

FE Week

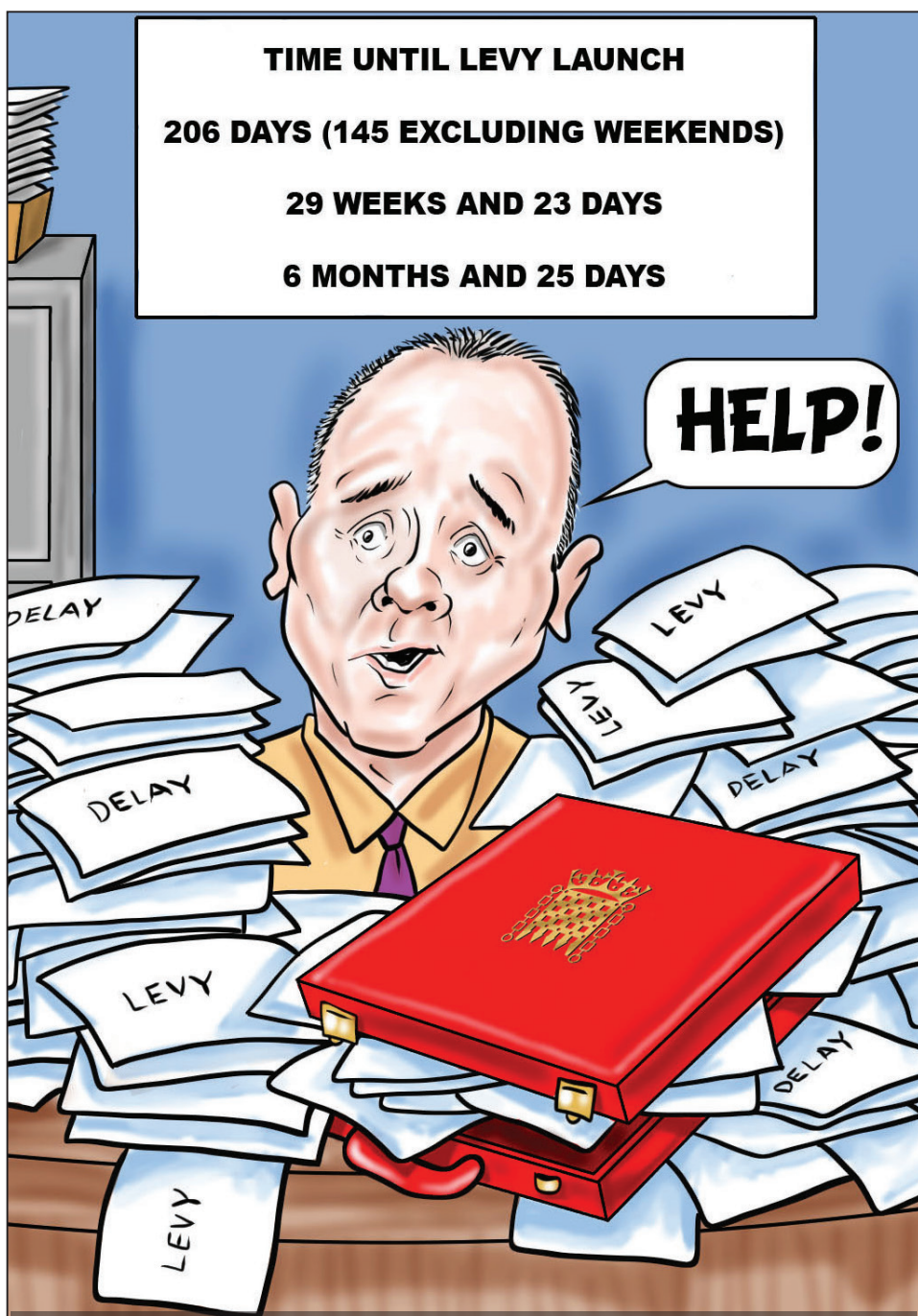
HOW 'BASIC' IS THE PROVIDER REGISTER?

PAGES 8-9



GET BEHIND THE CAMPAIGN TO DEFEND 16-18 FUNDING

PAGES 10-11



TIME UNTIL LEVY LAUNCH
206 DAYS (145 EXCLUDING WEEKENDS)
29 WEEKS AND 23 DAYS
6 MONTHS AND 25 DAYS

Investigation finds increasing support for a levy delay from employer bodies

Pages 6-7

NCG IN BATTLE WITH OFSTED

- > England's largest college fighting to avoid dropping to a damaging grade 3
- > Inspection still being 'quality assured' more than four months after visit
- > Highly unusual as reports normally published during complaints process

Exclusive PAUL OFFORD @PAULOFFORD

See page 2

SHOCKING STAFF TWEETS

City of Westminster College investigated head of curriculum's racist, homophobic and abusive tweets yet he kept his job until FE Week started asking questions

Exclusive JESS STAUFENBERG @STAUFENBERG

See page 3

TRIBAL



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NEWS

Longest-serving principal to retire after 'great fun' 33 years

ALIX ROBERTSON
@ALIXROBERTSON4

The longest-serving FE college principal in the country will finally retire next year, after more than 33 years in post.

Dr Steve Dowbiggin (pictured) joined Capel Manor College in 1982 as vice-principal and became head two years later, in 1984.

This comfortably makes him the UK's most senior principal — and his commitment was recognised in 2007 when he received an OBE in the Queen's New Year's Honours list for services to FE.

Dr Dowbiggin told FE Week that he had "honestly loved every minute" of working at the land-based college in Enfield, comparing it to "conducting an orchestra where they are all brilliant at playing".

"If I've ever dropped the baton for a few beats they've just gone on playing, it's like being in charge of an absolute powerhouse," he said. "It's been great fun."

He described his final introductory speech to this year's crop of full-time students as "emotional", saying that "the group was huge compared to when I first came here - I felt a bit like Mr Chips".

Before he joined Capel Manor, Dr

Dowbiggin was head of department at Hadlow College of Agriculture in Kent from 1977 until 1982, and also worked as a lecturer at Houghall College Durham.

A graduate of Wye College, his career has included conducting academic research into pollution biochemistry, working as a farm manager, and even a stint in broadcasting with the BBC.

Dr Dowbiggin is a fellow of the Institute of Horticulture and a member of the City and Guilds Institute of London and sits on the Royal Horticultural Society's Education Committee.

He described the FE sector as "hardworking, innovative and dedicated", despite experiencing "some pretty challenging times in the last 35 years".

"What I've enjoyed most has been the fact that whatever government has done in terms of policy funding or changes, the core of people in FE have just got on with it for the students," he said.

He even confessed to a fondness for some of the politicians who have influenced his work, such as former skills minister John Hayes, and Tim Eggar, who was MP for Enfield North between 1979 and 1997.

"What you have to do all the time is just keep getting politicians to come to colleges,

meet young people, and see the good we're doing," he said.

The Capel estate was first established in the late 13th century, but it was in 1968 that the manor's rundown gardens and outbuildings were first leased out by Enfield council to train just 12 craftsmen gardeners.

The college now specialises in land-based studies, and has 30 acres of gardens open to the public. In July, FE Week held the first ever Festival of Skills in its beautiful grounds.

The college was rated 'good' in its latest Ofsted report, from March 2013. At the time it had 683 full-time and 1834 part-time learners.

Looking to the future, Dr Dowbiggin confessed that "part of me doesn't want to give it up," but said he thought it was the right time to pass on the baton.

"I wanted to hand the college over when it was doing really well, to give whoever gets the

job a running start," he said.

Dr Dowbiggin added that he would "love to stay in the industry", and will be looking for "the next challenge".

The advertisement for his replacement will go out in November.



TWO NEW MEGA-MERGERS ANNOUNCED FOR COLLEGES IN THE NORTH-WEST

MERGER on the grapevine

JUDE BURKE
@JUDEBURKE77

Two new mega-mergers announced for colleges in the north-west.

Two new super-colleges are set to be created in the north-west through mergers involving six colleges and one university.

Consultation opened this week on the first phase of a proposed new Cheshire-wide college, which will be formed by a link-up between four Cheshire and Warrington colleges.

Meanwhile a massive new university and college group, which will serve 40,000 learners, has been given the green light in Bolton and Bury after merger plans were formally approved by the two colleges involved.

Both mergers have come about due to post-16 education and training area reviews, and follow a prediction in July from the FE Commissioner Sir David Collins that the total number of colleges would fall by a third once the area review process was complete.

West Cheshire College and South Cheshire College will partner up in January to create the Cheshire College, subject to the outcome of the consultation which closes 1 October.

According to the current proposals, they will be joined by Mid Cheshire College in August 2017, and Warrington Collegiate in January 2018.



This multiple merger is one of the outcomes of the Cheshire and Warrington area review, part of the second wave of reviews, which had its first steering group meeting on January 29.

West Cheshire College, which had almost 16,800 learners in 2014/15, was rated 'inadequate' overall following its most recent Ofsted inspection last September, while 6,600-learner South Cheshire College's last full

inspection in May 2012 resulted in a rating of 'good'.

"The merger will create a stronger organisation delivering high quality outcomes for learners and employers and provide a strong delivery partner for LEP priorities for the region," said Dame Pat Bacon, South Cheshire College's corporation chair.

Christine Russell, chair of West Cheshire College's governors, said: "We have a very clear vision of what we want to achieve with the merger."

In a separate development, the governing bodies for Bury College and Bolton College have confirmed that plans have been approved for the two colleges to merge with the University of Bolton in July.

The three bodies will make up a new super-group, which will also include University Technical College Bolton.

A spokesperson for the University of Bolton said the new group would have 2,300 staff and more than 40,000 students.

Bury College principal Charlie Deane has been appointed chief executive of the new group and will oversee the merger.

But a spokesperson for Bury College told FE Week that no date had been set for when the merger will take place.

This merger was one of just two to come out of the Greater Manchester area review, which was one of the first reviews to start in September 2015.

The plans provoked anger from two unions – the University and College Union and Unison – which warned that this was more of a "takeover" than a merger.

The University of Bolton's president and vice-chancellor Professor George Holmes said: "I am delighted with the progress we have made, and this is in no small measure due to the remarkable contribution of the chairs of the governing bodies and the principals of the colleges.

"They have shown vision and determination to develop something which is first class for the learner."

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INVESTIGATES EXCLUSIVE FROM FRONT

No delays to levy launch despite widespread industry concerns, insists Halfon

PAUL OFFORD @PAULOFFORD

The new skills minister has dismissed widespread calls to delay the apprenticeship levy launch, even after 10 major professional bodies called on him to rethink.

