of HEFCE teaching grants for 2016/17

Blackpool and the Fylde College	£2,428,791
NCG	£2,309,867
Bradford College	£1,685,361
Blackburn College	£1,564,218
Hartpury College	£1,396,340

at Hartpury at an all-time high, it was the next natural step to apply for full taught degree awarding powers.

“We’re confident we’re outperforming many established universities and that our students would be proud to be awarded a Hartpury degree.”

Bradford College, which received £1,685,361 of funding from the HEFCE, also told FE Week that it intends to apply for full taught-degree awarding powers.

The Department for Business, Innovation and Skills is soon due to report the outcome of its consultation into maintenance loans for learners in FE.

The consultation, which closed on June 16, investigated the introduction of loans for FE learners aged 19 and above at higher levels (four to six).

Universities and science minister Jo Johnson hailed the move as a “significant step forward for NCG”.

He said it “opens up more opportunities for young people in the local community to enjoy the benefits that higher education can bring”.

A spokesperson for the Privy Council told FE Week: “I can confirm that the Privy Council approved an order granting NCG taught degree awarding powers on June 21, on the recommendation of BIS.”

WARD WARNING – GET DATA RIGHT ELSE FACE FUNDING CLAWBACK

BILLY CAMDEN @BILLYCAMDEN

The Skills Funding Agency has written to all colleges and independent learning providers to make sure they are aware of data compliance with funding rules.

Dawn Ward (pictured), chair of the SFA’s data and management information advisory group, sent the letter as part of a new in-year financial assurance monitoring process.

Just before Christmas in 2014, more than 700 FE providers were outraged when they were warned by the SFA’s deputy director Una Bennett that they faced a shock clawback on that year’s funding after the agency “identified some provision that has been incorrectly claimed”.

But following outcry on the funding agency’s Feconnect online forum, where some stakeholders claimed the warning had caused “sleepless nights”, SFA director Keith Smith issued an apology for the letter.

Subsequently, nearly 100 providers were asked to repay funding, with the remaining 601 providers who had been contacted spared from a reclaim.

In this week’s letter, Ms Ward wrote: “It is important that as a sector we now make sure our data is accurate before the end of the funding year 2015/16.

“If the SFA has identified records in a monitoring area, you must review this data and determine whether you need to make any data corrections. You should make these in your next ILR submission.

“You must ensure that you have the evidence to justify the funding claimed



where the data is correct, including your subcontractors’ data.”

Ms Ward said the SFA must have “confidence” in funding claims and are taking this action to “ensure we work effectively together to reduce the volume of data errors” at the end of the year.

She added: “If you have data errors at the end of the funding year following the closure of R14 ILR return, the SFA may recover funding and conduct assurance visits for specific issues.”

The SFA said records must be corrected before the close of the R14 ILR data submission on October 20 this year.

The SFA has also published the key findings from its Provider Financial Management and Assurance work in 2015/16.

One of the most significant findings from the report was that providers were unable to evidence the delivery of learner support for which they received funding.

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NEWS

£100m more funding found for apprenticeships and traineeships

PAUL OFFORD
@PAULOFFORD

The government has found almost £100m of additional funding for apprenticeships and traineeships through the latest round of growth requests, FE Week can reveal.

The figures were confirmed by the Skills Funding Agency on Tuesday (June 28), which said that it had funded “all credible growth cases” — although the amount of cash involved was not stated at the time.

FE Week can now reveal the total amount was £99.5m.

The SFA also provided a breakdown of the figures which show, for example, the total targeted growth allocation this year is £30.1m for all apprenticeships, and £10.3m for traineeships.

The total 2016/17 allocation increase for apprenticeships, meanwhile, is £53.2m, with the figure for traineeships standing at £5.9m.

An SFA spokesperson said: “We have funded all credible growth cases to grow delivery in these priority areas ahead of the start of the funding year.

“Alongside this exercise, we have also reviewed the baseline data used in calculating 2016-to-2017 apprenticeship and traineeship allocations, reflecting provider earnings for 12 months up to March 2016.”

She added that where “there is evidence of increased performance, we have increased providers’ 2016-to-2017 allocations

Apprenticeships	16 to 18	19+	Total
Targeted growth awarded (£m)	£14.3	£15.8	£30.1
Baseline review increase (£m)	£30.8	£22.4	£53.2
Total	£45.1	£38.2	£83.3

Traineeships	16 to 18	19 to 24	Total
Targeted growth awarded (£m)	£4.4	£5.9	£10.3
Baseline review increase (£m)	£3.3	£2.6	£5.9
Total	£7.7	£8.5	£16.2

Apprenticeships & traineeships	16 to 18	19+	Total
Targeted growth awarded (£m)	£18.7	£21.7	£40.4
Baseline review increase (£m)	£34.1	£25.0	£59.1
Total	£52.8	£46.7	£99.5

accordingly”.

“All increases will be included in 2016-to-2017 contract variations which we will be issuing shortly.”

The SFA announced in May that growth requests would be offered for the delivery of any of the new apprenticeship standards.

A statement uploaded to gov.uk at the time said the offer would apply to standards — not existing apprenticeship frameworks — but did not specify which ones.

Asked if this meant providers who needed more funding could lodge growth requests for “any of the new standards”, an SFA spokesperson said: “Yes, on standards, we have not been specific on sector areas”.

“Requests are subject to affordability and our normal credibility checks,” she added.

So far more than 112 new standards have been approved by the government for delivery.

The targeted growth request — which included traineeships as well as apprenticeships — also covered delivery at higher and/or degree level, food, farming and agritech, and those that are science, and technology, engineering and maths (STEM)-based.

Earlier this year providers branded “ridiculous” the overdue news that many of their 16-to-18 apprenticeship and traineeship growth requests had not been funded in full

by the SFA.

The agency announced in early February that it had awarded an additional £25m to colleges and training providers to deliver 16-to-18 apprenticeships — but there was no extra cash for 16-to-18 traineeships.

The announcement, which should have been made on January 8, was made in response to growth requests submitted by providers to help fund apprenticeships and traineeships in 2015/16.

It came just a week after FE Week exclusively revealed that the delay in confirming the growth requests was due to an overspend by the Department for Education.

Martin Doel: ‘FE providers mustn’t slag each other off’

ALIX ROBERTSON
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The outgoing boss of the Association of Colleges has launched into a plea for sector unity — after warning providers to be careful when they “slag off” the opposition.


Martin Doel, who will be replaced by the current Learning and Work Institute chief executive David Hughes from September, pulled no punches during his speech to the Association of Employment and Learning Providers conference on Monday (June 27).

He warned that infighting would cause the whole sector to “suffer”, just a week after the AELP’s boss Mark Dawe told FE Week that financial assistance for colleges could put “apprenticeship organisations in direct competition with independent training providers”.

Addressing a packed conference room, Mr Doel said: “I have quite often have the experience of colleges thinking that they are gaining the benefit by criticising other colleges and I’ve heard of independent training providers criticising other ITPs, and ITPs criticising colleges.

“For what it’s worth on my reflection, short-term that might give you some advantage; long-term all of us suffer in the training and education market, because we are destroying value in our own industry, which is a shared industry.”

He added: “Be careful when you’re seen to slag off the opposition in order to win.



Reflections

- On collaboration and competition
- Winning by slagging off the opposition?

AELP Conference
Monday 27 June 2016
Prof Martin Doel CBE Chief Executive AoC



“It’s a kind of Mourinho moment [the Chelsea manager who was sacked last season after losing the support of his players], in terms of actually concentrating on how well your team plays and actually competes in that market.”

Despite Mr Doel’s comments, the AoC was not subsequently willing to give any examples of the criticism between providers that he described.

He spoke out after the AELP claimed last month that 76 per cent (378,170 of 499,900) of all apprenticeship starts in 2014/15 were shown to be delivered by ITPs rather than colleges.

The association published the analysis using Skills Funding Agency data, obtained through a freedom of information request.

Skills minister Nick Boles spoke on the matter at the AoC annual conference last November, asking principals: “Why on earth are you letting these guys [ITPs] nick your lunch?”

But after hearing the AoC chief executive’s conference speech, Mr Dawe was keen to stress his organisation was focused simply on equal treatment, and did not support backbiting.

He told FE Week: “There is nothing to be gained for any type of provider to be critical of another — especially when there are official government measures, inspections and data to provide an impartial judgement of performance.

“We have also said many times that the best delivery involves a strong partnership between

a college and providers meeting the needs of their local employers.

“Our concern is that the government itself may be trying to tilt the playing field away from independent providers in the face of the challenges now affecting the sector as a whole.”

Mr Dawe previously discussed the issue with FE Week before the conference, when he explained that he wanted a “level playing field” for public and private providers.

He said at the time: “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.”

NEWS

Incoming Ofsted chief at pains to soothe FE sector

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Ofsted's new chief inspector has pledged to remove the "blanket of concern" over FE that many believe have been left by her predecessor.

Amanda Spielman (pictured), who has been selected by the government to succeed Sir Michael Wilshaw when his term ends in December, told MPs on the education select committee on Wednesday that FE is a "very strong area of interest" of hers.

Ms Spielman, currently the chair of Ofqual, said she had "spent quite a lot of time" working on vocational qualifications and "things that primarily affect FE" during her time at the exams regulator.

Asked by Stephen Timms, the MP for East Ham, why she thought the sector was doing "so badly", Ms Spielman said: "Changes throughout the system have obviously had a very specific impact in FE. GCSE resits are clearly a very live area of concern.

"There is a great deal of teaching and capacity required in FE that has not been required in the past, so that is reshaping their agendas.

"A lot of FE colleges are very big, very complex organisations doing a lot of different things. The more things you pull together into a picture, the harder it is for everything to be good simultaneously.

"That may be part of the reason — I don't know yet — but I want to make sure that what I say is properly discriminating, and that it looks at the components and the causes.

"I don't want to express a blanket concern; I want to express an informed view that really highlights the places where things are needed."

Ms Spielman's views will come as a welcome reprieve to the FE sector, which has been repeatedly been talked down by Sir Michael.

The chief inspector provoked a huge backlash when he laid into the sector during an appearance before the select committee on March 2 — claiming it was "in a mess", and that 16- to 19-year-olds should be taught in schools, not colleges.

During this week's hearing, which was a statutory part of the recruitment process, Ms Spielman also told the cross-party group of MPs that she wanted to have "discussions" about scrapping the



outstanding grade when she starts in January.

Asked by chair Neil Carmichael for her personal view on the grade, she admitted she was "quite uncomfortable" about "some of the effects I see it having in the system".

When pressed specifically on whether she would like to see the grade scrapped, she said: "It's something I would like to see fully discussed."

She also responded to criticism of her lack of teaching experience after MPs discussed the concerns of teachers who had written to

them.

She accused some teaching unions of being "opposed in principle to the existence of a chief inspector" and said there had been a "huge amount of positive reaction" to her selection, including from the likes of the Association of School and College Leaders and the National Association of Head Teachers.

MPs will now report back on Ms Spielman's appearance and make a recommendation to the government on whether or not she should be appointed.

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NEWS

Boles upbeat over area reviews, despite continued delays

JUDE BURKE
@JUDEBURKE77 **EXCLUSIVE FROM FRONT**

Areas in wave one	First steering group meeting	Status	Final steering group meeting	Outcomes published?	Duration between first and final meeting
Birmingham and Solihull	18/09/2015	Completed	03/03/2016	Yes	5 months, 14 days
Greater Manchester	21/09/2015	Ongoing	n/a	No	9 months, 9 days*
Sheffield City	28/09/2015	Completed	17/06/2016	Yes	8 months, 20 days
Tees Valley	01/10/2015	Completed	13/05/2016	Yes	7 months, 12 days
Sussex	05/11/2015	Completed	16/05/2016	No	6 months, 11 days
Solent	05/11/2015	Completed	08/06/2016	No	7 months, 3 days
West Yorkshire	16/11/2015	Ongoing	n/a	No	7 months, 16 days*

* final meeting not held so as at 30/06/2016

Post-16 education and skills area reviews have so far gone “surprisingly well”, according to Nick Boles, who has admitted he expected them to be “more painful, more quickly”.

The skills minister’s positive comments to the Association of Employment and Learning Providers conference on Monday however contrasted with his plea two weeks earlier, for colleges to co-operate more with Greater Manchester steering group chair Theresa Grant, following a string of FE Week revelations about clashes over possible mergers.

All bar two of the first wave of area reviews are now thought to have finished – although not all have published their outcomes (see table).

The earliest steering group meetings for wave one were held way back in September.

Guidance published by the Department for Business, Innovation and Skills at the time gave a typical timescale of three to four months for each review – but this was extended to four to six months when the guidance was updated in March.

