



FREE WITH ISSUE

FE Week

WAX TO BRING SOME
SHINE TO #AoCCONF

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HALFON WRITING
FIRST FOR FE WEEK

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MAY QUESTIONED ON
"CAR CRASH" CLAIM

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REVEALED: EMPLOYERS TO SIGN GOVERNMENT LEVY CONTRACTS

- SFA spokesperson lets slip intention to impose further burdens on employers
- CBI "concerned", saying it was privately told of SFA's proposals just two weeks ago

Exclusive **BILLY CAMDEN** @BILLYCAMDEN

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EARLY SUNSET FOR
LEVY OFFICIAL

See page 2

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NEWS

EMPLOYERS TO SIGN SFA LEVY CONTRACTS

BILLY CAMDEN @BILLYCAMDEN

EXCLUSIVE FROM FRONT

Businesses are increasingly jittery over the apprenticeship levy, after it was revealed that they would have to sign strict contracts with the Skills Funding Agency – rather than just with providers, as the sector had expected.

The CBI says it is “concerned” that the existence of these contracts had only “come to light” at this late stage, especially because company procurement processes are already “complex and time-consuming to change”.

The policy only came to light while FE Week was asking the SFA about an unrelated matter – whether providers paying to access employer levy pots would break bribery laws, an issue which has been worrying the Association of Employment and Learning Providers.

In the SFA’s response, they let slip that there would be “agreements between the SFA and the employer” – a condition that has never previously been mentioned publicly.

The SFA spokesperson said: “In the contractual arrangements between the SFA and the employer this practice will be prohibited. This will be mirrored in agreements between the SFA and providers.”

These contracts will come as a major shock to the sector, given that the government’s message to date has been that the only financial relationship for employers would be with the provider.

The news has worried business groups. Pippa Morgan, head of group at the CBI admitted that they’d only just been made aware of the plans, and that the policy change had forced them to go back to their members.

“We are concerned this is only coming to light now,” she told FE Week, “as company

procurement process are complex and time consuming to change. The outcome of all this needs to be something that enables firms to buy the training they need, while avoiding gaming of the system.”

Mark Dawe, the chief executive of the Association of Employment and Learning Providers, echoed these concerns, and said that he hadn’t expected any significant bridge between employers and the government.

He said: “Our understanding was that the primary relationship was between the employer and the provider although there will obviously be rules around how the levy can be used.

“We look forward to seeing and commenting on any further proposals the SFA might have. Indeed we are looking forward to a whole range of detail in relation to the register and funding that will enable our members and employers to start planning with certainty.”

Under the current proposals, apprenticeship starts will be funded from May 1, with 15 bands ranging between £1,500 and £27,000, with employers negotiating the final price with training providers.

But the National Audit Office has previously warned that without more robust risk planning, the apprenticeship reform programme risks repeating the fraud that plagued Individual Learning Accounts in 2001.

Their message came in a damning report published last week on delivering value through apprenticeships.

A DfE spokesperson said at the time that it would consider the NAO’s recommendations, while the SFA said “counter-fraud measures” were being set up for the apprenticeship funding programme.

Exclusive

Early sunset for levy official

A top SFA official seconded to the government department to implement the apprenticeship levy has already returned, FE Week can reveal.

FE Week reported in March that Keith Smith (pictured) was temporarily leaving his role at the SFA to join BIS as their Director of Levy Implementation until April 2017.

A government spokesperson said it at the time “He will be working closely with the director of apprenticeships.” a post held by David Hill who started last October.

However, when asked about the premature return, a spokesperson for the SFA said: “Following the machinery of government changes, the responsibility for the apprenticeship levy has transferred to DfE. As we move into the next phase of preparing for implementation of the apprenticeship levy, Keith Smith is returning to the SFA to resume his post as Director of Funding and Programmes.

“He will continue to lead on the apprenticeship levy and all aspects relating to the design and implementation of the new apprenticeship funding service. Kirsty Evans will continue as Acting Director until the end of October and then will resume her role as Deputy Director of Funding Policy Implementation.”