Robert Halfon (pictured) dismissed the findings of an FE Week investigation, claiming any hold-up past next April's launch date would delay "millions of opportunities for both business and people".

Yet none of the 10 organisations that responded to FE Week's call for views supported pressing ahead with the current super-tight timescale for rollout of the levy and associated funding reforms.

Views came from a broad spectrum of employers in key sectors, which run apprenticeships from horticulture, manufacturing and engineering, tech, oil and gas, and youth work, to water, tourism, construction, beauty, motor, and accountancy.

Tim Thomas, the director of skills and employment policy at the manufacturing and engineering body EEF, said the plan "lacks flexibility", while the boss of the Institute of the Motor Industry, Steve Nash, complained that guidance had so far been "sporadic and untimely".

Other concerns over unresolved issues included new funding bands which were described as "uneconomical", particularly for

16- to 18-year-olds, the impact of Brexit, and the way the system will work across different countries within the United Kingdom.

The National Audit Office brought up significant worries about poor government management of apprenticeship reforms, and called on the DfE to "expand its work on behavioural risks implementation", in a new report published on Tuesday (September 6).

The NAO blasted the government's lack of contingency planning for funding reform, including the introduction of the levy, if things do not work out as planned.

FE Week asked the DfE if it had any contingency plan that included potential for a delay. The department declined to answer directly, instead providing a statement Mr Halfon.

"The apprenticeship levy is a game-changer," he wrote. "It will create a ladder of opportunities for millions of people and give businesses the skills they need now and for the future. The levy allows us to invest more than ever in apprenticeships. Delaying the apprenticeship levy would mean delaying millions of opportunities for both business and people."

He added: "While it is true some businesses want us to delay – there are many who want the levy to go ahead. Organisations such as the Chartered Management Institute (CMI) and the Association of Education and Learning Providers (AELP) have been vocal in their

support.

"We have been working closely with employers of all sizes to determine how the levy will work for them and will continue to do so. We will listen to what they have to say to ensure the levy will work best for them."

Mark Dawe, chief executive of AELP, told FE Week that he supports pressing ahead with the launch of the levy, but wants to delay other apprenticeship reforms.

"We can't afford to wait longer because the levy is even more vital following the Brexit vote and the need to develop our own skills base, with the likely ending of the free movement of labour," he said.

"However there are other aspects of the apprenticeship reforms such as the standards, the provider register and this autumn's non-levy payers' procurement exercise, where the transitional risks are very high, and where a pause for further deliberation would be welcome."

Petra Wilton, director of strategy at CMI, which specialises in management and leadership development across the public and private sector, confirmed that she supported the current levy timetable.

"In the uncertainty of post-Brexit, it has become very clear that the UK needs to invest far more in skills to boost its productivity and international competitiveness. Now more than ever, businesses need more certainty around the levy, as opposed to further delays."



FE Week asked a range of professional sector employment bodies if the apprenticeship levy should be delayed

8 said yes, DELAY

2 provided NO ANSWER

See opposite

Institute of the Motor Industry

MOTOR
STEVE NASH, CHIEF EXECUTIVE

"The reform of the apprenticeship system has been piecemeal – information on key things like the levy has been sporadic and untimely and huge amounts of responsibility has been delegated to the Institute for Apprenticeships (IFA)....a body that doesn't even exist as yet."

"The newly appointed apprentice Minister, Robert Halfon MP, has a golden opportunity to undertake an end to end review of the whole reform process and ensure that the new system is absolutely fit for purpose before the existing one – which delivered well over 2 million apprentice starts in the last parliament – is rendered unusable."

DELAY

Future Water Association

WATER
MARTYN HOPKINSON, OPERATIONS DIRECTOR

"While the Future Water Association is generally supportive of any move to improve the opportunities for young people in particular to join the water sector workforce by apprenticeship schemes or other methods, it is concerned that this new scheme may be over bureaucratic an not fit for purpose."

"It is essential that both the level of funding and ease of understanding of any new scheme actively encourages employers, training providers and potential candidates to participate. We would urge the government to seriously assess this scheme and the responses to the consultation and not rush into another failed attempt to solve employment problems in ours and other sectors."

DELAY

EEF

MANUFACTURING AND ENGINEERING
TIM THOMAS, DIRECTOR OF SKILLS AND EMPLOYMENT POLICY

"The primary positives from the latest levy guidance for manufacturing are the measures allowing for a STEM funding uplift and flexibility to re-skill learners – but they're not enough to detract from the major question mark still hanging over the new levy system's flawed design."

"It lacks flexibility and does not give employers control of their own funds, so delaying its introduction would buy the government some much-needed additional time to work with industry on ironing out some of the major wrinkles."

DELAY

HTA

HORTICULTURE
RAOUL CURTIS-MACHIN, HEAD OF HORTICULTURE

"The garden industry is in favour of a delay to the introduction of the apprenticeship levy as we would very much welcome additional advice and guidance around the practicalities of delivering the levy system."

"Many of our member businesses struggle to accommodate apprenticeships within existing recruitment and employment systems and we would like to encourage a broader view of training and development initiatives."

DELAY

TechUK

TECH INDUSTRY
ANTHONY WALKER, DEPUTY CHIEF EXECUTIVE

"Tech companies are pleased that some of their key concerns have been listened to – there is now more supply chain flexibility and stronger incentives for companies to invest in higher level high-quality apprenticeships, and companies will be able to use levy funds to help existing employees acquire new skills."

"However, there is still a lack of detail on the operation and makeup of the Institute of Apprenticeships and the employer-provider model. Tech firms also want government to reconsider including digital skills alongside English and Maths in minimum standards required for all new apprenticeships created over the coming years."

DELAY

BRITISH ASSOCIATION OF BEAUTY THERAPY AND COSMETOLOGY

BEAUTY
LESLEY BLAIR, VICE CHAIR

"We are completely in favour of the levy, and as a representative of beauty therapists and salon owners, who by their nature are likely to be small businesses, we welcome the government's decision to support small businesses by exempting them from the paying the levy."

"However, we think there are aspects of the plans that haven't been thought through properly, so would support a delay to the launch. We are extremely concerned about the funding bands being brought in by the SFA, and feel that these will make it uneconomical for employers to take on apprenticeships in the sector."

DELAY

Oil and Gas UK

OIL AND GAS
DR ALIX THOM, WORKFORCE ENGAGEMENT & SKILLS MANAGER

"Given our member companies are spread throughout the UK and that different systems will apply in each administration, as well as the fact that our industry is facing immense challenges as a result of the oil price collapse, we would urge the government to delay the implementation of the levy for at least a year."

"There are too many unanswered questions, particularly in the devolved administrations, to allow employers to prepare fully for implementation of the levy in April 2017."

DELAY

INSTITUTE OF CHARTERED ACCOUNTANTS IN ENGLAND AND WALES

ACCOUNTANTS
MARK PROTHEROUGH, EXECUTIVE DIRECTOR OF LEARNING AND PROFESSIONAL DEVELOPMENT

"We support the government's long-term strategy to improve the quality and image of apprenticeships and to ensure alternative routes into employment are placed on an equal footing with higher education routes."

"However, there are a number of challenges in terms of quality, funding and delivery which the government must tackle and create greater clarity."

NO ANSWER

The National Youth Agency

YOUTH WORK
PAUL MILLER, CHIEF EXECUTIVE

"Apprenticeships are an increasingly important route for young people into the world of work, and as they expand in number it's vital the quality of the experience is not lost."

"There are details about the new scheme at employer, learning provider and funding levels that are still unclear, and with a planned implementation date of April 2017 a delay might enable issues to be ironed out and ensure apprenticeships become a real alternative to A-levels and higher education for the millions of young people for whom this path may provide a more fulfilling future."

DELAY

CONSTRUCTION INDUSTRY TRAINING BOARD

CONSTRUCTION
STEVE RADLEY, DIRECTOR OF POLICY

"The government's proposed funding bands for framework apprenticeships raise real concerns for the construction industry – as they will cut funding for construction apprenticeships by between 20 and 30 per cent."

"We are concerned that this could lead to reductions in key areas of provision or lead to increased costs that would make it harder for employers, particularly small and micro firms, to invest in apprenticeships."

NO ANSWER

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How easy is it to become registered training provider? We take a look...

ALIX ROBERTSON
@ALIXROBERTSON4

The Skills Funding Agency (SFA) was scheduled to open a new, 'tougher' Register of Apprenticeship Training Providers (RATP) to applicants this month, following a period of consultation and feedback. However, as with other elements of the apprenticeship-reform programme, this process has been delayed – indeed, the consultation only closed last week

on September 5. While the government may be dragging its heels over the delivery of the new register, many providers and employers are eager to find out how it will eventually operate and, crucially, how it will interact with the current, 'basic' Register of Training Organisations (ROTO). In this first edition of 2016/17, FE Week decided to investigate just how easy it is for a training provider to gain access to ROTO –

pretty easy, as it turns out. We found that, of the private companies that made it onto the register in the previous round, nine were incorporated less than six months before the application window closed. In fact, two of these companies were only six days old when the ROTO application process closed on May 31, and another was just 12 days old. As might be expected of such young

organisations, of the nine we selected, five have not yet got as far as setting up a website, while two have no working contact details available at all. One company had a website available when FE Week's investigation began, but it appears to have shut it down since we started making enquiries. See the table opposite to find out what motivated them to join the register in the first place.

WHAT IS ROTO AND HOW WILL THE NEW REGISTER BE DIFFERENT?

The SFA's ROTO is the official list of providers which are eligible to become subcontractors with total contracts worth £100,000 or more per year. It also provides access to tenders for education and training services. To apply to join the register, organisations have to complete a "market entry pre-qualification process", which includes a number of due diligence questions. The most recent application deadline was May 31. Last month the SFA published an updated ROTO, and FE Week analysis has found 183 new providers,

of which 80 are private companies. Financial information for the applicant company must be submitted, but if an organisation is "unable to supply statutory financial statements because it has not traded for a sufficient period", it must provide the SFA with forecast figures for its first 12 months and management accounts to date, showing any actual activity. According to SFA documentation, the minimum requirement for submission is a "forecast profit and loss account"; an "end-of-period forecast balance-

sheet"; a "cashflow forecast"; and a "narrative of key assumptions made". The SFA also says it "will assess business plans and financial forecasts on an individual basis", and "take into consideration their achievability, potential for delivery against the information submitted and any autoscore recorded". Nine companies had been incorporated for under than half a year when they applied in May, and below you can see below what they said when we asked what motivated them to join the register.