Only one area from the first wave actually managed to complete by the six-month deadline – Birmingham and Solihull, which ended in early March, proposing one merger.

The Association of Teachers and Lecturers subsequently branded it a waste of time and money, because it had only resulted in “limited change”.

Tees Valley’s review completed in May, seven and a half months after it started, with three proposed mergers.

Sheffield City became the third area to announce its outcomes last month – almost nine months after its first steering group meeting – which included just two merger proposals.

FE Week understands that both the Solent and Sussex reviews have held their final steering group meetings, but the recommendations from these reviews – which both began on November 5 – have not yet been published.

A statement issued on June 24 by Ms Grant said the Greater Manchester review was in its “final stages” – but it did not include any recommendations, nor did it say if the review had held its final steering group meeting.

Mr Boles was forced to urge the colleges involved to take her comments on board

and “grasp the [merger] opportunities more boldly”, during a parliamentary debate on FE in the area on June 15.

The West Yorkshire area review, which began on November 16, is expected to hold its final meeting in July, according to a spokesperson for one of the colleges involved.

Martin Doel, chief executive of the Association of Colleges, challenged Mr Boles’ optimism about the area reviews.

He said there had been some “concerns” about the early reviews; “late and inaccurate data was presented to colleges, along with weak administrative arrangements and lack of analysis to support any options being put forward by the FE Commissioner’s team.”

He also warned of the “significant risk” that colleges involved in the later waves would be “preoccupied” by

the reviews “when they should be preparing for apprenticeship growth and other policy developments”.

James Kewin, deputy chief executive of the Sixth Form Colleges Association, said that sixth form colleges had dealt with the reviews “incredibly well”.

But he

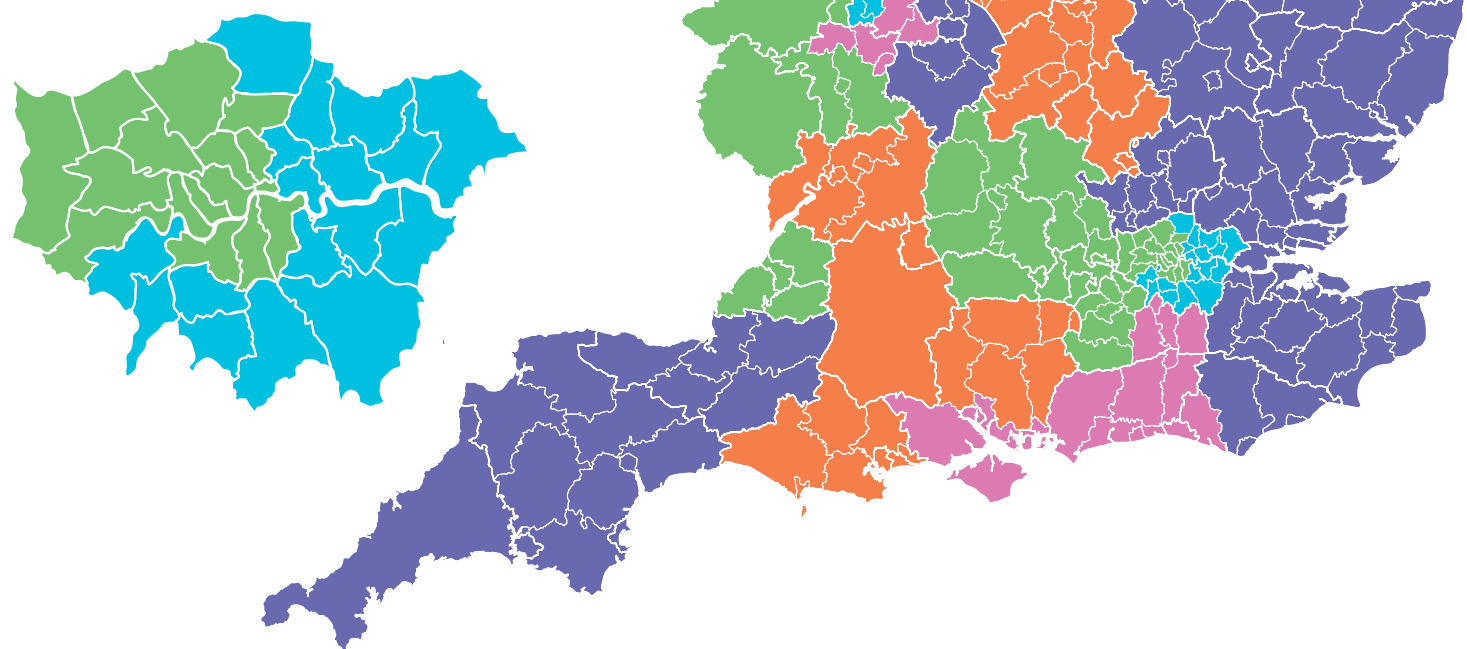
said that timing had been “one of the biggest challenges” to the process, and called for more flexibility through both the review process and the implementation phase.

“Rushing colleges through a four-month process is not conducive to sensible, long-term decision-making,” he said.

BIS has now announced all the colleges involved in the first three waves of the reviews, as well as indicative areas for the fourth and fifth waves.

All area reviews are expected to be completed by March 2017.

LONDON AREA:



Area review waves					
	One	Two	Three	Four	Five
	Started Sept 2015	Started Jan 2016	Started Apr 2016	Due to start Sep 16	Due to start Nov 16
Area	Birmingham and Solihull	The Marches and Worcestershire	Cumbria	Leicester and Leicestershire	Essex
	Greater Manchester	Thames Valley	Liverpool City	Gloucestershire, Swindon and Wiltshire	Derby, Derbyshire, Nottingham and Nottinghamshire
	Sheffield City	West of England	London (South)	North East	Somerset, Devon, Cornwall and Isles of Scilly
	Tees Valley	Cheshire and Warrington	Black Country	Dorset	Hertfordshire
	Sussex	Stoke on Trent and Staffordshire	Coventry and Warwickshire	Greater Lincolnshire	South East Midlands
	Solent	London (West)	London (East)	Lancashire (east of M6)	Greater Cambridgeshire and Greater Peterborough
	West Yorkshire	Surrey	Hampshire	Lancashire (west of M6)	Norfolk and Suffolk
	London (Central)		York, North Yorkshire and Humber	Kent	

NEWS

Hackney mayor named as deputy mayor for planning, regeneration & skills

ALIX ROBERTSON
@ALIXROBERTSON4

The mayor of Hackney has been appointed deputy for planning, regeneration and skills by London mayor Sadiq Khan.

Jules Pipe, who became the first directly elected mayor of Hackney in 2002, will focus on providing young people with skills for their future careers, alongside looking at housing and infrastructure development.

He will stand down from the Hackney mayoralty and his chairmanship of London Councils next month to start his full-time role at City Hall.

Upon his announcement, he declared himself “delighted to be working with Sadiq” and “passionate about London”.

He added: “It is vital we use all the levers of City Hall to pursue a vision for the capital that delivers all its key needs.

“Young Londoners must be given the skills needed to access all the opportunities available to them in our great city.”

London’s new mayor Mr Khan said that he “brings to City Hall extensive knowledge of the capital, and the key challenges it faces”.

“He and I share a determination to ensure London’s prosperity is shared by all Londoners, and that we plan ahead to equip the city for its future economic, infrastructure, skills and housing needs,” he said.

“Jules will be a fantastic addition to my top team at a time when London needs a



Jules Pipe

Sadiq Khan

stronger voice more than ever before in championing its unique interests, following the fallout from the EU referendum result.”

Mary Vine-Morris, the director of the London region for the Association of Colleges, also gave her support for Mr Pipe’s appointment.

She said: “Jules Pipe has a wealth of knowledge and understanding of London and we are pleased to see him appointed as deputy mayor for planning, regeneration and

skills.

“Area reviews and the future devolution of skills funding are two of the issues most concerning colleges.

“We look forward to working with him collaboratively as we seek to meet the future skills needs of London.”

Mr Khan became the city’s first Muslim mayor, after beating conservative Zac Goldsmith by 1,310,143 votes to 994,614 on May 7.

He subsequently told FE Week what he hoped to achieve for the sector.

He said: “I was lucky to get a good education and go on to university, but I want all Londoners to have the same opportunities to get on in life that this great city gave me – whether that’s through apprenticeships, FE or other routes to employment.

“I am going to be a champion for London’s neglected FE sector so that it can work for both Londoners and businesses.”

“Offering CPD opportunities, online resources and support for practitioners, SET is the strong professional network that I want to be part of. I also encouraged my staff to complete the SET online self-assessment tool which they found greatly useful.”

Gillian Mattocks,
SET member



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 Society for
Education
and Training

Fears private sector will 'asset strip' colleges

FROM FRONT

JUDE BURKE
@JUDEBURKE77

EXCLUSIVE

impact financial models.

"Mergers, joint ventures and other collaborative arrangements could alter the status of the provider. This needs to be investigated."

The news comes in the same week as a report by London Work Based Learning Alliance called for a level playing field among providers in London, and warned against a state owned monopoly.

BIS guidance, published in March, revealed for the first time that the government is planning to introduce an insolvency regime for colleges.

It said that, following the area reviews, the government planned no longer to bail out colleges in financial trouble, but would instead allow them to go bust.

When FE Week asked the Association of Colleges' chief executive Martin Doel about the principle of private sector firms buying up colleges, he reacted with alarm.

"Private organisations should not be able to asset strip colleges' buildings and facilities or pick and choose students or courses according to how much profit they might generate," he said.

The FE sector could be facing a "fire sale" of FE colleges, according to shadow skills minister Gordon Marsden, after a leaked government report indicated that they could be sold off to the private sector.

A draft document seen by FE Week, called 'Framework for due diligence in the FE sector following area reviews', looks ahead to a post-area review world for colleges.

The most worrying section was titled 'Acquisition of an FE college by a private sector organisation'.

It reads: "Private sector organisations such as private training providers may be interested in the acquisition of FE colleges.

"They may have different benchmarks and parameters as to what is acceptable in terms of both curriculum and financial performance of the college involved."

After learning of the report, Mr Marsden said: "It's alarming that people are already turning their minds to how they can sell off what are in many cases historically public estates to whoever. It would be wrong if BIS was just able to run a fire sale."

The document, dated June 2016, also raised questions about the impact of private sector involvement on colleges' VAT exemptions.

It said: "There is a significant and increasing number of private sector organisations operating in FE.

"Not all providers are exempt from VAT and collaborative arrangements with non-empt providers could have a significant

Private equity firms approached for comment by FE Week	Education investment example	College as a viable investment?
Montagu Private Equity 	College of Law (bought in 2012, sold in 2015)	"Decline to comment"
Sovereign Capital 	GSM London; Alpha Plus Group; Astrum Education Group; BIMM Education; Lifetime Training (sold 2016)	"Decline to comment"
Silverfleet Capital 	Lifetime Training (bought 2016)	"Decline to comment"
LDC 	Learndirect (bought in 2011)	"Decline to comment"

"Any private sector organisation that wanted to buy a college must be required to adhere to the same rules as a college already does and meet the same duties and responsibilities to students, staff and community."

But Mark Dawe, the Association of Employment and Learning Providers' chief executive, who has previously called for a level playing field for all providers, said: "If the government is genuinely looking for the right solution to give a long term sustainable future to a failing college, it should be open to consider all propositions."

FE Week contacted a number of private equity firms to see if they would be interested

in buying colleges, given their previous education investment portfolios, but they all declined to comment (see table).

The University and Colleges Union, which published a report in 2012 calling for greater regulation of private equity firms in the education sector, warned against such firms getting their hands on FE colleges.

A spokesperson warned that private equity firms in America had been "shown to offer derisory rates of graduation, crushing levels of debt and of course dubious value".

She added: "We see little merit in allowing them greater access to the UK education sector."

BIS declined to comment.

Apprenticeships 'morally wrong' without end-point clarity

ALIX ROBERTSON
@ALIXROBERTSON4

It is "morally wrong" to put someone on an apprenticeship without clarity around the end-point assessment, according to a former senior BIS adviser.

Dr Susan Pember, was head of further education and skills at the Department for Business, Innovation and Skills for 12 years, retiring in April 2013, made the remarks in a debate at the Association of Employment and Learning Providers annual conference on June 28.

She said: "I think it's really morally wrong to start an apprentice on a programme when you don't know how they are going to be tested at the end.

"You wouldn't start somebody on the equivalent of an A-level without knowing the assessment at the end."

She said she felt the infrastructure currently being developed by BIS and the SFA, with a new set of providers that only offer end-testing, is "open to fraud" and "misuse".

Dr Pember's remarks elicited a round of applause from the audience of delegates.

In response to a subsequent audience question on how to avoid providers teaching for these end-tests, Peter Lauener, boss of the Skills and Education Funding Agencies,



described end-assessment as "the servant of the process, not the master".

But this was disputed by Mark Dawe, chief executive of AELP, who said: "You can say that but it never happens.

"The end-point assessment drives behaviour and you will get teaching to the test."

He added: "The whole thing around end-point assessment – I just think is a nightmare.

"I have heard it in so many corners now

that it is a car crash that is going to happen."

FE Week's report on the debate provoked a retort from Terry Fennell, group operations director at skills charity the Food and Drink Training and Education Council, who expressed his frustration that Dr Pember's criticisms were directed at all providers of end-point assessment.

He said: "I am not sure how many apprenticeship assessment plans Dr Pember has read in detail.

"However, the vast majority do outline the expectations for end-point assessment, and it is the approved Apprenticeship Assessment Organisations who will take professional responsibility for ensuring the quality of validity, reliability and consistency in the application of the process."

He said felt it was "disingenuous" to suggest AAOs, many of which are regulated awarding organisations, are "going to allow misuse or fraudulent practice to take place under their watch".

However, he agreed that "the government could be doing more to encourage awarding organisations whose core business is 'independent assessment' to get involved in the design and development of high-quality end-point assessments".

Mr Fennell also addressed Mr Dawe's response in the debate, adding: "Mr Dawe was



chief executive of a very large and respected awarding organisation [OCR]; he knows what valid assessment is all about and how it should be developed – so by all means question the government's strategy for end-point assessment design, but please do not question the integrity of all the prospective providers of end-point assessment until you have seen the finished articles."

BIS declined to comment further on Dr Pember's comments.

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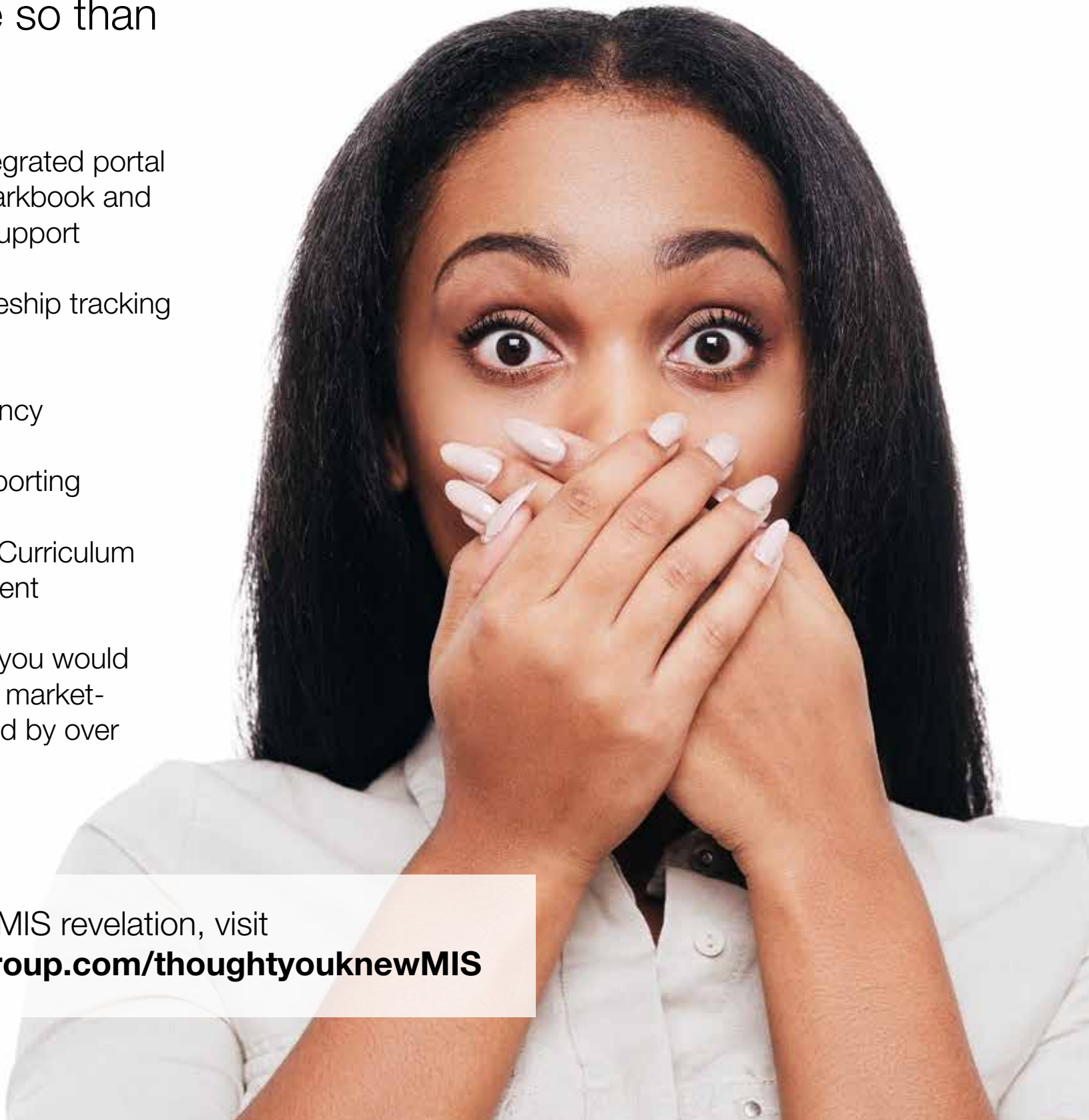
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#AELP2016

TWO DAYS OF TENSION AND DRA

AELP DAY 1

The turbulence that followed the outcome of the EU referendum lent an unmistakable buzz to this year's annual conference of the Association of Employment and Learning Providers.

Delegates arrived at the Novotel West in Hammersmith on June 27 with a packed first day in store, and received a warm welcome from conference chair Janet Murray.

Martin Dunford, AELP's chair, gave his opening address to a packed main

hall, announcing that the organisation's membership had surpassed 800 for the first time.

Employment minister Priti Patel was unable to attend, but skills minister Nick Boles and his shadow Gordon Marsden managed to dash across town despite the turmoil in Westminster.

The day was rounded off with a gala dinner, with guests dancing the night away to the tunes of Paloma Faith's band 'The Faithettes'.



Push foot through LEP door

Ann Limb, chair of South East Midlands Local Enterprise Partnership, urged providers at AELP 2016 to not be "downhearted" about their current involvement with the LEPs – adding that they should "push their foot through the door".

Her comments came in response to the welcome address from AELP chair Martin Dunford, who revealed that almost half of AELP members felt LEPs weren't involving them in strategic planning.

Ms Limb advised delegates to seek out the skills lead at their LEP and press them for a meeting.

She acknowledged it was difficult for independent training providers to get into the "LEP space" at the moment, "because if LEPs are thinking about skills they are having, predominantly, to think of it in relation to the area-based reviews".

However, she insisted that ITPs remember they are "equally as valid in the training space" as colleges.

Apprenticeship reforms delay warning

Skills Minister Nick Boles warned delegates that they could expect further delays on apprenticeship reform announcements, following the British public's leave vote in the EU referendum.

The sector had been awaiting further funding information for apprenticeship reforms by the end of June.

But Mr Boles said during his speech that Brexit would cause a "little delay".

The information is still expected to appear

before the summer recess, he added, along with a report on Lord Sainsbury's review of technical and professional education, and a long-delayed new skills white paper.

Despite this hold-up, Mr Boles assured the audience that plans for introducing the apprenticeship levy remained unchanged.

He said: "We should all continue to assume and work on the assumption that the apprenticeship levy is coming in as planned."



Multiple traineeships failures claim

Shadow skills minister Gordon Marsden took up the topic of traineeships at AELP 2016, following on from his points at an FE Week parliamentary debate on the topic in June.

He stressed again that while he supports the concept, the government had failed to promote and target traineeships properly.

Mr Marsden told delegates from the main stage: "It was the right concept, but ministers have frittered away three years failing to promote it, failing to explain it, and failing to target. Even now they are

unsure.

"Are they entry points to the world of work, or are they stepping stones for achieving apprenticeships?"

The criticism follows an FE Week exposé of shockingly low progression levels to apprenticeships.

We discovered through a Freedom of Information request to the Skills Funding Agency, that just 450 (nine per cent) of 5,200 traineeship completions for 19- to 24-year-olds in 2014/15 started an apprenticeship.



Talking Chartered Status

In his first speech on the topic, the chair of the Chartered Institution for Further Education, Lord Lingfield, spoke about the role of the new independent body and what it could offer providers.

He told the audience that membership – which is only available to corporations – would cost £5,000 per year, on top of a £3,000 joining fee.

Lord Lingfield added that prospective members must "reach and maintain the high standards of entry which the Chartered Institution is developing".

However, more than half of the conference delegates voted to reject joining

the CIFE in a poll at the end of the session.

A majority of 54 per cent said they were not interested in applying for membership, or it was not relevant to their organisation.

Just six per cent said they would be ready to consider membership now.

The other 40 per cent said it might be something for the future.



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AMA AT THE AELP CONFERENCE

AELP DAY 2

Day two of the conference saw a lively kick-off, as Dr Susan Pember and Peter Lauener locked horns over end-point assessment.

Delegates then had the chance to attend two rounds of workshops with a choice of almost 30 topics.

The afternoon brought a moving speech from Jenny Mullinder of Youth Employment UK, who explained how volunteering had affected her life, receiving a warm response from the audience.

Then Shakira Martin burst onto the stage, rousing listeners to take heart about the future

of their work, before Dr Neil Bentley gave an inspirational presentation on the WorldSkills competition.

Claudia Harris introduced the work of the Careers and Enterprise Company, which spurred a fiery debate that even Mark Dawe couldn't help joining.

Finally Bob Harrison from Toshiba entertained listeners with his thoughts on the future of technology for the sector, and Paul Joyce gave Ofsted's perspective to round off a truly vibrant and engaging conference.

Tension in room post Brexit

Shakira Martin, the National Union of Students' vice-president for FE, took the audience by storm with her speech on the afternoon of the second day.

She called on the audience to ensure that the political climate following the EU referendum did not distract the sector from delivering for young people.

In particular she said young apprentices needed to be represented by the new Institute for Apprenticeships, saying that she was waiting for the call to say that she or one of her colleagues would be put on the board.

She spoke passionately about the importance of the opportunities that FE can offer young people, saying that apprenticeships must be seen as a real alternative to higher education and emphasising that they are "education for a career not just training for a job".

She scrapped her notes to speak freely to the audience, after observing: "I can feel the tension in this room about what the future of our sector will be."

Ms Martin also won a round of applause for announcing that a new NUS apprentice support service will be launched this summer.



Confrontation over careers company

Claudia Harris, chief executive of the Careers and Enterprise Company, was confronted after delivering her speech by AELP boss Mark Dawe (pictured inset).

He challenged her over a lack of access to the company's services for independent training providers.

"Across the country they're not having access to your services," Mr Dawe said.

"We're getting cases sent through every week now where they have been told 'sorry you're an ITP, you're not a school or college, so your young people

are being excluded from our service'."

Ms Harris argued that the role of the company's advisers is "to work directly with schools and colleges", and she admitted that the advisers are currently "not working with ITPs".

Mr Dawe asked what this meant for 16- to 18-year-olds in ITPs who need careers advice.

She said: "The role of the advisers is to help schools to understand and navigate this complex environment, and we don't understand that being a problem for the ITPs.

"If you think that it is, we're happy to look at it and reconsider it."



FE Week would like to thank AELP and OCR, the sponsors of the conference and supplement, for permitting unlimited coverage of the event.

Ofsted inspection assurance

The last headline speaker of the conference was Paul Joyce, deputy director for FE and skills at Ofsted.

A question from the audience prompted Mr Joyce to address comments made by AELP chair Martin Dunford when the event opened.

Mr Dunford had accused Ofsted of favouring traineeships that concentrate on classroom-based maths and English, rather than training in the workplace.

Mr Joyce said: "Inspectors are absolutely aware that the main focus of a traineeship programme is the progression points to a positive destination – so to employment, to an apprenticeship or to an FE course.

"That will carry the most significant weighting when inspectors are evaluating the quality of your programme, as that is its main aim."

AELP's chief executive Mark Dawe has previously claimed in FE Week that providers are being given "required to improve" gradings by Ofsted "based solely on English and maths outcomes", which provoked a letter to the paper from Mr Joyce, who denied that the subjects had an "overriding influence" on inspections.