SFA chief declares current register too 'basic' for apprenticeship employers

At FE Week's Annual Apprenticeship Conference in March, Peter Lauener, chief executive of the SFA and the Education Funding Agency, told the audience that ROTO needed to be reviewed.

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

He compared the situation to a previous system, the individual learning accounts (ILAs), which were announced in the 1997 Labour Party manifesto to support adult education with a system of tax incentives from employers, as well as cash contribution to individuals.

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

Mr Lauener said: "One of the problems is that it was open to all providers. 8,910 signed up to it, around 6,000 took part – and there were some pretty bad apples in that mix. "We're very alive to those issues. We'll be developing proposals to make sure that any provider that is available for an employer to use meets the right standards."



STEP 1: Securing a UKPRN number from the UKRLP website

The first step towards getting onto FE Week experimented with this process ourselves, and found that we were able to get onto the UKRLP very easily.

We were signed up within just 24 hours, using only a company number and with no requirement for financial information or background checks.

We followed up this test by asking the UKRLP how rigorous it felt its application process was.

FE Week asked: How do you justify the current approach as a method of verification?

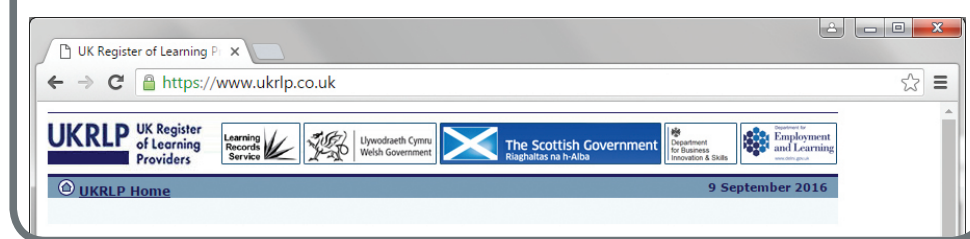
UKRLP said: "The UKRLP verifies that the organisation exists on our approved external verification sources, and we run frequent regular checks to ensure that when an organisation ceases to exist (for example, if a company is dissolved), it is removed from the register. "The UKRLP was not designed to provide

any of the due-diligence checks to judge the effectiveness of an organisation. It is not an accreditation and provides no endorsement or guarantee of quality learning provision."

FE Week asked: Do you see the company number as sufficient information for applicants to provide?

UKRLP said: "It is up to the stakeholders who use the UKPRNs to ensure that they carry out the necessary due diligence appropriate to their scope when engaging with providers."

"Providers are able to update their primary contact information, including phone number and website address. Other providers include a link to relevant information held by stakeholder agencies, such as Ofsted, the HEFCE Register of HE providers, and achievement and attainment tables, enabling our users to find out more about individual providers."



The UK Register of Learning Providers and UK Provider Reference Number

What is the UKRLP?
The first step towards getting onto ROTO is securing yourself a UK Provider Reference Number (UKPRN).

These are supplied by the UKRLP, which assigns them to successful organisations as a "common identifier".

Explaining the purpose of the number, a spokesperson for UKRLP told FE Week: "This enables agencies within the education sector to engage with each other using this common identifier, rather than contending with a multitude of separate identifiers such as Companies House registration number, charity number, etc.

"Recognising individual providers as a separate entity supports each agency

in reducing duplicates and ensuring provider information is up-to-date."

The UKRLP also allows information to be shared across UK government departments and other partner agencies.

Why join the UKRLP?
Schools, academies, colleges, universities and other learning organisations, such as sole traders and limited companies, are all able to apply to join the register of learning providers.

In terms of their motivation for signing up, UKRLP told FE Week: "Providers register for a number of reasons, whether it is to initiate an application for funding, enable learners to apply for an Advance Learner Loan, or to provide statistical returns."

STEP 2: Apply to the SFA Register of Training Organisations (ROTO)

FE Week then asked the SFA about the process of applying for a place on ROTO.

We wanted to know how it performs successful due diligence on companies that only supply forecasted financial information, and why it continues to allow new companies to join ROTO when it plans to prevent them from having access to the proposed new RATP in the future.

We also pointed out that allowing very new companies to get onto the register based only on forecasts is a "significant loophole".

An established company that would not pass the financial due diligence could – for as little as £30 – incorporate a new

company, spend another £50 getting the required data-protection certificate, and then successfully apply using the financial forecasting method.

Therefore, the owners of a company that the government would not allow onto ROTO could manage to get access through a simple, quick and cheap alternative method.

Finally, we asked whether the SFA had any safeguards in place to prevent companies exploiting this loophole, or whether there were any plans to reform the process.

The SFA was unable to provide a response by the time of going to press.

Now that you have seen the FE Week findings, what are your thoughts on the process of becoming a registered training provider? Contented? Concerned? Email us at news@feweek.co.uk

PRIVATE PROVIDERS ADDED TO SFA REGISTER LAST MONTH DESPITE COMPANY EXISTING FOR LESS THAN 6 MONTHS

NAME OF ORGANISATION	UKPRN	DATE OF INCORPORATION	DAYS OLD*	WEBSITE?	FE WEEK ASKED WHY THEY JOINED ROTO
APPROVED TRAINING LIMITED	10056863	25-May-16	6	Yes	Paul Blackshaw, managing director: "To enable access to Skills Funding Agency apprenticeship and traineeship funding, initially as a subcontractor and in the future as a lead/prime contractor. This is in direct response to confirmed employer demand. Approved Training is currently finalising an agreement with a lead provider to operate as subcontractor for the delivery of apprenticeships and traineeships. It has proven more difficult than I expected despite having confirmed employer demand for high priority provision."
CARE TRAINING PARTNERSHIP (PATHWAY) LIMITED	10056862	25-May-16	6	Yes, as part of the Pathway Group website	No comment
CLIQIFY SKILLS LIMITED	10056787	19-May-16	12	No	Adrian Bishop, managing director: "In order to get funding you have to be on ROTO. It's actually been part an objective on the business plan for quite a while now. CliQify Skills itself is a relatively new company; it's actually a manifestation of another previous company that I had before which was also a training company - quBlu Training Limited. We had to keep up with times and the business was trying to do too many things, it needed to move on. CliQify Skills was formed to freshly kick off the training side — the purpose being that we want to deliver apprenticeships and vocational training. We specialise specifically in digital marketing and there's not many other training providers out there that specialise in one field, whereas that's exactly what we want to do. We've got lots of ideas and things we want to implement and we can't really do any of that unless we have funding."
GURUKUL EDUCATION LIMITED	10056238	09-Mar-16	83	No	Phone number listed on UKRLP website does not work
NEW TRAINING LIMITED	10055978	29-Feb-16	92	No	Not listed on UKRLP website, no contact details available
KEYS TO CAREERS LIMITED	10055988	26-Feb-16	95	Yes	Agreed to submit a written response to FE Week's enquiry, but did not send any information or reply to email/calls.
CAPES EDUCATION & ACADEMY LIMITED	10055814	12-Feb-16	109	Website taken down following FE Week enquiries	Jared Ackerman, director of education: "The company has recently entered a joint venture with another organisation called the eResponse group. There was a need to expand the business as many students were applying for training and showing interest. We're currently based in the South West and we're looking to get a foothold there and put on courses that no one else is doing in the region. In the future we want to expand our network across the country."
PHOENIX EDUCATION LONDON LIMITED	10055525	07-Jan-16	145	No	Arranged to do a phone interview with FE Week, then subsequently did not answer the phone at the agreed time or afterwards despite multiple follow up calls.
WEEE CONSULT LIMITED	10055767	17-Dec-15	166	No	Mohammed Sohail, director/consultant: "WEEE (Waste Electrical and Electronic Equipment) Consult is involved in the training and consultation of the recycling of electronic goods. In a nutshell we advise companies on how to dispose of electronic goods safely and within the law. We found many recycling consultants were offering training but were not on the register so we felt this would give our organisation added credibility and a definite edge against competitors."

*Days incorporated at ROTO application deadline

CAMPAIGN

SAVE OUR APPRENTICESHIPS CAMPAIGN

Our first ever official campaign will oppose damaging cuts to apprenticeship funding exposed by FE Week over the summer. Exclusive research that we published last month showed proposed funding changes could mean rates being cut by up to 50 per cent for the most deprived 16 to 18-year-olds. It provoked a huge national backlash. Damning letters were sent by more than 50 Labour MPs led by David Lammy and shadow skills minister Gordon Marsden to new apprenticeships and skills minister Robert Halfon. The issue was also raised in parliament and has been taken up by national papers the Guardian, Independent and Mirror. We agree the debilitating affect that this would have on

the life chances of young people in poorer areas across the country is simply unacceptable. It is why FE Week has decided to cast aside our usual impartiality and call for common sense and decency to prevail. We're confident this paper's investigative reporting and editorials have influenced government policy in the past. For example, there's little doubt our first ever edition's expose of 12-week call centre apprenticeships - published five years ago - and subsequent stories on disgraceful "hothousing" were driving factors behind the decision to increase minimum duration from 12 weeks to 12 months. But this is FE Week's first ever official campaign, which hopefully reflects the hard-won maturity of the title. These planned cuts appear to be the result of rushed

policy making surrounding next April's levy launch, and it feels right to appeal for a change of heart to a new minister who has been rightly praised for his own campaigning to promote apprenticeships and cut fuel duty. So come on Mr Halfon, show us that prime minister Theresa May's promise on taking office to 'help anybody, whatever your background' wasn't empty jargon. Save Our Apprenticeships!!



Here's how we covered the story online over the summer:

August 19, Funding rates cut by up to 50 per cent for the most deprived 16-18 apprentices

Proposed funding for 16 to 18 year-old apprentices will result in current rates to colleges and training providers being cut by around 30 per cent, rising to over half for those apprentices living in the most deprived areas of central London, FE Week can exclusively reveal.

Astonishingly, this compares with the funding for many learners aged 24 and over going up, particularly those living in affluent areas outside the South East and working for large employers.

The analysis for some of the most popular apprenticeship frameworks was conducted by FE Week.

It is based on new proposed new 'upper limit' funding levels and a £1000 16 to 18 incentive paid to the provider, for apprenticeship framework starts from 1 May 2017 published by the Skills Funding Agency.

Aug 23, Former minister asks PM why she is 'shafting' future of young people with apprenticeship reforms

The former minister for HE has slammed the Prime Minister for "shafting" the future of working class kids in his constituency, after seeing FE Week research into proposed apprenticeship funding cuts.

David Lammy said the impact of potential funding cuts for 16 to 18 year-old apprentices would be "devastating" for young people in deprived areas like his own area of Tottenham, where unemployment rates are already almost double the national average.