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AELP 2016

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AELP CONFERENCE

An FE Week Twitter poll on the opening day of the AELP conference asked whether Skills Minister Nick Boles should announce that apprenticeship reforms would continue or not post-Brexit.

Of the choices available, most opted for scrapping them – which was not a view shared by the delegates we spoke to (see below).

Mr Boles then indicated in his

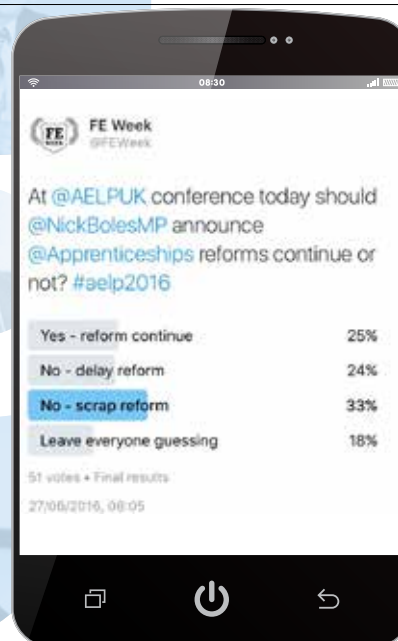
speech to delegates that the government planned to press on with plans for the levy due in April, and wider reforms.

We also asked conference delegates, and a selection of sector leaders, for their wider views on the British public's decision to leave the European Union through the referendum on June 23.

You can read their wide ranging comments on page 13.

VOX POP QUESTION:

IS THE GOVERNMENT RIGHT TO PLOUGH ON WITH APPRENTICESHIP REFORMS? OR SHOULD IT PAUSE - OR EVEN SCRAP THEM ALTOGETHER?



mike ellicock
@mikeellicock
Follow
@NickBolesMP presenting #aelp2016. The need for skills going to be even greater OUT than IN. Didn't comment on numeracy levels re. vote...

Gareth Jones
@GarethJones
Follow
So the main event @NickBolesMP came and went. Yes there's uncertainty but you know the detail. Just tell us. #aelp2016 #poor

Corrina Hembury
@CorrinaHembury
Follow
Frustrated that the focus from @bisgovuk is 'employers' not 'providers' - this a provider conference and we need to plan too #aelp2016

Peter Thompson
@PThompsonT10
Follow
Focus is Levy levy levy and engage with employers! What about the learner? What do they want? @AELPUK #aelp2016 @FEWeek



DAVID PHILLIPS
Director of product marketing,
City & Guilds

I think pausing very briefly and just reconsidering the implications of Brexit. I don't think it will make any difference; I think we'll carry on. But now is a good time, if any, just to do a sense check.



ANNE WRIGHT
Operations director,
Workpays

We've waited long enough – we all need to keep the momentum going with our own teams and keep our own workforces stable.



CLAIRE BUCKLAND
Head of Uni@Work,
Coventry University

More than ever we need to have the opportunity for young people to be invested in. The timescales are very tight, but people are starting to gain momentum behind it now, and it would be foolish to abandon it at the last minute.



NEIL SMITH
National sales manager,
Blackpool and the Fylde College

I think in the wake of all the uncertainty over Brexit, the sensible thing to do is to press on with policies you've already put forward.



JEANETTE ROSATO
Finance director,
TSP Learn

We've completely geared up for this; we've been talking to employers for months, we've been raising expectations – we can't now go back and say, "actually everybody, what we've been talking about, that's not going to happen".



JULIE MCCRACKEN
Social inclusion team leader,
Genius Within

It helps to mitigate against panic reaction, and it's a really good thing that we're going to be focusing on growing our own talent.



JAMES BISHOP
Managing director,
TSP learn

There is certainly a lack of consistency in some of the messaging, so for that reason: stay on course, stay on target.



SUE WRIGHT
Director of employer services and partnerships,
Huntingdon Regional College

The apprenticeship reform is unaffordable in the long term without that kind of employer contribution, but I'm still worried about the timing.



PROFESSOR DANIEL KHAN
Principal,
St Patrick's College

Now that we voted to leave the EU there's even more crucial demand for skills training, because a lot of the employment opportunities filled from abroad will now have to be filled by local people.



SHARON MCCLUSKEY
Employer and learner engagement officer,
Children's Link

I think we've known this is coming for a while and – while there is resistance – now we're on that journey, I think abandoning or pausing it now would only throw everything into more tumult.

For more detailed coverage from the AELP conference download the 16 page supplement

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CE 2016 VOX POPS



HELEN McANALLY

Founder and Director of Executive Search and Senior Appointments, Parkhouse Bell

I think it will be a good thing. Britain will have to ensure that its skills are meeting the needs of employers.



VIRGINIE ROMAN

CEO, London Skills and Development Network

Whether or not the UK government will step in to put in the funding to replace the European Social Fund - which has already been severely delayed - is a concern.



ARIT EMINUE

Director, DIVA (Apprenticeships)

Employers' knee-jerk reaction has been to freeze recruitment, and a few of them have said there will be redundancies. If the levy payers are not hiring, they're being taxed for something they're not using. And then will there be as much confidence in the levy?



SUE REYNOLDS

Operations Director, Train 4 Talent

The new minister needs to be clear that the government understands the nervousness of employers about what's happening in the City. We need to have a really strong prime minister.



MARION MARSLAND

Chief Executive, TICA

It's crystal ball gazing. If we'd voted to stay in, I'd have given you the same answer: who knows?



BEEJ KACZMARCZYK

Non-Executive Director, Learning Curve Group

A lot of our apprentices are from Eastern Europe. We filled jobs in health and social care, and construction or warehousing with migrant labour. Where are we going to get that from? From our own kids? They don't want the jobs.



FRANK McMAHON

Managing Director, YH Training Services

The uncertainty about the levy is not going to help the matter. The government needs to make a decision pretty quickly otherwise they won't make the April deadline.



MARK DAWE

CEO, AELP

It looks like it will increase the need for training and apprenticeships. British industry will need home-grown talent.



CHRIS QUICKFALL

Managing Director, Equality learning (EQL)

We work with lots of government funding. No one knows what's round the corner. If the government don't have a clue, it's almost impossible for us to begin to respond.



SALLY HUNT

Director general of the University and College Union

At the moment, we have more questions than answers about the impact of Brexit. We do know that EU funding supports many adult learners to improve their skills, so government must ensure that those opportunities will not be lost and prioritise investment in the full range of skills which help the UK to remain outward-looking and competitive.



MARTIN DOLE

Chief Executive, Association of Colleges

If you have got a big hole in the public finances why would you make it any bigger? Nick Boles is right to continue with the planned implementation of the levy.



ANDY WILSON

Principal of Westminster Kingsway College

On a professional level the referendum result is concerning because it introduces a new set of uncertainties at a time when the sector already has enough to cope with. On a personal level, I am disappointed because it represents an inward looking, reactionary body of opinion which undermines so much of what FE is about.



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FE COMMISSIONER
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DIRECTOR IN THE REFORMING FE
PROVISION UNIT AT BIS
PETER LAUENER, CHIEF EXECUTIVE
AT THE EFA AND SFA

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SPEAKERS INCLUDE:

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IMPLEMENTATION AT BIS
FARIBA CARR, STANDARDS AND
ASSESSMENT POLICY LEAD IN THE BIS/
DFE APPRENTICESHIP DIRECTORATE
DAN FOSTER, DEPARTMENT'S POLICY
LEAD FOR THE REGISTER OF ASSESSMENT
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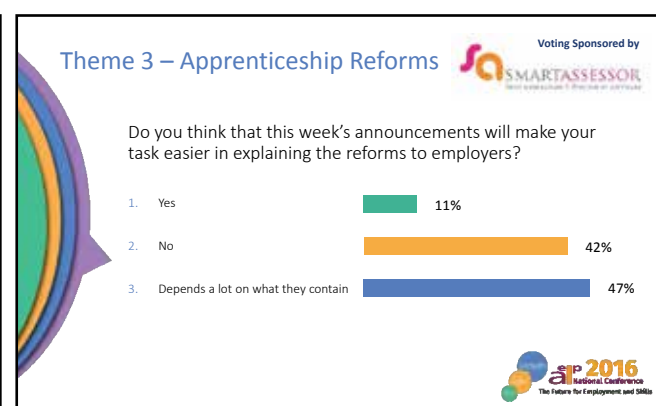
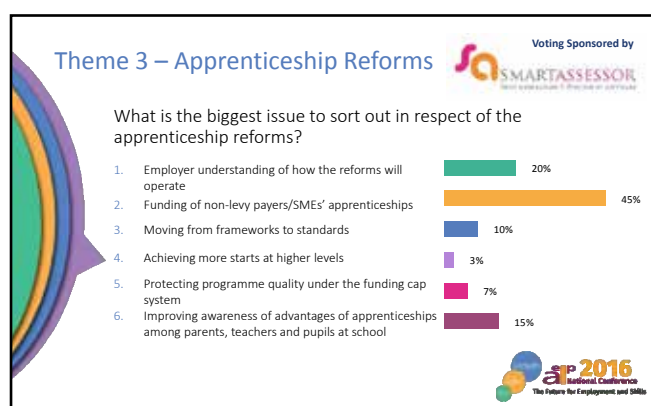
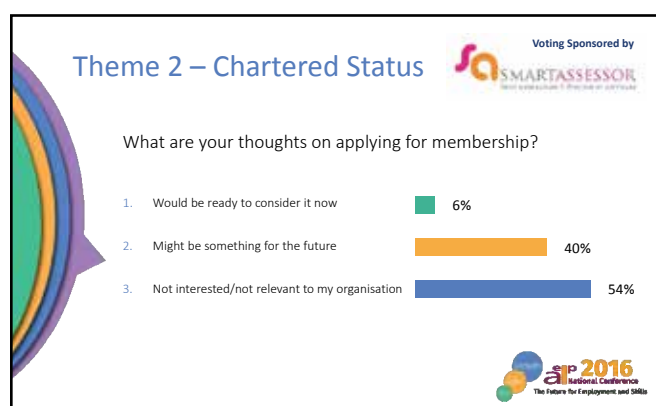
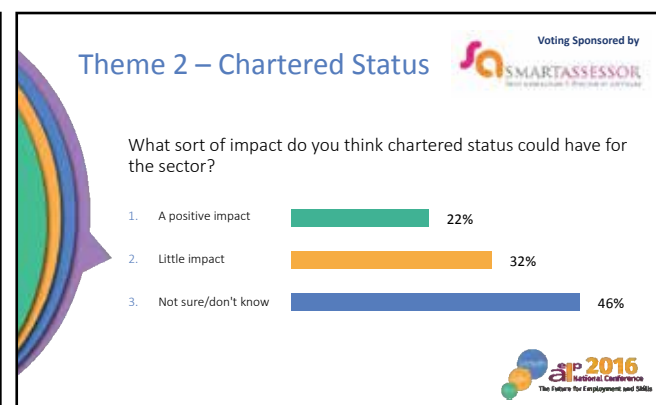
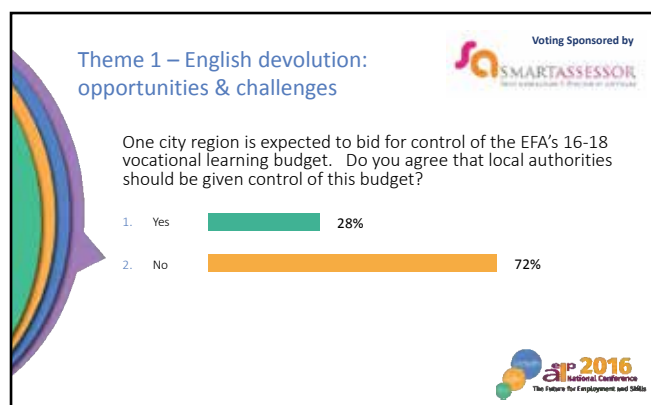
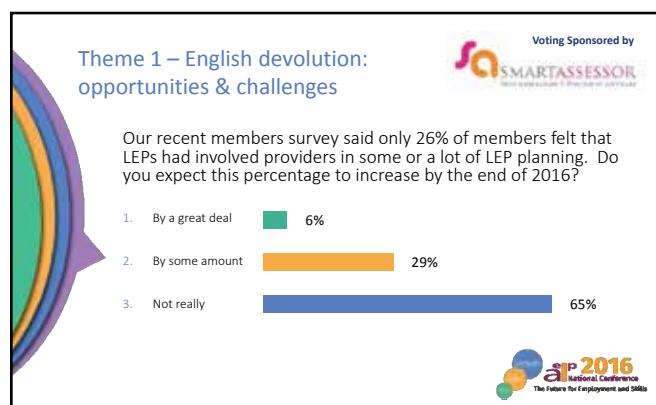
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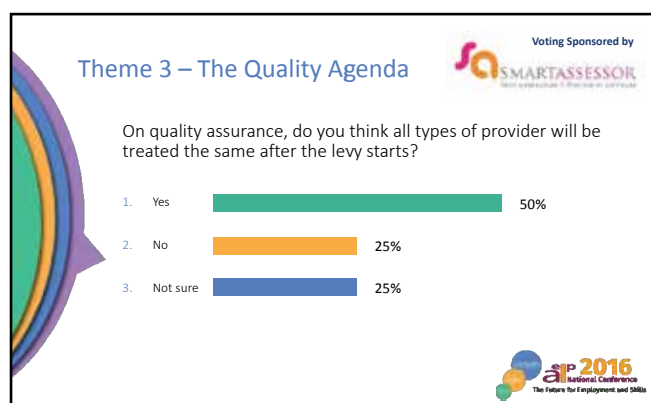
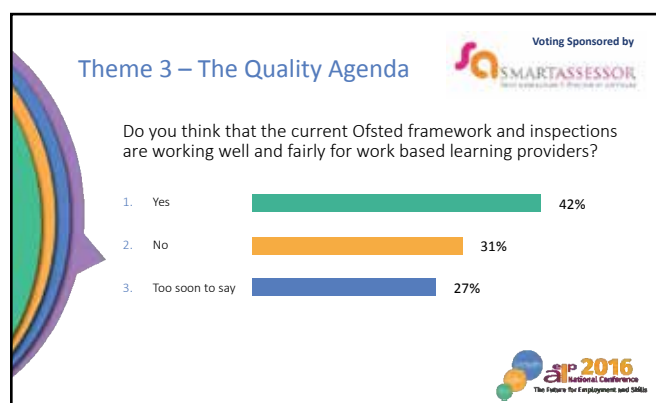
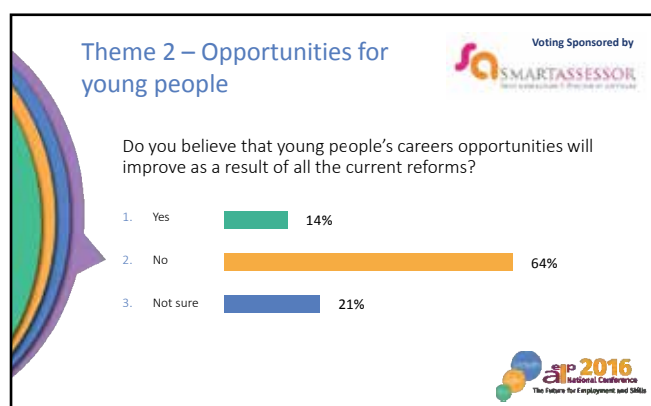
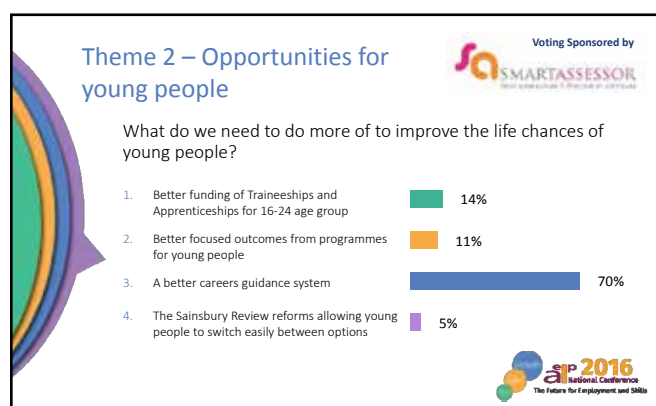
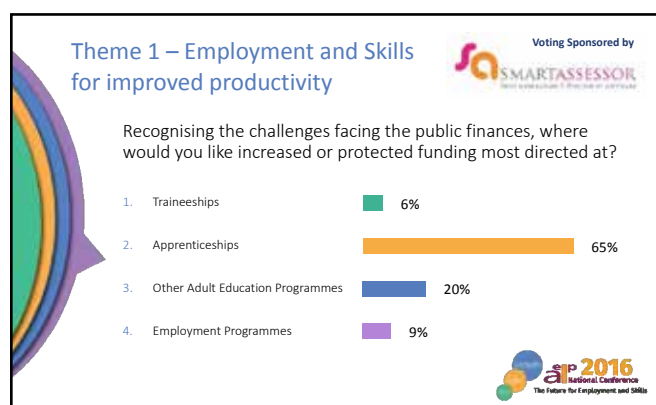
#AELP2016

AELP delegates polled on hottest topics

Voting results from Monday, 27 June



Voting results from Tuesday, 28 June



For more detailed coverage from the AELP conference download the 16 page supplement

#AELP2016

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EDITORIAL

Keep profit out of colleges



What should the government do when a college goes bust?

This isn't a hypothetical scenario, as it happened to K College in 2013.

After tens of millions in bail-outs, a desperate Skills Funding Agency held a tendering process and open days to flog-off the five campus assets and contracts.

No deal was done, but subsequently two neighbouring colleges have successfully taken over the sites and provision.

What this showed was that with government support, the college sector was capable of rescuing and restructuring itself.

And there should be more college takeovers like this where needed – forced if necessary.

Every community deserves a not-for-profit college and the tax paying public should expect it to be financially efficient.

Both should be possible.

So when colleges go bust the first in the queue with a rescue plan shouldn't be those with profit motives.

It should be successful colleges, with short-term financial support where needed.

Nick Linford, Editor
news@feweek.co.uk

GOVE FOR PM TWEETS

Noel Hathaway @BelperGuitarist
Went well for Gove whilst at Education didn't it? Will the UK become one big academy now? #canitgetworse

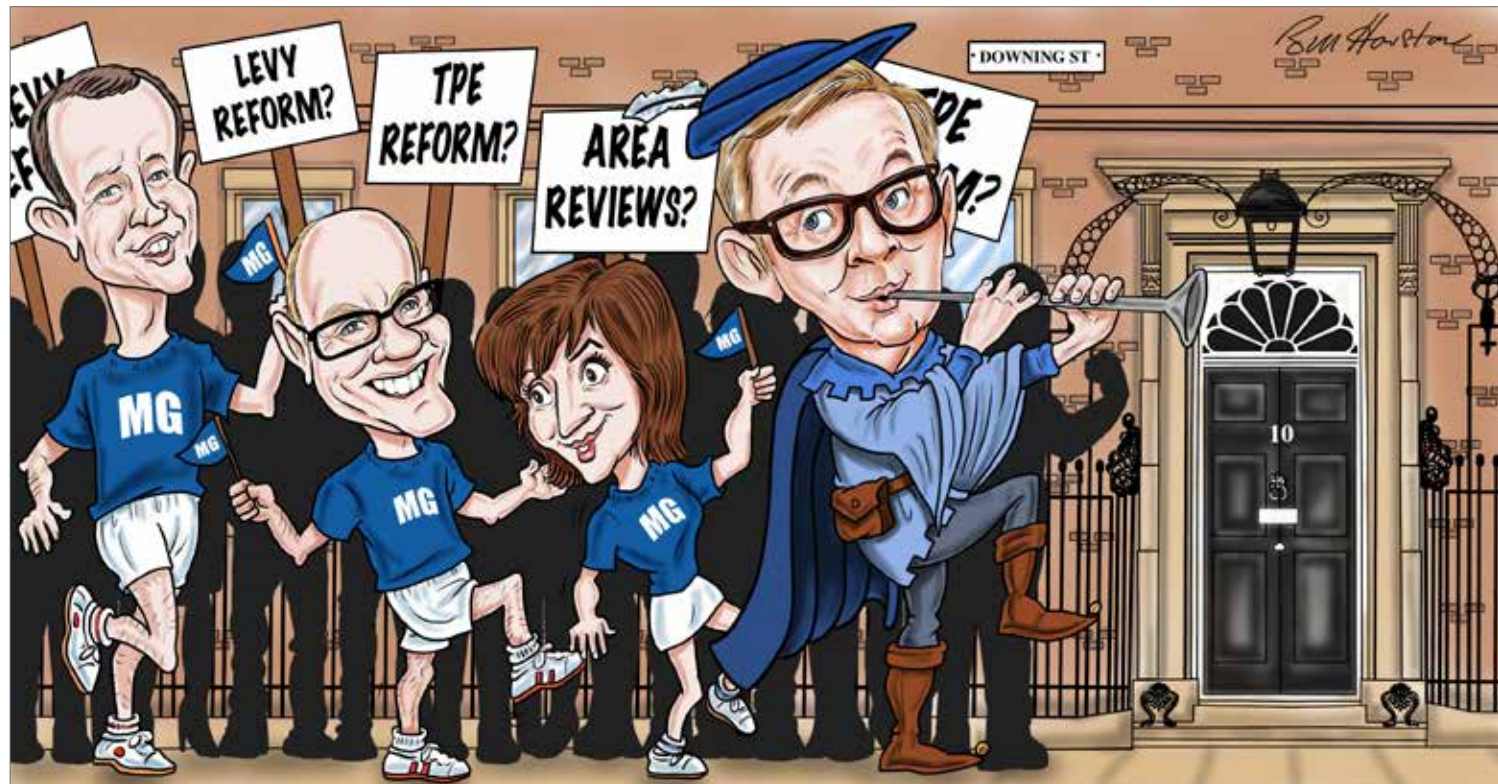
Ben Gunn @prisonerben1
We need a leader with steady hands guided by a keen mind. I support #Gove. #tory #leadership

Neelam Hussain @NeelamHussain6
Micheal Gove had such fun tearing Education apart. How is he going to unite the whole country?

Jo Richards @JoRichardsKent
Gove says that he wants to "heal and unite". Just looking at his recent past . . . how well did he "heal and unite" as Education Secretary?

Matthew Davis @mjDavis1
If Gove becomes the prime minister of my beloved UK, I'm leaving. I want my children to have a decent education

Wendy Hart @WendyHart3
Just look at the way #Gove united the teaching profession - against him ! perhaps he can do the same for the country ? #hubris



Education ministers back Gove on road to Number 10

ALIX ROBERTSON
@ALIXROBERTSON4

The secretary of state for education, skills minister and schools minister have today all reportedly backed Michael Gove's bid to become the next prime minister.

Nick Boles' decision to support Gove, himself a former education secretary, in the Conservative Party leadership race was a defection the now-defunct campaign of Boris Johnson, who announced he was out of the running for Tory leader within minutes of the noon deadline for registration today.

Mr Boles had previously released a statement on conservativehome.com, backing Mr Johnson. He wrote: "He is a modern, liberal Tory, who won two elections in a city that is naturally Labour, who has grown immensely in stature and maturity in his eight years as Mayor, and who will lead the country with the same humanity and sense of fairness that he brought to the leadership of our capital

city."

But Mr Boles' support was rumoured to have flipped shortly after Mr Gove threw his hat into the ring on Thursday.

Nicky Morgan, the current education secretary, has also announced her support for her predecessor, releasing a statement on her website that said: "Having spent the past week talking to colleagues in parliament, party members and constituents, I have concluded unequivocally that the right person to do that is Michael Gove and I am delighted to be endorsing his candidacy today."

On Twitter, schools minister Nick Gibb also gave his backing, posting: "Michael Gove is the man the party and country can trust to deliver Brexit. He is a passionate believer in social justice and a true reformer."

Sam Gyimah, on the other hand, the childcare and education minister, came out for home secretary Theresa May's leadership campaign, writing on Twitter: "I'm backing Theresa May to be PM because

she alone can unify and deliver for our country at this critical time."

The wrangling within the Conservative party raises further doubts over the timeframe for the launch of the apprenticeship levy, release of information around technical and professional education reforms in the long-awaited Lord Sainsbury report, and outcomes of area reviews.

Delays to all three policy areas have been extensively reported by FE Week in recent months and have caused concern within the sector — despite Mr Boles' attempt to reassure the Association of Employment and Learning Providers' conference last week, when he claimed that more information would be available before the summer recess.

The new Conservative leader will be announced on September 9, with voting beginning in July. At the time of publications, Mr Gove's was second favourite to win the race with odds of 10/3 at William Hill, and 4/1 at Ladbrokes.

COMMENTS

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

It is not unfair to expect learners to achieve their GCSEs, but totally unrealistic! They have had 11 years in school, and have been 'hot housed' to achieve a grade D in English and maths. These skills are not consolidated. A recent learner in FE stated that her school teacher helped her achieve the D grade, but this learner had never consolidated these skills independently. The FE provision suffers from a multitude of problems: poor senior management in many cases, poor recruitment of teachers, a lack of good teachers to employ, poor planning and tracking, poor analysis of students' initial starting points, lack of English and maths skills in the workforce, old fashioned working arrangements AND only -at best - 36 weeks and 3 hours a week (if you're lucky) to get the D into a C of boring, classroom based teaching. A recipe for disaster.