He said: "I have one question for the government in response to these cuts: why are you shafting working class kids?"



Mr Lammy added the cuts would "hugely undermine" the government's target to create 3m apprenticeships by 2020, and "entirely contradict" Theresa May's promise to boost social mobility.

September 2, Concern over FE Week funding cuts findings raised by shadow minister

Serious concerns about funding cuts for 16-18 year old apprentices have been raised by shadow skills minister Gordon Marsden,

in a letter to apprenticeships and skills minister Robert Halfon based on FE Week research. He referred directly to our analysis, published last month, which showed that proposed funding for apprentices from that age group would lead to current rates to providers being cut by around 30 per cent, rising to over half for those living in most

deprived areas of central London. The letter warned that the proposals "offer a damaging lack of support for young apprentices".

September 6, Greening challenged over apprenticeship funding cuts

The first day back from parliamentary recess saw education secretary Justine Greening challenged over widespread apprenticeship funding cuts uncovered by FE Week.

Shadow skills minister Gordon Marsden lodged a series of written parliamentary questions yesterday, following up on FE Week research which revealed proposed funding reforms would mean around 30 per cent cuts for 16 to 18 year-old apprentices, rising to over 50 per cent for those in the poorest areas of central London.

Mr Marsden asked if Ms Greening would "discuss with the treasury the potential to fully fund apprenticeships for 16-18 year olds from savings accrued as a result of the introduction of the apprenticeship levy".

This echoed comments by FE Week editor Nick Linford on September 4, when he wrote: "The Treasury will make a £1.5bn annual saving by switching the total source of apprenticeship funding to an employer levy. Perhaps half of this could be used to improve social mobility by fully-funding 16 to 18-year-old apprentices?"

FE Week will be holding a campaign launch event in the Houses of Parliament on Wednesday. It will be hosted in Committee Room number nine by our editor Nick Linford and shadow skills Minister Gordon Marsden, with David Lammy and many other MPs in attendance. The idea is to give sector leaders in the audience from colleges, training providers and third sector organisation, as well as small and large employers involved in apprenticeships, who subscribe to FE Week, the opportunity to talk to politicians about the impact of the proposed apprenticeship funding rate cuts and how we can all work together to pressure the government into changing its plans.



NICK LINFORD FE Week editor and author of the Complete guide to funding apprenticeships

Halfon should ask the Treasury to hand back the savings and fully-fund younger apprentices

This evening three national newspapers have reported our apprenticeship funding analysis along with a letter to the Skills Minister signed by over 50 MPs. FE Week editor, Nick Linford, explains how we've ended up here and suggests the Treasury should hand back some of the £1.5bn apprenticeship savings in order to fully-fund 16 to 18-year-old apprentices.

For the benefit of those that struggle with understanding further education policies, let's first talk about schools. Imagine the Government decided they didn't want to pay for school sixth forms. Instead, the Treasury will take back all their £22bn and instead fund through a new tax on the top two per cent wealthiest parents in the UK. Then imagine the Government announces a 'simple' way for all parents in England to

spend the tax collected via negotiating with the school's sixth form, pupil by pupil, the price to teach them. There is no consultation about the level of this 'simple' price, which does not include the current extra funding for both pupils in deprived areas and school sixth forms located where staff and land costs more.

The 'simple' price chosen is a much lower rate, more than 50 per cent less than the current rate and because price negotiation between parent and school is now required a parent will often pay even less.

The Government defend the much lower price by saying it makes it 'simple' for parents. They also point out that the new parent tax for the 2 per cent wealthiest means more money overall for school sixth forms, the poorest parents won't have to pay at all and

there is a £1,000 per pupil incentive paid to the parent and the school. Finally, imagine FE Week crunched the numbers and found this 'simple' solution to the pricing issue meant schools were facing per pupil funding cuts of between 30 and 50 per cent, even assuming the parents pay the upper limit of the new 'simple' price.

Now repeat the paragraphs above but delete the word imagine and replace the words 'schools sixth forms' with 'colleges and training providers', '£22bn' with '£1.5bn', 'tax' with 'levy', 'parents' with 'employers', 'pupils' with 'apprentices', 'wealthiest' with 'largest' and 'poorest' with 'smallest'. Then you have a paragraph which represents what the government are introducing next May.

Its truly shocking. Just imagine Theresa May even considering a 'simple' school formula that cut per pupil funding in every school sixth form by even a single percentage point, let alone double digits. It. Would. Not. Happen.

The Treasury will make a £1.5bn annual saving by switching the total source of apprenticeship funding to an employer levy. Perhaps half of that £1.5bn saving could be used to improve social mobility by fully-funding 16 to 18-year-old apprentices?

We shared our analysis with several MPs, which resulted in the shadow skills minister Gordon Marsden and a former HE minister David Lammy separately writing to the Skills Minister Robert Halfon. The matter has now begun to receive national attention with news reports so far in The Guardian, Independent

and Mirror.

Halfon is new in post and is probably being advised to ignore complaints about rate cuts from the Labour Party and training providers. But can he afford to ignore employers, those that these reforms are meant to be putting 'in the driving seat'?

What does the Institute of the Motor Industry think, which includes BMW and Bentley Motors on their board? Well last week, on their website under the headline "new apprentice funding arrangements are car crash says IMI" their chief executive said: "These proposed funding levels will leave some vital apprenticeships with up to 50% less funding. Employers around the country will struggle to get training places for their apprentices under this system"

Hopefully Halfon will at least listen to employers and bring some of his celebrated campaigning skills to the task, like those he used to battle his own government from the backbenches over fuel duty increases and hospital car parking charges.

Where will the extra money come from? Well, the Treasury will make a £1.5bn annual saving by switching the total source of apprenticeship funding to an employer levy. Perhaps half of this £1.5bn saving could be used to improve social mobility by fully-funding 16 to 18-year-old apprentices?

So Mr Halfon, let's not allow this to be a 'car crash' for social mobility, just a temporary hole in the road that you can persuade Theresa May and your old friends at the Treasury to fill.

End of an era as Doel leaves Association of Colleges in its twentieth year

JUDE BURKE
@JUDEBURKE77

As the Association of Colleges welcomes a new chief executive in its 20th year, FE Week takes a look at the past, present and future of the organisation.

The AoC in a not-for-profit company founded in 1996 to act as the collective voice for colleges, and, as of this August, has 308 members – or 95 per cent of the eligible general FE, sixth form, tertiary and land-based colleges.

It employs 129 staff, and its latest annual accounts for the year ending March 2016 show a group turnover of £16.3m, down from £19.1m the previous year.

One of its key functions is speak up the issues affecting the sector on behalf of its members, and mediate with the government and decision makers.

This is done in a number of ways, including responding to government consultations, briefing MPs and managing the all-party parliamentary group for FE and lifelong education.

It also provides a range of support services for members, including advice and information on funding, governance, communications, and health and safety.

The AoC annual conference is held every November, and is one of the biggest events on the FE calendar. It presents an opportunity for members, and the wider FE sector, to network, learn, develop, influence and share information.

As well as its core membership organisation, the AoC has a number of

subsidiary companies.

These include AoC Create, the organisation's commercial arm, which provides paid-for services including consultancy, training, interim management, recruitment, conferences and events.

AoC Sport was meanwhile formed in 2014 through a merger between British Colleges Sport, English Colleges FA, and the AoC sport policy team, with a focus on promoting, delivering and supporting college sport and physical activity.

The AoC is also one of three founding

members of the Education and Training Foundation.

Over the next few pages we've collected some further facts about the AoC, its history and the way it's organised.

As its outgoing boss Martin Doel moves on to his new role as professor of FE and skills for the Further Education Trust for Leadership, he shares his thoughts on the state of the sector after eight years at the helm. And over the page, FE Week's editor Nick Linford grills Mr Doel's successor David Hughes on his thoughts and plans for the future.

A HISTORY OF THE CHIEF EXECUTIVES

- **Roger Ward** was the first chief executive until January 1998. He was previously the chief executive of the Colleges' Employers Forum
- **David Gibson** was second to take on the top job and served until September 2003. He was formerly a college principal in Manchester
- **John Brennan** was the third chief executive until August 2007. This was an internal appointment after he was previously director of funding.
- **Sue Dutton** was interim chief executive (previously deputy chief executive) from September 2007 until May 2008
- **Martin Doel** was appointed to the post in May 2008 and served until September 2016
- **David Hughes** takes over in September 2016 and before that was chief executive at the Institute for Learning and Work. Read more about David on pages 14 and 15.

SOME KEY AOC FACTS

- The AoC was launched in 1996
- The lowest total membership subscription in 2016/17 is £2,448 and the highest is £48,553
- AoC currently employs 129 members of staff in total. This includes 28 with the commercial wing, AoC Create, and 25 with AoC Sport
- In August 2016, the AoC's membership included 95 per cent (308) of the 325 eligible FE, sixth form, tertiary and specialist colleges
- In 2015/16, AoC membership was 95 per cent (317) of the 335 eligible colleges

HOW MUCH DOES IT COST TO BE AN AOC MEMBER?

There's no fixed membership rate for the AoC, as it depends on the size of the college and what type of college it is.

In 2016/17, membership rates range from £2,448 up to £48,553 – for large colleges with a multi-regional presence.

The rates are based on the college's income from the previous year, explained an AoC spokesperson, adding: "There is a maximum cap on national subscriptions which covers the top 25 per cent of the largest colleges with an income of circa £31m."

Land-based and sixth form colleges also receive a 25 per cent discount "which takes account of the work of Landex [Land Based Colleges Aspiring to Excellence] and SFCA [Sixth Form Colleges' Association], of which they are also members".

The rates and the cap are based on the recommendations of an independent subscriptions review undertaken for the AoC by Dame Patricia Bacon in 2013.

AOC REGIONAL STRUCTURE

The AoC has a network of nine regional offices which provide local support to members (see dots on map).

Six of these – North-East, North-West, Yorkshire and the Humber, West Midlands, London and South-West – are fully part of the AoC.

A further three are separate legal entities that the AoC works with to support college interests – ACER (Association of Colleges Eastern Region), AOSEC (Association of South-

East Colleges) and EMFEC, in the East Midlands.

Each area has a dedicated regional director and a regional team to provide support to colleges in the region, and to promote the contribution they make to local economic and social prosperity.

The regional offices also ensure that colleges are represented with local decision-makers and partners, including local enterprise partnerships.



Doel-ing out the hard truths

After his eight years at the helm of the Association of Colleges came to an end last week, it only seems fair that we give Martin Doel the final word...

Nietzsche famously said "that which does not kill us makes us stronger".

If he was right, then after all that the trials and tribulations they have suffered over the past eight years, colleges should be the strongest institutions in education.

In one sense this is right; colleges have developed survival skills of the highest order.

In comparison to schools and universities, they are outstandingly resourceful, flexible and responsive.

On another level, however, Nietzsche's aphorism doesn't work.

The overhang of the capital crisis in 2009, when the then-Learning and Skills Council overcommitted a capital budget of £3bn, means that the consequences are still being borne by colleges, while sustained, drastic cuts to funding for young people and adult education – and constantly

shifting ministerial initiatives – have all had an effect.

Professor Alison Wolf was right to say in the summer of last year that colleges were heading for the precipice.

The outcome of the 2015 Spending Review that Professor Wolf anticipated was better than most expected (an outcome for which I think AoC can claim some justified credit).

Funding for young people was protected for the life of the parliament, the adult education budget was similarly protected, albeit with the prospect of devolution to combined authorities or similar, and an employer levy was proposed to fund apprenticeship growth.

But this served only to stabilise funding and not to redress the cuts of previous years, which stood at 40 per cent for adults and 14 per cent for young people.

The signs of stress are inevitable within the further education sector, with area reviews underwritten by a restructuring cash facility viewed as a means of securing a sustainable pattern of provision.

At the outset of this new

academic year there did seem to be the prospect of colleges having the breathing space to regroup in order to respond to the challenges and opportunities laid out by the new prime minister and her team of ministers.

These include promoting social mobility, improving productivity and preparing for a world outside the EU. There are, though, fresh challenges ahead.

One of the most dispiriting questions from every incoming minister for skills that I have dealt with is this: "what are we going to do about underperforming colleges?"

On each occasion this question has been asked, I have replied – with suppressed anger – that the number of underperforming colleges is relatively small.

If some colleges were not performing as well as others, that was natural, and the causes were more often to be found outside colleges than inside them.

Analysis of high-performing skills systems elsewhere in the world indicate that they benefit from adequate funding and a stable policy environment which then promotes high levels of trust between skills providers, government and employers.

Despite the lack of these elements in England, we still have a high-performing college sector that compares well with others and from which other nations seek to learn.

This is due to the quality of leadership in

colleges more than the policy environment in which they operate.

What new ministers must now address is to ensure in the forthcoming Autumn Statement that adequate funding is secured, that the coherent way ahead plotted in the Skills Plan is delivered by competent and consistent policymaking, and that apprenticeship reform in particular does not run ahead of itself. If these elements are in place, then colleges can be properly examined on their part in delivering the plan.

To finish a few aphorisms of my own based on eight and a half years at AoC:

Keep the message simple as possible. Repeat it many times.

Fight only when you know you can win, or when you have no alternative.

Don't fight simply to make yourself feel better or to look big.

See each battle, whether won or lost, as a part of a longer campaign.

Presume the best in people and not the worst.

Never underestimate the power of saying "thank you".

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INTERVIEW

AoC board look to new chief executive for internal review

Last week saw David Hughes become the fifth chief executive of the Association of Colleges in its 20 year history. Many readers will know that he's been close to the action ever since joining the Further Education Funding Council in 2000 and more recently as chief executive at the Institute for Learning and Work. I've known David for over ten years, first clashing over his approach to the distribution of ESOL funding to colleges in London, when I was a Director at Lewisham College and he was the LSC Regional Director.



Nick regularly ribs David for not wearing a tie, so a welcome gift seemed appropriate...

Since then our paths have regularly crossed, such as when he speaks at events and in the pages of FE Week, where he has regularly featured as both a commentator and in the cartoons. David is a well-respected FE leader with plenty of experience and his policy views are well documented. But now he is at the helm of the AoC, this was the first opportunity to quiz him about his approach to representing colleges. With a new minister appointed for apprenticeships and skills likely to be wanting to stamp their mark, I started by asking which policies are working and which should be left alone.

He continues: "I think one of the things the minister needs to do is step back from it and say 'what are the most important changes to be done and over what period', and put in a proper change management process". We move on to talk about the role of the AoC and I ask him about Martin Doel's reflections article, in which he said he regretted not focussing more on creating a sense of identity for colleges. This, said the outgoing chief executive of the AoC, allowed ministers to push colleges around. David was quick to defend Martin, saying:

in Whitehall didn't participate in FE, in a college. "Therefore they don't have a good understanding. There have been multiple attempts - groups and organisations that tried to make the change. "I'm mildly optimistic that the



NICK LIFFORD @NICKLIFFORD

If we don't hold onto that collective it's much easier for colleges to be ignored

"It has always been an issue ever since I've been in the sector. I've always thought that part of the reason why FE is overlooked is the simple one, that most of the people

Sainsbury review could provide a new platform for colleges to have a unique place in the education system... we need a college in every community that can deliver

most, if not all 15 areas: high quality, good relationships with employers, so on. That will become the signature of what the FE sector is about." Another challenge for any AoC chief executive is clearly representing members when they might disagree with each other. I put this to David and ask if it is reasonable to expect the AoC to represent the views of large multi-site, multi-age vocational colleges with £100million turnover, whilst also representing small sixth form colleges? "Yes," he shoots straight back. So I press him further and he admits: "It is challenging.

membership, which for some colleges is nearly £50,000? What is his elevator pitch to encourage colleges to remain? He tells me colleges need to stick together as members because "collectively they've got a lot of clout, collectively they [colleges] deliver to millions of people in this country, and collectively they've got a lot in common. The impact of all of that has shown over the years to be really powerful in Whitehall, with the Treasury, with the Department. "Despite devolution there's still going to be a strong need to represent the interest of colleges, in Whitehall, regionally

The dynamic of it is not that I sit here and work out what to say in Whitehall, disconnected. Membership organisations are difficult because you have lots of people with different opinions. The focus Martin has achieved over the years is about the key issues common to all or most colleges. "That's what you do; go to the 80 per cent and support different interest groups around rural, urban, big, small, and agricultural. It's a constant job, communicating, working with and supporting people who have made their own submissions. That's why it's exciting. Diversity is fun." But what about the annual cost of AoC

and locally, and the AoC does that with colleges, for colleges, by colleges. If we don't hold onto that collective it's much easier for colleges to be ignored." I acknowledge that it was only David's second day at the helm but go ahead anyway and ask him if there is anything he wanted to say about how he thinks the membership body might now change. To my surprise, although doing my best poker face to hide it, he talks candidly about the AoC board calling for an immediate review that might change the AoC services and regional structure. "Part of my first two months before

our annual conference in November is to go around every region and see as many members as I can and ask what they want," he tells me. "The last proper review of the AoC was eight or nine years ago, just before Martin started and a lot has changed since then. It's a really good time for me starting, the board have said 'let's do a review'. "The first part is informally asking the members to say what they think. Then to use the annual conference [in November] to formalise it a bit more to come up with some proposals.

willing to pay for? We've got a regional structure which was based on old government office regions, is that the right geography, should we change it? "What are the services that need to be local, need to be central, what do people most preciously want to keep, want to do differently? It's a great opportunity for me. If you look at what has changed since then, institutions, politics, governments have changed, new prime minister. "The policy landscape looks completely different than it did eight or nine years ago. It's a fantastic time to ask people what should we do and how should we do it."

First part is informally asking the members to say what they think. Then use the annual conference to formalise it a bit more to come up with some proposals



OPPORTUNITY OR THREAT? QUICK FIRE RESPONSES

1 Q. Brexit
A. Opportunity

4 Q. Post 16 skills plan
A. Opportunity.

7 Q. English and maths GCSE reform
A. Cause for concern

2 Q. Levy reforms (moving to an employer negotiated model)
A. pass.

5 Q. Area reviews
A. Opportunity.

8 Q. Moving all education policy into the DfE
A. Opportunity. We've had a split department for the last 8 years and colleges haven't done very well. A joined up agenda across the education landscape will be better.

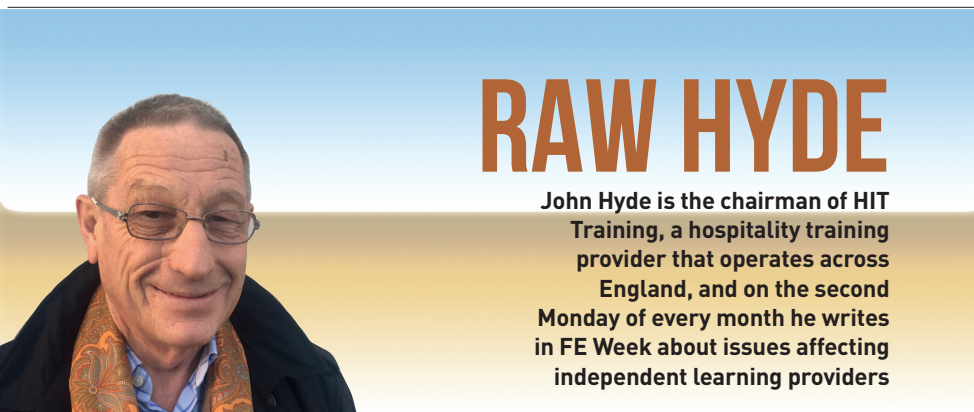
3 Q. UTCs
A. Opportunity (some colleges are running them)

6 Q. Expansion of the advanced learners
A. Opportunity

If you could have one policy that you could change?
Most urgent immediate one I would go for would be to change the GCSE resit presumption. I think it is really problematic. I would give more license to the college to decide what the best route.

If you could have one change to FE Week newspaper to improve it?
Why not pick a campaign issue and take on an issue over a period of time?

Editor replies "Great idea" (see pages 10 and 11)



RAW HYDE

John Hyde is the chairman of HIT Training, a hospitality training provider that operates across England, and on the second Monday of every month he writes in FE Week about issues affecting independent learning providers

Is this the new dawn for apprenticeships?

While apprenticeship expansion is very welcome, let's hope it's not derailed by some of the disastrous aspects of the reforms, says John Hyde.

Future generations will look back at this moment to realise that apprenticeships for the 21st century have finally arrived. The extension of apprenticeships to all skills and managerial levels – encompassing all manufacturing, service and commercial enterprises, plus the public sector and all the professions – constitutes a recognition (finally) that over 80 per cent of what we learn in our lifetimes is acquired at the workplace, and that apprenticeships are the best way to quantify this.

The reforms instigated by Doug Richards and Matt Hancock brought a few advantages, namely the introduction of higher apprenticeships, graduate apprenticeships and professional apprenticeships in banking, law, accountancy; and in the public sector, planned apprenticeships in teaching and nursing.