AJ

'Morally wrong' - says former top BIS official over unknown apprenticeship end-point assessments

I am not sure how many apprenticeship Assessment Plans Dr Pember has read in detail, however the vast

majority do outline the expectations for end point assessment and it is the approved Apprenticeship Assessment Organisations (AAOs) who will take 'professional' responsibility for ensuring the quality of validity, reliability and consistency in the application of the process. It is disingenuous to suggest AAOs most of whom are regulated Awarding Organisations are going to allow misuse or fraudulent practice to take place under their watch, however I do agree the Government could be doing more to encourage Awarding Organisations whose core business is 'independent assessment' to get involved in the design and development of high quality end point assessments. Mr Dawe was CEO of a very large and respected AO, he knows what valid assessment is all about and how they should be developed so by all means question the Gov't strategy for EPA design but please do not question the integrity of ALL the prospective providers of EPA until you have seen the finished articles.

Terry Fennell

Wilshaw calling for every major multi-academy trust to include a UTC

In what world does a discredited educational strategy suddenly become central to improving the opportunities for young people? In Wilshaw world

this seems completely sensible; meanwhile, in the real world, someone needs to tell him that no one gives a toss what he thinks anymore and that he should shuffle off into retirement quietly before he does any further damage.

LRoding

It may not have been immediately apparent from the announcement on May 12 of the opening of a new Sixth Form school – The London Academy of Excellence Tottenham – in September 2017, that this means the end of Tottenham UTC after next academic year. The UTC building will house the new school, the result of a newly forged partnership between Highgate Independent School and Tottenham Hotspurs FC.

Andy Forbes

UTC's are proof that Einstein was right. They are a rehash of the old CTC, an experiment that failed with aplomb.

UTC's lack the specialisms that colleges of FE hold and use personnel that have little, or no industrial experience (just like Wilshaw, who only succeeded when he could pick and choose his students). If you want kids to be set to fail, use a UTC. If you want them to gain the correct knowledge, use a college.

Fred

EXPERTS



FE INSIDER

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

Up Pompeii

Shane Chown looks into the fallout for FE from the Brexit vote.

I wanted to start my column this week with the line ‘now that the post-referendum dust has settled’ but, much like Pompeii in 79 AD, the country will be beset with poor foresight and a somewhat toxic atmosphere for some months to come.

At the time of writing, Jeremy Corbyn’s parliamentary Labour Party has turned against him, David Cameron has passed responsibility for leading Brexit negotiations to his successor, and social media timelines are full of commentary on a divided country.

Above all that though, and far more worryingly, are reports indicating a significant rise in racially-motivated hate crime since the referendum.

Right here in Leicester, where the Learning and Work Institute’s head office is based, disgusting racist abuse has been hurled at kids in the same streets where all communities came together to celebrate the Premiership win, only last month.

I can’t be the only one from the world of FE feeling like our national values are being put to the test right now.

In a previous column, I wrote about how the government’s upcoming Life Chances Strategy provided the FE and skills sector with an opportunity to make its case and showcase our success.

In particular, in providing people, often facing multiple disadvantages, with routes to success they would otherwise not be afforded, particularly students with health conditions and disabilities and those from the most deprived postcodes in our country.

There are now reports that the Life Chances Strategy, announced in the Queen’s Speech earlier this year, has been shelved.

So before we have a new Prime Minister to begin the process of our departure from the European Union (or not) and/or potentially repeal the Fixed Term Parliament Act 2011 to seek a fresh new mandate through a general election, where should our focus be?

All signals from the government so far certainly indicate business as usual.

The Skills Minister confirmed last week that even though there are delays in publishing new apprenticeship funding rates, the levy is still set to be introduced in nine months-time.

Officials still anticipate the go-ahead

to publish the Sainsbury Review of Technical and Professional Education, and indications are that Department for Work and Pensions continue with developing the Work and Health Programme as planned.

FE is fundamentally important in delivering several powerful policy drivers, which I don’t anticipate being rowed back under a new Conservative prime minister.

Key among them is achieving full employment, halving the disability employment gap and achieving three million apprenticeship starts.

Alongside that, your students still want high-quality teaching and learning, your local economy still has skills needs and your governors still expect to see improvement and financial sustainability.

I try not to make these columns too policy-heavy where I can help it.

Your students still want high quality teaching and learning and your local economy still has skills needs

But I do think the sector will have to up its lobbying activity around European Social Fund replacement funding in the months and years to come — especially in areas of the country like Cornwall and large parts of the north-east, which are some of the most deprived areas in Europe and often overlooked by Westminster.

The morning after the vote, higher education site WonkHE issued a rallying cry to leaders of that sector and lobbyists to ‘get the next train from St Pancras to Brussels’ and seek answers to questions over the future of EU funded research — a massive income stream for many universities.

I am hopeful we can do the same to rally behind our interests.

Finally, returning to the images and videos we’ve seen showing the rise of racism and hatred and fear, we absolutely must make sure our extraordinary, and often extraordinarily diverse, institutions remain safe spaces for all students and staff.



ANTHONY BRAVO

Principal of Basingstoke College of Technology (BCoT)

A college of technology living up to its name

Anthony Bravo reflects on his college’s moves to improve on its blended learning.

Anyone who read my recent expert piece in this publication (Edition 174, May 16) will know that BCoT is grappling with the implications of blended learning, like many other colleges.

I believe achieving truly outstanding teaching, learning and assessment can only be achieved through creativity and innovation and today that includes the development and implementation of digital technologies.

Our strategic vision has been built around three key points: Where do we want to go? What do we need to do? How do we do it?

The first question is easy — we want to go towards outstanding teaching, learning and assessment.

What do we need to do? We need to enable our lecturers to use, produce and adapt engaging, interactive and pedagogically effective materials.

These should be easily accessible to students, on and off site, and use ILT whenever possible to widen participation and enrich the learning experience.

How do we do it? I had three tactics in mind — using digital tools in the classroom, getting staff sourcing and developing content, and an hour a week blended learning.

This evolved into three key approaches: the skills of our staff, the resources available, and engagement with our students.

The digital capability of staff is fundamental; we need to ensure they have the knowledge and skills to deliver our vision.

All the ‘best practice’ ideas come into play: ILT inductions for new staff; mandatory training and development; sharing of good practice; and conducting skills audits to inform our training priorities.

Amongst other things, we’ve also turned our poachers into gamekeepers and have digital media apprentices supporting staff in developing content.

We need to invest in resources, ensuring a robust network that gives us the capacity, infrastructure and equipment to deliver an outstanding ILT experience.

We are moving to Google Apps for Education as a replacement for our existing virtual learning environment, which we feel is easier to use in the classroom.

September will also see a timetabled hour of blended learning, and we’re redesigning some of our existing learning spaces to ensure we have capacity to deliver this.

External software packages, such as iGVS, are also extremely helpful.

Content-sharing platforms not only encourage sharing, but provide an opportunity to capitalise on possible

efficiencies too.

Our final ‘how’ strand centres around our students.

We understand that every individual’s experience of IT will have started long before they are in college and will vary dramatically.

It is important to recognise that some may not have the necessary skills to engage with content.

Part of the how, then, is to ensure that our students’ skills are audited and that they are supported to access content appropriately.

We were one of the pilot institutions that took part in the JISC Learner Digital Experience Tracker project earlier this year.

This has given us valuable information about how our students use technology and to benchmark ourselves against other institutions’ data.

We understand that every individual’s experience of IT will have started long before they are in college

One of the outcomes is that we are now developing a student digital induction programme including video and interactive content.

As I read this back, I have to acknowledge our plan sounds deceptively simple, but we all know it will not be without challenges.

For one, how do we ensure pedagogically sound content to ensure blended learning works?

We’re recruiting a blended-learning manager to oversee the quality of learning materials.

Should we provide rigid templates? We think probably not; the precise methods and the balance of the blend will depend on the nature of the curriculum, the course level, students’ access to and ability to use technology, the course structure and the physical location of staff and learning areas.

So not rigid, but a clear framework of expectations, based on Hopwood.

Our Ofsted report (May 2016) stated that “Teachers make particularly innovative and effective use of ILT to engage and motivate learners”. It shows we’re officially ‘on the road’ but we know that there will be many milestones and challenges up ahead.

EXPERTS

Ayub Khan looks at what lessons can be learned from a new collection of essays imagining different futures for the sector.

Area reviews and skills devolution will mean fundamental changes to the structure and organisation of FE and skills in England.

Structure and organisation are important, of course. But without strong, intelligent leadership the best structures and organisations can fail.

That is what FETL was set up to support.

Over the past two years, we have given leaders time and resources to think widely and imaginatively, through our programmes of grants and fellowships.

The creation of a FETL professorship in FE and skills at University College London's Institute of Education is another, wholly unique, opportunity to help the sector build the intellectual muscle it needs.

We now want to take our work a step further, using what we have learned to commission creative and collaborative spaces for thinking.

The first fruit of this new approach is Possibility Thinking, a collection of essays imagining different futures for the sector, published jointly with the RSA.

A number of themes emerge from this fascinating and far-sighted collection of new thinking.

The first concerns the need to develop a clear mission for FE and skills that can be readily understood, by students, staff, employers, policymakers and communities.



AYUB KHAN

Further Education Trust for Leadership (FETL) chief executive

Clear thinking on FE leadership

As Philippa Cordingley and Paul Crisp of the Centre for the Use of Research and Evidence in Education argue in their contribution, the sector should be forthright in describing its strengths, but also honest about its weaknesses.

It needs to think imaginatively about how to get better at what it does well, and develop a clear sense of purpose and place around those things.

If we cannot be clear about what it is we are best at, potential partners and funders are unlikely to be either.

The second main theme is that leaders in the sector must be bold and engage purposefully with new agendas and new partners.

They must become, in the words of the RSA's Anthony Painter, 'agitators for change'.

The influx of public money into the sector has been welcome, but it has come with conditions.

Sector leaders have little time or space to think about anything other than the latest

inspection, policy demand or change to the funding rules. In many cases, they also lack the inclination to do so.

That must change. Sector leaders can no longer afford to keep their heads down, preoccupied by changes required by ministers or using the threat of inspection to enforce a bruising top-down management culture on staff.

Paul Little, principal of City of Glasgow College, describes how a positive attitude to change in college leadership can have a transformative effect on FE's position in local education ecologies.

This is important. Skills devolution represents an opportunity for FE and skills to play a fuller role in shaping the future prosperity and cohesion of our cities and regions.

But to make the most of these opportunities we must grow the sector's ability to effect positive change in itself.

The final theme I want to highlight is creativity.

As Pauline Tambling, chief executive

of Creative and Cultural Skills argues, versatility, curiosity, creativity and a willingness to learn are now essential expectations in the changing world of work, and that applies as much to sector leaders as it does to our students.

Constant organisational change is a major distraction

This is a challenge, I realise.

Constant organisational change is a major distraction and stringent accountability requirements create a climate of anxiety inimical to creativity.

The government must do more to ensure reform does not get in the way of a thoughtful, creative approach to teaching and learning.

However, as leaders such as Paul Little demonstrate, it is possible to engage in a creative way with the drivers of change, redefining a provider's role in a changing landscape to deliver better outcomes for students.

We hope Possibility Thinking, which is set to be unveiled on July 5, will inspire and support leaders in becoming creative agents of professional and policy change.

Sue Southwood reflects on the findings of a consultation looking into what employers want from reformed functional skills.

Employers tell us again and again that their main concern — and the biggest threat to economic growth — is a lack of workforce skills.

These concerns were highlighted once again during our consultation with over 500 employers, of all sizes, all sectors, and from across the country, as part of the functional skills reform programme.

This programme, which we have been leading on behalf of both the Department for Business, Innovation and Skills (BIS) and Department for Education (DfE), is still very much in progress.

We have already heard from more than 1,000 representatives of employers and providers about what they think must be done to improve the qualifications, which, despite being relatively new, have already had a positive impact on many people's lives.

However, research clearly shows that more must be done to improve their relevance, content, recognition and credibility — particularly with employers.

What is most striking from what employers have told us is that most of their workforce — and in particular junior and new members of staff, many of whom will be undertaking apprenticeships or traineeships — fear maths, and some feel the same about English, particularly grammar and spelling.

When employers provide training, workers are often reluctant to take part because of



SUE SOUTHWOOD

Programme manager, professional standards and workforce development at the Education and Training Foundation

Mind the credibility gap

their experiences at school.