We are moving towards apprenticeships being available at every level and in every sector, profession and public service; funded directly by employers through the levy or co-investment, with the cost removed from general taxation. As apprenticeships become a more viable option – and a financially attractive alternative to sixth form, FE college or university – the government will make substantial savings from general taxation by simultaneously reducing funding to these institutions, as potential students opt for apprenticeships instead.

Uncontrolled development of end-point assessments is concerning employers.

Let us hope, however, that the welcome expansion of apprenticeships to graduates, the professions and the public sector is

not derailed by the disastrous delivery and end-assessment 'reforms' that were recommended by Richards and Hancock and so clumsily implemented by government. Employer resistance is beginning to surface over apprenticeships that have bizarre end-point assessment criteria or do not include a qualification in the standards, as the new standards are introduced.

The uncontrolled development of end-point assessments is concerning employers. At one extreme, a small garage owner will have to lose their apprentice for four days away from work to attend an assessment centre, causing substantial disruption to an SME. Conversely, other sectors have much shorter assessments, with perhaps a 90-minute online knowledge test, one brief site-observation and a 40-minute discussion from the external assessor. Even this means two more days away from work than the highly regulated, continuous assessment currently in place.

Employers are questioning how such an insignificant amount of time from a stranger (sorry, 'external independent assessor') can produce a valid judgement, let alone distinguish between a pass and a distinction.

Now that parliament is sitting, let's hope some of the anomalies that came from the much-delayed SFA announcements on the levy, rates and co-investment will be corrected.

For example, the SFA, in attempting to persuade training providers to adopt the new standards by restricting any growth cases, is in fact penalising any employer who adopts the new standards early – by demanding a one-third contribution now, when from April it will be just 10 per cent for non-levy payers. This provides no incentive to move now to the new standards, especially as the third rate will continue for the duration of the apprenticeship and cannot be reduced to 10 per cent from April or set off against any levy payment.

The abolition of the area uplift will also decimate the apprenticeship provision currently available in London, when providers realise they cannot afford to operate in the capital with these substantially reduced rates. So much for the new prime minister's 'social mobility' agenda. This seems just another example of policies being driven by the limitations of the HMRC/DAS software and not by what is best for the national skills and mobility agenda.



BILL WATKIN

Chief executive of the Sixth Form Colleges Association (SFCA)

GCSEs vs functional skills: which English and maths resits should your students take?

When only one per cent of E-grade students pass their maths GCSE on resit, why are they not sitting functional skills instead? Bill Watkin describes an alternative, win-win scenario.

Every 16-year-old who has not achieved a C-grade or higher in their GCSE maths or English by the end of Year 11 must now continue in Year 12 to work towards passing a level two qualification (GCSE or equivalent), if they are to meet the DfE's condition for funding.

Those who achieved a D-grade at 16 have no choice: it is the GCSE that they must resit. But those who achieved anything between E and U can either resit the GCSE, or study an alternative: the functional skills courses. So there appears to be a perverse incentive at play: is it better to get an E than a D at GCSE?

In the GCSE resits, most students, having failed to achieve a C after five years in school, were, perhaps unsurprisingly, still unable to make the grade after just over two terms of post-16 study. Only 18 per cent of those with a D in maths in 2014 went on to pass their resit in 2015; only one per cent of those with an E managed to do the same.

But E-grade students can take the alternative functional skills, so why do some colleges still enter them for the GCSE? Why would an E-grade student, with just a one per cent chance of passing, resit the GCSE rather than the alternative?

Dr Becky Allen at Datalab suggests that functional skills might not be on offer, or that the GCSE might be perceived by teachers or students as a better route to eventual success.

So which are the right English and maths resits for students with an E or lower in their GCSE?

Too often, students are asked to resit the GCSE even though it is not necessarily best suited to their aptitudes, interests, other studies and workplace aspirations.

Some argue that the GCSE qualification is more rigorous, more demanding and therefore more valuable and respected by employers; to enter students into a supposedly lesser alternative would be to do them a disservice because their future prospects will be less bright if they do not have a GCSE.

Others say that functional skills courses, following recent reforms, are now more difficult than they used to be, less accessible to lower-ability learners, more academic

in nature and perhaps less of a viable alternative. And then there are those in the other camp, who point out that functional skills are more relevant in the context of preparing for technical and trade-related destinations and give students a better

An applicant who has functional skills will be in a better place than one who has neither functional skills nor GCSE.

chance of reaching the required standard.

And what of employers? How do employers view a functional skills qualification compared with a GCSE? Well, inevitably, a GCSE will give a job applicant an edge. On the other hand – and this may be the crucial point here – an applicant who has functional skills will be in a better place than one who has neither functional skills nor GCSE.

And if the reformed, more difficult 2017 GCSEs are to be increasingly out of reach, and if the GCSE course-content is less relevant to the job than the applied literacy and numeracy that some employers will require for parts of their workforce, maybe this could lead to a win-win situation, where employers recognise the value of functional skills and applicants are better equipped.

Functional skills might be more suited to some students' aptitudes; they also count towards the new level two English and maths measure in post-16 performance tables. To top it off, they offer a better route to a pass for E-U students. But in some colleges, GCSE is still the currency of choice.

Despite all this, it is reassuring to know that the government's analysis of 2014/15 shadow measures shows that sixth form colleges get better results, notably than schools and academies, in English and maths resits. Early data returns this summer appear to bear this out, which is certainly something to celebrate.

With the UK again ranking low for skills, Liz Rees describes how unions can help upskill employees in English and maths.

Earlier this week I experienced a "low skills" Groundhog Day. Yet another policy report appeared highlighting the UK's abysmal record in ensuring that its citizens are empowered to acquire the minimum skills necessary to fulfil their potential at work and in society.

In basic terms, this involves all citizens achieving an aptitude in core skills – English, maths and ICT – that is expected of school-leavers in OECD countries.

This new research was published by the Joseph Rowntree Foundation (JRF) in a major report setting out an anti-poverty strategy designed to solve poverty in a generation.

Low skill levels lock people out of the labour market

The research repeated many of the depressing statistics showing that the UK, despite being the fifth-largest economy in the world, languishes near the bottom of many OECD skills league tables.

The latest estimates are that five million adults in the UK lack core literacy or



LIZ REES

Director of unionlearn

Engaging learners at work remains a key challenge

numeracy skills, and that over 12 million lack basic digital skills.

What was very welcome about the JRF report is that it puts low levels of skills in the context of the wider policy challenge of tackling poverty.

Improving education standards and raising skills is one of the pillars of the JRF's five-point plan.

This is not rocket science – low skill levels tend to either lock people out of the labour market completely, or it locks them into a cycle of highly-casualised, low-paid employment interspersed with regular periods of unemployment.

A key recommendation by the JRF is to double government funding for supporting adults to attain key skills, with the aim of enabling five million more people to reach minimum levels in English, maths and ICT

within a generation.

There are some other welcome policy recommendations in the report, including measures to drive up the number of high-quality apprenticeships.

It is also welcome that the JRF report (and associated research by the Learning and Work Institute) highlighted that encouraging adults to take up learning is another key barrier – and that trade unions play a vital role on this front.

The development of union learning representatives and the establishment of the Union Learning Fund in the late 1990s were hugely influenced by the Moser Report and its evidence that millions of adults lacked these key skills.

Union learning reps very quickly proved to be highly adept at supporting colleagues to take up union-led learning opportunities in

the workplace.

In many cases these individuals had spent their working lives concealing the fact that they had left school without the necessary attainment in English and maths because they were embarrassed and often feared for their employment prospects if it became public knowledge.

Each year trade unions, with the support of unionlearn and the Union Learning Fund, help well over 200,000 employees to engage in learning. Many of these are adults taking the first steps to brush up on their English and maths.

Lots of these individuals then get the learning bug and gain valuable skills and qualifications that boost their career prospects.

For example, a forthcoming independent evaluation of unionlearn and the Union Learning Fund found that employees undertaking at least three episodes of union-led learning are three times more likely to receive a pay rise and six times more likely to be promoted.

Unionlearn continues to prioritise building support services for workers who, with the encouragement of their union, engage with learning at work to improve their English and maths.

Next month we will be launching a campaign on maths skills – dubbed 'the unionlearn maths workout' – with the aim of engaging more adults to take up union-led learning opportunities.

Keep an eye on the unionlearn website for more details!

TRIBAL

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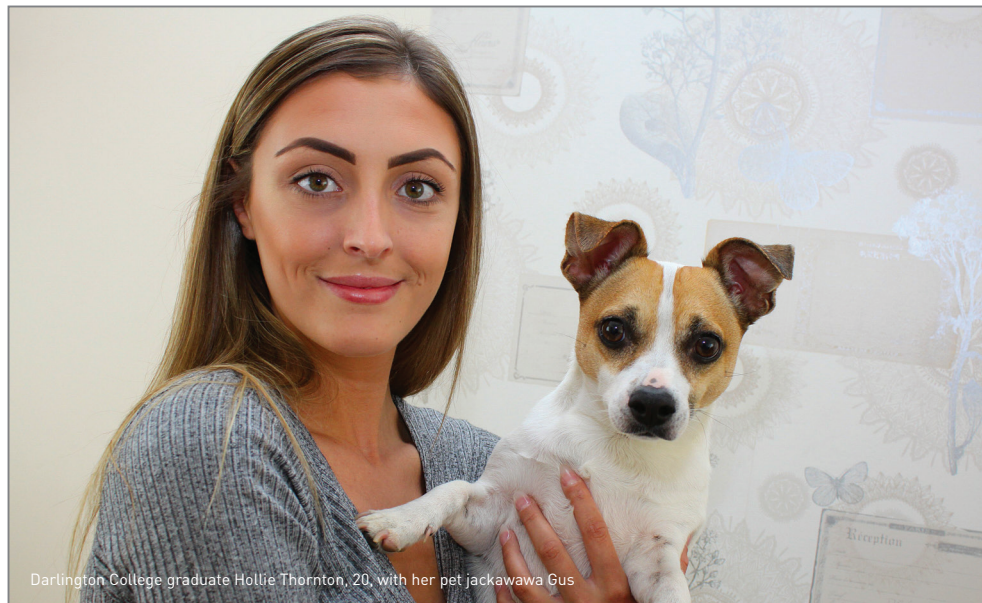
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#MISrevelation



CAMPUS ROUND-UP *with Sam King*

New leash of life for animal-lover Hollie



Twenty-year-old Hollie Thornton is finally on the path to realising her veterinary dreams, despite numerous setbacks. The aspiring veterinary physiotherapist had feared her chosen career path would no longer be an option after she was diagnosed with severe hypersensitivity to animal hair and fur, which doctors warned could be a serious danger to her health. Despite not making the grades to study veterinary science, the dedicated animal lover took a human physio course, which then introduced her to the alternative option of pet physiotherapy. After studying a two-year BTEC course in applied science, and starting work experience at a local vet, Hollie was hit with the news

about her allergy following a blood test. Hollie said: "I was devastated. I'd worked so hard and now I thought I was going to fail at the last hurdle and lose the chance of my dream career." However, after speaking with her GP, Hollie realised there were ways to work around her condition and still pursue a career with animals. "I discovered that as long as I was sensible, wore latex gloves when dealing with any animals, and took my medication as and when I needed it, I should still be able to pursue my dream." Hollie will start her BSc (Hons) course at Warwickshire Agricultural College in September.

A blooming great achievement for Pershore College student



Lydia Knight, a student at Pershore College, scooped a prestigious gold medal for her show garden at the RHS Flower Show in Tatton Park. The second-year BSc horticulture student was competing in the RHS Young Planting Designer category with her coastal-themed show garden. Each garden was given a different style and soil-type to produce either a countryside, coastal or urban focus, and Lydia was partnered with a finalist from the Young Landscape Contractor category, Ewan Sewell, in order to create a complete garden at the show. The entire project took two weeks, with the planting completed during the final four days

of the build. Lydia said: "This was the first show garden where I was alone and responsible for the planting, and we had to contend with awful weather too. I was very happy with the finished garden but to be honest, it looked nothing like I had planned." "My studies at Pershore gave me the confidence to go with my instinct and put all the design principles I had learnt into place. "I was surprised and ridiculously pleased to be awarded a gold medal on my first try at a show garden. I had always thought my plant combinations were something to be hidden in my back garden, not on display to the public, and for the judges to actually like them was just fantastic!"



Charlie egg-cels at art exhibition

Suffolk teenager with artistic flair has been recognised at national level, receiving an award from one of the most illustrious arts universities not only in the country, but also the world. 16-year-old Charlie Clover, an art and design student at Suffolk New College, was one of 105 student artists selected to have their work exhibited at the University of the Arts London Origins exhibition, put on at the Menier Gallery near London Bridge. Charlie's ceramic egg sculpture had a powerful message behind it, and was chosen by judges on the day as one of the best six pieces of art on display. Explaining his project, Charlie said: "I made a box of two collections of ceramic eggs [pictured] 200 years apart, with the idea

being to show the contrast and the effects of pollution. "In total the piece took about six weeks to make and I'm pleased it achieved the effect I wanted." Charlie is now preparing to return to Suffolk New College to complete his Level 3 Extended Diploma in art and design next month. He hopes to go on to university before shaping his passion for ceramics into a career.

Justice has been done



Greg's dream to study law at Oxford hung in the balance after just missing out on the grades he needed. Greg Horne, a student at Priestly College, had his heart set on studying law at university ever since he witnessed the Hillsborough inquests from the public gallery. The former Lymm High School pupil had wanted to see the legal process in action and after attending the inquests, he knew the profession was for him.

He achieved high grades across the board, with an A* in politics, an A in history and a C in maths – but a B in English literature meant he hadn't quite achieved what he needed to get into Oxford University. However, after tutors and staff at Priestley helped Greg pull together every mark from the past two years, he successfully had his grade reviewed to an A. Greg said: "It has been an emotional few weeks, but I'm glad it worked out the way it did."

Fundraising superheroes help Jacob with his wish to walk

Staff from Weston College have gone the extra mile to raise money for a two-year-old boy who needs £75,000 surgery in the US to help him walk, writes Samantha King.

It was through a fundraiser for Jacob held at Weston College that member of staff Marcus Tyler, first heard Jacob's story. With a ten-year background in fundraising, he decided he would go one step further – 60 miles in fact – to raise as much as possible for Jacob's cause... while dressed as a superhero. Marcus, who is residential coordinator at Weston College, said: "Myself and a friend went to Twickenham to watch the rugby and made these cardboard superman and batman costumes. They were getting a lot of attention and I thought they would be fantastic for fundraising. "We didn't have anything to fundraise for at the time, so when this came through it just sort of clicked into place that it would be brilliant, and as I was talking about it, my colleagues overheard and said they wanted to be involved in the walk." Marcus was joined by colleagues Leigh Murray and Emma Rosewel, both specialist tutors at the college, as well as numerous supporters throughout the 60-mile walk, which began at Blackpool Pleasure Beach and reached its conclusion at the aptly-named landmark, Jacob's Ladder, in Cheddar Gorge. Marcus said: "A lot of the walk was going to different cities and towns, doing collections and taking photos.



The reception from people was fantastic. Jacob and his family joined us in Blackpool when we started, and so we did collecting up there. He and his sisters walked with us along the seafront and then rejoined us when we got back to Weston." Jacob Baird was diagnosed at just 18

months old. After missing major movement milestones like crawling, sitting and pulling himself up, it became apparent that something wasn't quite right. The diagnosis? Spastic diplegic cerebral palsy. The condition causes spasticity and permanent stiffness in the lower limbs, and has rendered Jacob unable to walk. Whereas most 2-year-olds are up on their feet, Jacob can only go so far before his legs cross over and he falls. In January 2016 Jacob's mum, Nicola Baird set up the 'Jacob's Journey' fundraising

page in an attempt to raise £75,000 for a life-changing operation that could release the tension in Jacob's legs and give him the chance to walk. The operation, called selective dorsal rhizotomy, is currently available only in the US, and requires two years of intensive physiotherapy following the procedure, which naturally doesn't come cheap. The superhero walk raised a total of £1,500 for the 'Jacob's Journey' campaign, which has now almost reached its £75,000 target. Nicola Baird, Jacob's mum, said: "We're getting very close to our target. Marcus and the staff at Weston College have given it a mighty push to get us that little bit closer." Marcus added: "We came in at the end of Jacob's fundraising, so it's really nice because they've almost hit the target to take him to have the operation. It's really rewarding knowing that's now going to happen. "Unfortunately the superhero costumes have been retired for now; they're a little bit worse for wear, but they may return."



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

David Vasse has been appointed as the new principal of Sir George Monoux Sixth Form College. He joins the college with a wealth of experience working in the FE sector, having worked at five sixth form colleges over the past two decades. During his career, Mr Vasse has worked for Ofsted, and was principal of John Leggott Sixth Form College from 2010. For six years he served as vice principal of Alton College, and was also a teacher of modern foreign languages. He holds an MSc in organisational development from the University of Sussex, and specialises in organisation design and people development. Mr Vasse says he "can't wait to get started" and is looking forward to providing young people with a "compelling post-16 study choice". He added: "Monoux is an exceptionally valuable place of learning, with a very bright future. The college has seen an important and positive improvement in student success and must now be led confidently and swiftly to a

higher level of achievement." Mr Vasse will take over from current principal Nic Dakin on 1st October. Meanwhile, Mark Wardle has been appointed the first ever principal of the new Callywith College in Bodmin. For the past six years, Mr Wardle has acted as Truro and Penwith College's director of curriculum, and previously worked in a number of post-16 institutions, including sixth forms in Leeds, Eastbourne and Hastings. After studying law at Reading University, he

realised it wasn't the career path he wanted to pursue and, seeing how much his mum enjoyed her job as a teacher, decided to undertake a PGCE focused on further education. Mr Wardle says he wants to ensure that students who come to Callywith "get the experience they expect and deserve" and "enjoy their post-16 education as much as do the students who come to Truro and Penwith." He added: "The right post-16 education, the best colleges, can set you up for the rest of your life, providing the opportunity to study courses that interest you and giving you the control over your future ambitions, whatever they may be." Mr Wardle is also experiencing life at the other end of the education system as his five-year-old twins are getting ready for year one of primary school in Cornwall. He also brings to the role experience as a school

governor and his recent Ofsted inspectorate training. In other news, Chris Jones has been announced as chair of the corporation at Activate Learning. He takes up the voluntary position alongside his current role as group chief executive of the City & Guilds Group. Mr Jones has been involved with Activate Learning since 2011, where he acted as a governor before taking up his new position as chair. He replaces Graham Blackburn, who steps down after four years in the role. Before joining the City & Guilds Group in 2008, Mr Jones held several senior management positions in publishing and education. He is also a member of Business in the Community's Talent and Skills Leadership Group. He says he is looking forward to working with staff, students and the senior team in order to "transform lives through learning". Speaking about his new role, Mr Jones said: "I am excited to be taking up this new role with an organisation that is leading such innovative approaches to teaching and learning". Activate Learning operates across Oxfordshire, the Thames Valley and overseas, and now comprises three further education colleges, four schools and two apprenticeship and training providers in the UK, as well as four colleges in the Kingdom of Saudi Arabia.



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

Defined by Ambition: Our Continued Commitment to Growth and Excellence



Bradford College

The context. Bradford College intends to continue to develop and grow in further education, requiring leadership of the highest calibre. Bradford College will reach further into its communities, sustaining its creative development of new curriculum and courses.

The College has to be as agile as possible in an environment of shifting policy and satisfy the present and future demands of employers. An appropriate skills base is fundamental to productivity and economic growth in Bradford and the region.

The roles. The College intends to make appointments of people who can demonstrably and immediately add value and who understand the education landscape and will provide dynamic leadership.

Assistant Principal: Quality and Standards
Salary: £50-£55k

The post-holder will be responsible for the development and implementation of the College's Quality Strategy and associated policies and procedures, including:

- the annual Quality Improvement Plan, College level Post Inspection Action Plan and Self-Assessment Report;
- a quality framework that supports continuous improvement and student success;
- working closely with curriculum managers and key functional areas.

The person. The post-holder will have extensive successful experience of FE as well as developed awareness of policy and compliance frameworks. The person will take responsibility for the College's awareness of its FE performance and improvement.

Assistant Principal: Employer Responsiveness

Salary: £50-£55k

The role. The post-holder will be responsible for operational leadership and management of the Employer Engagement activities relevant to the FE. Activities will include profitable services to achieve commercial income targets. Responsiveness to the needs of business will result in the development of new award-bearing courses, in line with the College's Apprenticeship Strategy and on-line provision.

The relationship to the Director of Employer Responsiveness will assist in the development of College strategy and its delivery.

The person. Familiarity with the business and skills environment will be balanced by an awareness of the processes of further education, so that the College can be as agile as possible while giving its employer links sound foundations.