It is no wonder that employers cite the lack of skills as a priority.

How can people — especially those starting apprenticeships and traineeships — feel confident and get on in their careers without feeling confident in speaking, reading and writing as well as using numbers, which they need to apply and use in their roles?

Workers need to feel that they can thrive throughout their careers — not just hope to survive in their current role.

What really stood out though was employers overwhelmingly telling us that they need employees who can speak and write confidently and clearly.

Workers need to understand questions and give relevant, logical and coherent answers in language that is appropriate to the audience — customer or colleague — recognising the difference between formal and informal language.

They also want staff with basic applied and practical skills that would allow them to use mental arithmetic to calculate VAT

or materials needed for a specific job, break down a problem into smaller parts, and then work through it systematically.

Workers must also have the confidence to persevere by trying different approaches if the right answer is not achieved straightaway.

Apprenticeships and traineeships in particular should be a perfect scenario for people to learn to apply their knowledge when in work.

All of these skills, that are such a necessity for employers, are what functional skills will provide learners with.

We are about to publish new draft versions of the proposed revised standards for maths and English. We urge you to consider these and feedback your comments to us.

It is essential the new standards will be used by qualification bodies and training providers to ensure great outcomes for learners, and your involvement is particularly important.

This reform programme is our opportunity to work together to get skills for work right.

We know how significant AELP members are in delivering apprenticeships, and appreciate the need to be flexible about how these skills are assessed.

When employers provide training, workers are often reluctant to take part because of their experiences at school

Fundamentally, it is imperative that employers have staff — particularly in new or junior roles — who are confident to apply what they have learnt.

Equally, we must give people opportunities to thrive in work and in life through learning qualifications that relate, and can be applied, to real-work and real-life situations.

We are hugely grateful to the more than 1,000 individuals, organisations and businesses who have given us their view on the future of functional skills.

And we will continue to support teachers and trainers to teach the new qualifications effectively with a comprehensive CPD plan operated through the maths and English pipeline.

CAMPUS ROUND-UP *with Billy Camden*

Exploring their options



Little Explorers Pre-School pupils playing on their new wooden bus thanks to Weston College students

Handy carpentry students at Weston College have used their growing skillset to build some wooden playground equipment for local schoolchildren.

The wooden bus was designed and built at the college's South West Skills Campus by three level two students before being donated to Little Explorers Pre-School in Hewish for use in their outdoor play area.

Michael Kay, lecturer in carpentry at the college, said: "We were approached by Little Explorers a few months ago asking for help with this project and we felt like

this would be a fantastic opportunity to help the community."

The skills the students learnt during the project included teamwork, employability, planning, and basic carpentry such as measuring, joining and sawing, according to a college spokesperson.

Mr Kay added: "The project has given our learners the chance to put all the skills they had learnt in the last two years into practice, including their design and practical skills.

"It has also given them the opportunity to see their product used in the real world."



From left: level two bricklaying students Travis Barrett, aged 18, Conor Barge, 18, George Clarke, Sean Henry, bricklaying Tutor, and Ryan Barge, 21

Restoration Man's true calling

Restoration man George Clarke was on hand to officially open Carshalton College's new Technology, Engineering and Construction (TEC) centre.

The architect, writer, and presenter of the popular television shows 'George Clarke's Amazing Spaces' and 'Restoration Man' addressed students, staff and local businesses about vocational learning, and how "education is everything", at the opening.

Mr Clarke then met students from the college's various construction courses and went on tours of the workshops before visiting an employer trade fair.

He said: "I was very proud to give a talk and

open the new TEC centre at Carshalton College.

"This striking modern building provides state-of-the-art workshops to deliver the bricklaying, carpentry, electrical, motor vehicle, plastering and plumbing lessons."

Year 10 and 11 learners from local schools also attended the opening to meet employers and to take part have a go sessions in the TEC centre.

College principal Peter Mayhew-Smith said: "It was a great honour for us to welcome such a highly recognised leader of the construction sector as George Clarke.

"He brought enormous credibility and expertise to the event and he loved meeting students and partners on our very special day."



Derby College engineering students with the medals they forged for the Jenson Button Trust Triathlon

Students forging ahead

Engineering students at Derby College have produced the medals that will be sported by competitors in a charity triathlon put on by former Formula One world champion Jenson Button (right).

The students assembled the pieces at the headquarters of advanced composites manufacturer epm:technology, using lightweight advanced composites materials.

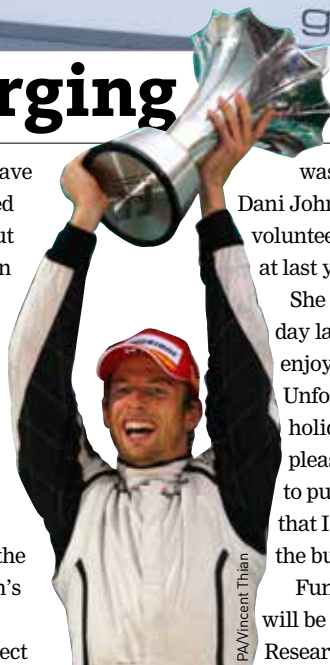
The triathlon will be held at Derby's Markeaton Park on July 17, with the 2009 Formula One world champion presenting the medals to competitors in the men's, women's and team races.

Among the students involved in the project

was level three learner Dani Johnson, aged 19, who volunteered as a route steward at last year's triathlon.

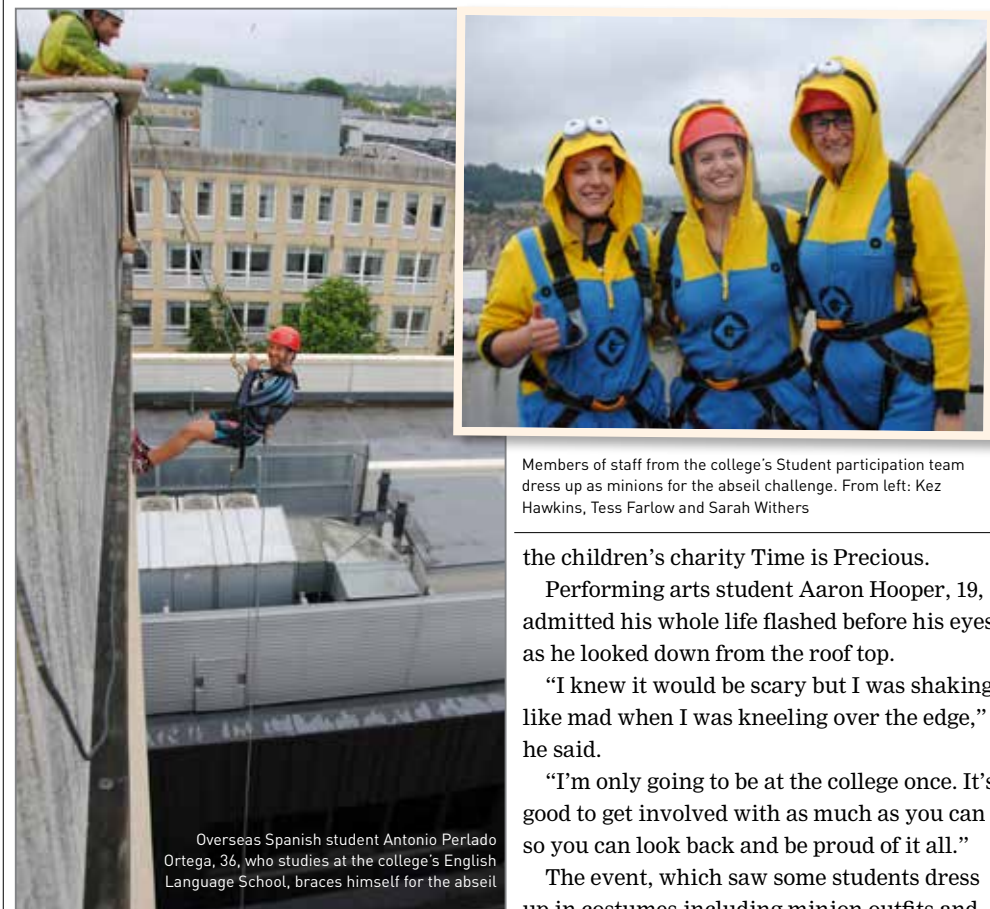
She said: "It was a brilliant day last year and I really enjoyed being involved. Unfortunately I am on holiday this year so I was pleased when we were asked to put together the medals so that I could at least be part of the build up to the event."

Funds raised by the event will be donated to Cancer Research UK.



PA/Vincent Thian

Bath College goes over the top



Members of staff from the college's Student participation team dress up as minions for the abseil challenge. From left: Kez Hawkins, Tess Farlow and Sarah Withers

the children's charity Time is Precious.

Performing arts student Aaron Hooper, 19, admitted his whole life flashed before his eyes as he looked down from the roof top.

"I knew it would be scary but I was shaking like mad when I was kneeling over the edge," he said.

"I'm only going to be at the college once. It's good to get involved with as much as you can so you can look back and be proud of it all."

The event, which saw some students dress up in costumes including minion outfits and Spiderman, raised more than £600 for Time is Precious.

Students have now raised £1,300 overall for the charity, which provides hospitals with new equipment and facilities for young patients, after it was chosen as the student union charity of the year.

Charity superheroes have abseiled down Bath College's tallest building to support sick children in hospital — and their families.

Thirteen students and staff braved the 24m abseil, climbing over the edge of the college's Macaulay building to help raise money for

Art and design student manages sew much, sew young

FEATURED
CAMPUS
ROUND-UP

A teenage art and design college student has showed off her creative skills to the entire nation, by making it to the final of the BBC's 'Great British Sewing Bee', writes Billy Camden.

She may be just 18-years-old, and Sussex Downs College learner Jade Earley has come up against many competitors who were wielding a needle and thread years before she was even born.

But a steady nerve and huge amount of talent and dedication have helped her to become the youngest person ever not just to appear on the Great British Sewing Bee, but also to make the final.

Jade has been a constant on the BBC Two show hosted by Claudia Winkelman (pictured) since its fourth series began in May.

The teenager's talents have so far led to her scooping garment of the week — the judges' ultimate accolade — two weeks running.

The first was for a perfectly pattern-matched sixties-style jacket in week five of the competition, while her black and pink lightning print yoga pants and crop top — complete with tricky crossover straps — grabbed the top spot in the following week's quarter-final.

And after another solid



Credit: BBC



Jade Earley in the sewing room at Sussex Downs College

performance in last week's semi-final, where she had to make an asymmetric yoked skirt inspired by modern Japanese pattern cutting, the judges gave her the thumbs up to go through to Monday's final.

Speaking to FE Week before the final showdown, Jade said the experience has been "amazing" and she has "loved every part of filming".

She added: "It still seems very surreal seeing myself on the TV, my favourite part

was getting to meet the other sewers but the amazing cast and crew that work so hard to make the programme possible.

"I've had the most amazing support from my family and also my college and friends. They tweet and text me after the programme telling me how well I did.

"There have been nine amazing sewers on the show and I did say to myself before going onto the programme I would like to get to at least episode five. I'm overwhelmed to be in the final."

Jade, who studies level three art and design at college, was a competitive swimmer until she dislocated her knee in 2012 and was sadly

told that she could never compete again.

Determined to find another passion she channelled her energy into sewing and has been "hooked" ever since.

And her college couldn't be prouder of her achievement. Mike Shepherd, Jade's tutor, said: "The team and I are all really proud and excited by how well Jade is doing on the sewing bee.

"It's great to see her passion and sheer enjoyment of the subject driving her through the competition, it certainly makes my Monday nights a point of focus to the week."

Jade said the show had made a "massive impact" on her life.

"It has taught me there is a big wide world out there go and enjoy it and no matter what life throws at you keep trying you have to work hard to succeed.

"I will be sewing for the rest of my life. I live, eat and breathe it. Sewing is my career now."

You can see if Jade is crowned champion of the Great British Sewing Bee by tuning into the final which will be aired on BBC Two on Monday July 4 at 9:30pm.

DO YOU WANT TO BE IN CAMPUS ROUND-UP?

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

MOVERS & SHAKERS

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

Matt Atkinson, the current principal of Bath College, is to join the board of FE and skills solutions specialist FEA as joint managing director, when he leaves the college at the end of August.

A spokesperson for FEA said Mr Atkinson will work alongside the other managing director, David Sykes, to lead the organisation's consultancy support services for colleges and providers undergoing structural change.

Mr Atkinson has spent the past nine years at Bath College after joining from Andover College, where he was acting-principal, in 2007.

He said his experience in the sector "coupled with my experience of leading major change programmes in colleges" will provide "value to college leadership teams in these very challenging times".