Director: Employer Responsiveness
Salary: £80k + PRP

The role. The post-holder will be responsible for operational leadership and management. The College is addressing the implications for its funding streams of a greater role for employers in determining provision. We expect to appoint an individual who understands fully the future business context in which the College will operate, and the influence of employers' expectations. The person appointed will be able to demonstrate success in commercial, education and training environments.

Success criteria will include growth in revenue but will extend also and significantly to engagement of employers in course design and delivery.

Curriculum shift and the growth of new qualifications, such as Apprenticeships at all levels, will be required outcomes.

The person. The post-holder will have strong leadership qualities and the ability to be highly credible among both colleagues and employers. Business planning will be essential, alongside the ability to recognise and develop new opportunities.

Business Development Manager

Salary £27,890-36,365

The role. To support the further implementation of a programme of commercialisation and to maximise income streams. Responsibilities will include building networks, engagement with employers, and bid and grant writing.

The person. An entrepreneurial mind-set will combine with the capacity to complete business and show actual returns. Project management skills will be important as will be the ability to work effectively with academic and business support teams.

Interim Head of Student Recruitment
Salary: c£70k

The role. The College is committed to be highly competitive in further and higher education markets, recognising the significant shifts and factors influencing both domains. We intend to achieve growth in both applications and entrants.

We expect the new post-holder to have an important presence in the College and to encourage further and higher education colleagues to sustain levels of participation in marketing and promotion.

The person. The postholder will combine an understanding of education markets with professional awareness of relevant marketing methodologies. The ability to present and deliver marketing plans will be a clear expectation.

The post is scheduled to start immediately/as soon as possible and to extend to 31 December 2017. The College is willing to consider allocating the role on a Consultancy basis.

Head of Human Resources
Salary: £50-£55k

The role. The Head of Human Resources will lead on all aspects of Human Resources, balancing contributions to change processes as well as ensuring continuity of operations. The person will operate across different domains, ensuring:

- that the HR Strategy delivers the College's corporate objectives;
- best practice College legislative compliance;
- appropriate development of the workforce;
- employee satisfaction, set in a context of performance measurement,

HOW TO APPLY. FOR ALL POSTS: Please visit <https://recruit.bradfordcollege.ac.uk/recruit/Recruitment/Welcome.aspx> to be taken to our website and click on 'view vacancies' and then 'view all vacancies' to find the individual candidate pack

Individuals are invited to have a formative discussion with the College's retained Consultant, Bill Wardle on 07777642100/bill@billwardle.com.

Closing date: Noon on 26 September 2016.



Principal & Chief Executive, £competitive + relocation

Situated in the heart of Yorkshire, Kirklees is a large and vibrant, multi-site college with major centres in Huddersfield and Dewsbury. It offers a broad and comprehensive curriculum including a significant and growing number of apprenticeships, firmly focused on the needs of local learners and employers, the vast majority of which are SMEs.

Judged as a good college with outstanding leadership at its last inspection in 2012 and having completed the Area Review process, the college is now in a strong position to forge ahead as a "stand-alone" college. We will continue to work in collaboration with our local 6th form colleges, and our other adjacent GFE colleges. Our current Principal is retiring this summer and we are seeking a new Principal who will continue to lead us on our journey to become outstanding; improve student outcomes and employability; and maintain an unrelenting focus on robust financial management. You will also ensure we build on strategic, collaborative and productive relationships with key partners, employers and other FE providers in the region.

navigate

A strategic thinker with the ability to develop a clear vision, you will share the values and ethos of a community college. We will also expect you to have achieved success as a strategic leader in a fast moving and high performing FE institution or similar setting. Financially astute, insightful and outcome focused, you will be recognised for your ability to identify and develop strategic opportunities and to get the very best out of working relationships both inside and outside the organisation.

This post presents a significant opportunity to make a difference at local, regional and national levels in a values-driven college where learners and the local community are at the heart of every decision.

To find out more, visit www.kirkleesprincipal.co.uk or contact Trudy Searle [07791 090141], Mike Galloway [07765 595758] or Peter Ryder [07496 845980] at Navigate.

Closing date: 26 September. Initial interviews: w/c 10 & 17 October. Final interviews: w/c 7 November.



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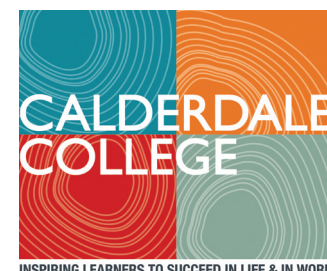
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Lauren Rolwing

LECTURERS IN GCSE MATHS AND ENGLISH VACANCIES AT CALDERDALE COLLEGE



INSPIRING LEARNERS TO SUCCEED IN LIFE & IN WORK

LECTURER IN GCSE ENGLISH:

SALARY: £23,831 - £33,187

(PLUS £3K MARKET SUPPLEMENT TO BE REVIEWED AFTER 2 YEARS)

Calderdale College is seeking to appoint an outstanding practitioner who has the ability to deliver outstanding teaching and learning in GCSE English. The successful candidate will have experience in teaching English and a proven track record of high success. They will also have a strong desire to share a love of English and motivate and encourage students to reach their full potential.

To be suitable for this role you must have a first degree in English and PGCE teaching qualification.

The successful candidate will have the ability to contextualise English into relevant vocational programmes and have exceptional skills in curriculum innovation. A proven understanding of teaching and learning delivery methods including the use of innovative Information Learning Technologies, including e-learning, is essential.

A strong track record of managing and supporting diverse groups of learners through GCSE English programmes and a clear understanding of strategies for raising performance and using monitoring and evaluation processes to monitor student progress is essential.

The College will also consider new entrance to the profession who will be able to demonstrate, through interview, a high level of capability.

LECTURER IN GCSE MATHS:

SALARY: £23,831 - £33,187

(PLUS £3K MARKET SUPPLEMENT TO BE REVIEWED AFTER 2 YEARS)

The Skills for Life and Foundation Learning team is seeking to appoint an outstanding practitioner who has the ability to deliver outstanding teaching and learning in Maths. The successful candidate will have experience in teaching Maths and a proven track record of high success. They will also have a strong desire to share a love of Maths and motivate and encourage students to reach their full potential.

The successful candidate will have experience of consistently good teaching and learning delivery methods including the use of innovative Information Learning Technologies and individualised learning plans. The successful candidate will also have a strong track record of managing and supporting diverse groups of learners through Maths programmes and a clear understanding of strategies for raising performance and using monitoring and evaluation processes to monitor student progress.

Candidates who are new to the profession and can demonstrate, through interview, a high level of capability are encouraged to apply.

“Inspiring learners to succeed in life and in work.”

How to apply for both roles:

Please visit www.calderdale.ac.uk/jobs/ to apply online | Closing date: 18/09/2016

We are committed to safeguarding and promote the welfare of all learners. We expect our employees to share this commitment. Employment at the College is subject to an Enhanced Disclosure and Barring Service – DBS, (formerly CRB) check. Any persons applying for roles involving 'regulated activity' (as defined by the DBS), will also be subject to a check on the child and/or adult barred list(s).

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1 0.8 FTE POST FOR 29.6 HRS PER WK AT OUR LICHFIELD CAMPUS - JOB REF HR1617-02
SALARY - UP TO £35,304 PER ANNUM, PRO-RATA FOR PART TIME

South Staffordshire College is looking for 2 professional individuals who are dynamic, inspirational & innovative to join our maths team. The successful candidates will teach on a variety of maths courses ranging from Entry Level to GCSE. We are looking for tutors with a successful track record of high-quality teaching and the ability to stretch learners to their full potential.

Closing Date: Monday 19 September 2016

Interviews to take place Wednesday 28 September 2016

For an application pack please email your details quoting the post reference number to: recruitment@southstaffs.ac.uk or go to www.southstaffs.ac.uk/about-us/college-vacancies/ to download an application form and job description.

South Staffordshire College is an equal opportunities employer and welcomes applicants from all sections of the community. We are committed to safeguarding and promoting the welfare of children and young adults and expect all staff to share this commitment.

South Staffordshire College

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This position is subject to an Enhanced Disclosure check under the Rehabilitation of Offenders Act 1974, medical clearance and satisfactory references. Please be aware successful applicants will be expected to fund their own DBS check, which is currently at £44



0.65 LECTURER – MATHS

POST NO: LB013

Actual salary up to £23,864.43 per annum (dependant on qualification status)

We are seeking a passionate maths Lecturer to deliver GCSE mathematics and Functional Skills (where required) to students studying on full-time vocational Study Programmes.

Qualified to Degree Level in a maths related subject, you will be passionate about your subject and possess innovative approaches to teaching and learning. With experience of teaching or training, ideally you will have a proven track record in delivering GCSE programmes and possess a Level 5 teaching qualification or be willing to work towards one.

Solihull College is a fantastic place to work and pride ourselves on our strong English and maths team who actively share good practice and are committed to continual improvement. Support and on-going professional development are a significant part of our work with all English and maths teachers.

The post will be working predominately at our Woodlands Campus.

Please contact Patrick Geary, Director of Quality Improvement via patrick.geary@solihull.ac.uk to discuss any queries regarding this opportunity.

Closing date: Friday 16th September 2016.

GCSE/Functional Skills Tutor

Salary: £21-24,000 p/a pro rata

Dv8 Sussex is seeking skilled and qualified teachers of Maths to deliver GCSE and Functional Skills sessions in our Brighton and Bexhill centres. Liaising with the vocational tutor teams, the post holder will deliver Maths sessions to groups of 16-19 year old learners, enabling young people with a range of abilities (from Entry Level to Level 2 and throughout the full GCSE range) to progress, build confidence and gain qualifications.

Job purpose:

The post holder will be expected to ensure high qualification success rates by developing a curriculum of learning that engages, motivates and challenges. Learners enrolled on our creative vocational courses should be encouraged and enabled to achieve the skills needed for progression in education and life - as well as successfully passing GCSE and/or functional skills exams as required.

The post holder will demonstrate effective assessment procedures in order to identify learners' readiness for GCSE and Functional Skills exams. They will help to develop key areas within the Maths programme including research and application of good practice, as well as liaising with other tutors to identify opportunities to embed numeracy within vocational courses. The post holder will also co-ordinate and carry out teaching and learning activities appropriate to the needs of individual learners; and participate in quality assurance processes, including internal verification, marking and feedback.

Location:

Vacancies in Brighton & Bexhill

Contract type:

approximately 2.5 days per week

How to Apply

For more info and to download application form please visit: <http://www.dv8sussex.com/jobs/>

Deadline to apply: **Wednesday 28th September**



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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

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next edition

Last Week's solutions

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

Difficulty:
EASY

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

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 Catherine Storey, HE Academic Administrative Assistant, New College Durham