Mr Sykes said: "Matt's recent frontline experience of mergers and quality improvement in FE will provide beneficial insight, backed up with practical implementation, which perfectly complements our existing team."

Kingston Maurward College in Dorset has appointed Luke Rake as its new principal from August.

He will take up the role following the retirement of Clare Davison.

Jim Tirrell, the college's chair of governors, said: "Clare Davison has done such an outstanding job at managing the college over the last seven years.

"Luke comes from a background in FE, including successful experience of senior management in a high performing land-based college. Governors are therefore confident that the college will continue to prosper and grow under his stewardship."

Mr Rake has held the positions first of deputy principal and then of vice-principal at Hartpury

College in Gloucester since 2007.

He has also held roles as head of sixth form at Chalfonts Community College in Buckinghamshire and head of enrichment and learning support at The Henley College.

Meanwhile, Phil Hall has been appointed head of public affairs and policy at the charity skills learning provider, the Association of Accounting Technicians (AAT).

Mr Hall previously worked as head of media and public affairs at IFS University College, where he says he played a "key role" in the "rapid expansion" of their personal finance GCSE and A-level equivalent qualifications.

Of his new position, Mr Hall said: "Thousands of FE students are studying AAT qualifications and will go on to have successful careers in a wide variety of roles, whether offering accountancy services to individuals, third sector organisations or the full range of business types from small- and medium-sized businesses to multinational corporations.

"It's important for the economy, for local

communities and individuals that this continues, and so I'll be doing my utmost to make the case for vocational education of this kind."

And in a whirlwind week for the Labour party following the shock EU referendum result, Lucy Powell resigned as shadow education secretary and was replaced by Pat Glass, only for her to then resign just two days after being appointed to post.

Ms Glass, the MP for North West Durham, was appointed to succeed Ms Powell on Monday following her resignation over the weekend.

But after announcing on Tuesday that she would quit Parliament at the next general election, Ms Glass said on Wednesday that she was also quitting her "dream job" in the shadow cabinet.

"It is with a heavy heart that I have today resigned as Shadow SoS Education. My dream job but the situation is untenable," she tweeted on the day.



MATT ATKINSON



LUKE RAKE



PHIL HALL



PAT GLASS



LUCY POWELL

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

JOBS



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.

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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



JOBS

Brooklands College

Lecturers in ESOL (September start)

37 hours per week and 22.2 hours per week

Salary: up to £33,071.82

(depending on qualifications and experience)

The English Maths and ESOL Department requires two Lecturers to work as part of a team delivering ESOL, personal and social development, communication and life skills to young people who aim to progress into further study or employment. The role will focus on enabling young people with English as a Second or Additional Language to progress into further study and employment, whilst developing strong links within the college and with the local community.

We are an established provider of good quality college courses for young people and adults who want to brush up on their English as a Second/Additional Language, English and Maths skills. Our full time and part time courses are designed with our learners in mind, using a range of qualifications. You will be a qualified teacher and have experience of teaching young people and adults. You will be able to deliver ESOL/EFL qualifications and have the ability to embed ESOL/EFL teaching into a variety of contexts. The English Maths and ESOL team are experienced, creative and dedicated to enabling students from a variety of backgrounds to achieve their full potential. Ideally you will have experience of working professionally in this field and be an enthusiastic team member who is flexible and used to working under pressure.

Close Date: 22nd July 2016



For further details and an application form, contact the HR Department by email hr@brooklands.ac.uk, or via our website www.brooklands.ac.uk

www.brooklands.ac.uk

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

ENGLISH AND MATHS TUTOR



Reports to: Education Manager, Let Me Play Education

Based at: LMP Head Office, London

Salary: £26,000 to £30,000 per annum depending on experience

Job Purpose

In our determination to deliver functional skills to our learners within a variety of education programmes run throughout Let Me Play we are seeking an experienced tutor who can ensure the highest level of quality when both developing and delivering programmes of study. The role will involve working within a number of Premier League football clubs across London associated with Let Me Play.

Qualifications required:

Teaching Qualification- Minimum Level 4 Certificate in Education & Training and Qualified Teacher Status (Desirable). Must Hold A-B Grade GCSE in maths & English. Must be Degreed Educated within their chosen field.

Closing date: 11th July

Interviews: Immediately for the right candidate

Start Date: Immediate

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



MATHS TEACHERS REQUIRED

WEST
CHESHIRE
COLLEGE

Salary: Competitive + Golden Hello Incentive
Contract Type: Permanent Full-time

Closing Date: 31st July 2016
Location: Ellesmere Port, Cheshire

We are seeking a dedicated, forward thinking, enthusiastic and inspiring Maths Teacher to deliver Functional Skills and GCSE Maths to students on full-time vocational programmes. You will be part of a successful team working towards our mission of being an exceptional College. We are looking for a talented teacher with the enthusiasm and drive to live up to our high expectations to deliver. You will work in a supportive yet high energy atmosphere.

Applicants will need to have a Level 4/5 Diploma in Maths and/or a Degree in Maths and a teaching qualification.

We can offer you:

- CPD Programme
- 100% focus on improving outcomes for our students
- Strong support for your further professional development
- Golden Hello Incentive, following successful completion of your probationary period

If you are passionate about improving outcomes for students and you are looking for an exciting opportunity to have a real impact in a fast-paced environment, then we want to hear from you.

Each employee is required to undergo a Disclosure and Barring Service (DBS) check and must commit to safeguarding and promoting the welfare of children, young people and vulnerable adults.

Your application should tell us how you think you can contribute based on the above and the Job Description and Person Specification available on the College's website. If you feel you meet the above requirements, then we would welcome an application from you.

Full application details can be located on our website at www.west-cheshire.ac.uk.

Should you require any further information please do not hesitate to contact a member of the Organisational Development & HR Team on 01244 656382.

JOBS



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GCSE & Functional Skills English Lecturer (Part Time)

Job Reference number: GCSEFSEL/06.16

Salary: c£23,216.00 pro rata (actual salary: £15,686.49) per annum dependent upon qualifications and experience plus excellent benefits

Working hours: 25 hours per week, 52 weeks per year

An exciting opportunity has arisen for a GCSE & Functional Skills English Lecturer to join the Skills For Life Department of Grantham College on a part time basis.

The key responsibilities of the role will be to: Deliver GCSE & Functional Skills English up to and including Level 2, to support the area in maintaining the high level of retention, success and achievement, to develop delivery materials to support the curriculum, to deliver F.S. to cross College curriculums, to deliver F.S. to full and part time students including Apprentice students who participate in F.S. at the main site, to support and embed the Study Programme. Monitor attendance and make returns to CM,

CL and PT, organise and plan exam dates. Carry out diagnostic assessment to support students progression. To be part of the enrolment procedure.

You will need to possess qualified teacher status – PGCE, Cert Ed, DET, DTLLS or equivalent or willing to work towards. Be qualified to teach GCSE English & Functional Skills English up to and including Level 2. You will need to understand the importance of diagnostic testing and initial assessments. Communicate effectively with others cross college and curriculum, work effectively in a team, work effectively with young people and adults. Be organised, efficient and flexible, have excellent time

management skills and be able to meet deadlines.

In return we can offer a pleasant working environment, final salary pension scheme, continued professional development and a generous holiday allowance.

The closing date for all applications will be Friday 08 July 2016, with interviews taking place mid-July 2016 – actual date TBC.

For a full application pack please e-mail: happlications@grantham.ac.uk

Please note that due to the volume of applications we receive we will only be able to contact candidates who have been selected for interview. We do not accept CV's by way of application or online application via other websites. You must complete a Grantham College application form.

All employment offers are subject to a self-funded (£44) satisfactory enhanced DBS check.

We are committed to equality of opportunity and welcome applications from all sections of the community.

Grantham College, Stonebridge Road, Grantham Lincs NG31 9AP

"Our employees are and will always be our greatest asset at Grantham College"



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>

Easton&OtleyCollege

GCSE Maths Lecturer, Easton Campus, Full Time £24,000 - £30,000

GCSE English Lecturer, Otley Campus, Full Time £24,000 - £30,000

Do you have the drive and skills to help students achieve their true potential? The college is recruiting staff to join the expanding Maths and English team. We need motivated, flexible, dynamic, enthusiastic and proactive staff to deliver GCSE Maths and GCSE English as separate subjects to students enrolled on a range of land-based vocational courses. The subject post holder will be responsible for the planning, delivery and assessment of the GCSE subject to promote a high level of learner retention and achievement. In doing so the post-holder will comply with the college quality standards, the common inspection framework and the Self-Assessment Action Plan.

Close date 18th July 2016

English and maths graduates will be considered without a teaching qualification.

Why work for Easton and Otley College?

In addition to a competitive salary and annual leave package, a beautiful countryside environment and an occupational pension scheme, Easton and Otley College offers ongoing CPD, free parking, a subsidised canteen, free DBS Checks, free hot drinks and complementary use of our fitness centre.

How to apply

To apply for one of these vacancies please download an [Application Form](#) and [Equal Opportunities Form](#) from www.eastonotley.ac.uk. Please return your completed application to hr@eastonotley.ac.uk or alternatively post to HR Department, Easton & Otley College, Easton, Norwich, NR9 5DX.

If you are successful in securing an interview for this vacancy we will contact you via the email address you provide on your application form.

If you have any further information you can contact us on the Recruitment line: 01603 731200

Maths and English Coaches, Otley Campus, Term Time

£16,600 pro rata

Easton and Otley are seeking for inspiring, proactive and engaging employees to support students with the development of their maths and English skills working on a one-to-one and small group basis within the college's maths and English Hub and during lectures. The key aim of the coach is encourage students with the development of Math and English through stretch and challenge sharing your knowledge and passion in our rewarding environment.

Close date 10th July 2016



Maths and English Lecturers

Salary: £20,064 to £23,847 p.a. (Several posts available, from 0.25FTE to 1.00FTE)

Do you have a passion for working with and getting the best possible outcomes for learners?

Opportunities have arisen in the Maths and English Department to teach on Functional Skills and GCSE programmes in Eastbourne and Lewes. This is an ideal role if you are an enthusiastic, experienced and innovative lecturer who has the drive and determination to achieve outstanding results for learners.

You will need to demonstrate excellent communication and organisation skills as well as a proven track record of high quality teaching.

These posts are challenging, demanding and highly rewarding as you will be enabling young people to succeed and progress at College and have greater job opportunities in the future.

Applicants should have a relevant degree (or equivalent), a teaching qualification, post-qualification experience and a learner-centred approach to teaching and learning. Please specify which role and campus you are applying for.

These posts are subject to a DBS check.

CLOSING DATE: Tuesday 12th July 2016 (by noon).

INTERVIEWS: Monday 18th July 2016 at Eastbourne.

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

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

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.



Department
for Business
Innovation & Skills

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Maths Teacher - International location – 1 year contract

This is truly an opportunity of a lifetime for passionate further education educators to work abroad in one of the most beautiful cities of the world, surrounded by stunning beautiful gardens and sandy beaches.

This opportunity will offer the right candidate an experience to remember, huge amounts of job satisfaction, an opportunity to earn a competitive tax free salary and contribute to bridging the gap in the labour markets' demand for a supply of highly capable inspectors for the energy sector.

About the location

Apart from the fantastic weather – the city is set in a coastal location with a combination of emerald green sea, beautiful corniches and green oases, in addition to sprawling desert where sights extend for miles to distant horizons.

If you enjoy shopping, there are multiple shopping malls and boutiques of all kinds. Or why not take a train ride to the capital Riyadh and visit the bustling commercial centre?

Fantastic benefits!

- All expenses paid fully furnished accommodation within a sought after location
- All expenses paid return flight
- 30 days holiday plus an additional 11 'bank holidays'
- End of contract bonus (circa 2 weeks salary – tax free of course!)
- Potential of contract renewal with a salary increase

So what's the catch?

Well – this might sound odd to us but you have to be a male to fulfil this role – yep you've guessed this role is based in Juaymah, in Saudi Arabia, where male and female students are taught separately. Not a male? We have plenty of fantastic opportunities at female colleges too.

Wondering if you qualify?

In order to be considered you will need to answer yes to the following...

- Do you have a relevant teaching qualification (PTLLS, CTLLS, DTLLS, PGCE, Cert Ed)?
- 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)
- Are you British, Irish, Australian or American? (visa requirement)
- Do you want to take on a job that will offer you the experience of a life time?

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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

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next edition

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Spot the difference to WIN an FE Week mug



Spot five differences. First correct entry wins an FE Week mug. Email your name and picture of your completed spot the difference to: news@feweek.co.uk. Last Edition's winner was Natalie Worrall, Hull College