Wax to bring some shine to AoC annual conference

PAUL OFFORD @PAULOFFORD

Star names unveiled for this year’s Association of Colleges annual conference and exhibition include broadcaster Steph McGovern, comedian Ruby Wax (pictured below), and apprenticeships and skills minister Robert Halfon.

The annual event will take place from November 15 to 17 at the ICC Birmingham.

FE Week readers will be familiar with conference chair Steph McGovern — not just because she’s a regular on BBC breakfast, but also through her reporting on WorldSkills 2015 from Sao Paulo in Brazil.

Mr Halfon’s first address to delegates, since he was handed the ministerial brief in July, is scheduled for lunchtime on the Thursday (November 17).

Comedian, author and mental health campaigner Ruby Wax OBE will deliver a keynote speech



on the previous morning.

This will be the first conference under David Hughes, who took over this month as AoC chief executive from Martin Doel.

He revealed, during our exclusive Editor Asks interview last week, plans to share the results of an organisational review to members.

“The last proper review of the AoC was eight or nine years ago and a lot has changed since then.

“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.”

The AoC Charitable Trust Beacon, student of the year,



Steph McGovern



Jon Culshaw

and student photographer of the year award ceremonies will take place on the Wednesday evening (November 16), with impressionist and television star Jon Culshaw entertaining dinner guests.

An AoC spokesperson added: “The Wednesday evening is now a Celebration Fiesta. This is a street party and awards evening combined.

“The Mall will become an AoC-only location where you can choose from a selection of delicious street foods and watch an array of amazing performances by talented college students.”

Reflecting on the wider conference, she added: “The ‘Colleges mean business’ theme threads through the whole programme. We have a range of sessions focusing on success, learning, students, leadership, skills, and opportunities.”

FE Week is the premier media partner for the conference and exhibition, so look out for more reports on what to expect in the coming weeks.

EXCLUSIVE



Writing his first opinion piece as the new apprenticeships and skills minister, Robert Halfon sets out his case for “boosting social justice, economic productivity, and our country’s skills base”.

It is important that FE Week and others keep up the scrutiny on this. We have asked over a thousand employers, providers and the sector for their views.

My passion for apprenticeships and skills started before I was even elected, when I went to visit a charity in my constituency who were helping young people from disadvantaged backgrounds. During that visit I met many young people who were desperate to do an apprenticeship, but at the time, apprenticeships were few and far between.

One young man said to me that when looking for an apprenticeship, the nearest one was in Leeds – over 150 miles away.

Much of what I am passionate about stems from meeting people like that young man. It made me realise that if you want to get young people on the ladder of opportunity, you need to have more highquality apprenticeships in a range of careers. I saw that apprenticeships can transform the lives of those in my community and many others.

This is why, after I was elected, I was the first MP to hire a full – time parliamentary apprentice.

To be given the chance to be the apprenticeships and skills minister by the prime minister is a real opportunity to develop careers guidance, technical skills and apprenticeships.

My belief comes from the need to boost social justice, economic productivity, and our country’s skills base. As the education secretary Justine Greening said, social mobility is “driving better and more opportunities for young people”.

So how are we going to make sure this happens?

First: the apprenticeship levy and our apprenticeship funding reforms are vital to making a difference.

We cannot treat apprenticeships in isolation as a way to solve the skills gap. This is why we are building our apprenticeship programme alongside improving careers guidance in schools, boosting the quality of our FE colleges and ensuring we build the clearest paths for technical and vocational education.

Second: The apprenticeship levy is about driving up investment in apprenticeships, with the largest employers taking on the biggest responsibility. By levying the top two per cent of employers, £2.5 billion will be invested in apprenticeships by 2019-20 – that’s double the amount spent in 2010-11. So with more money than ever, we will be able to boost apprenticeship funding and create more opportunities for everyone.

Of course, I understand that some organisations want to delay or scrap the levy. Yet any delay would mean holding back millions of opportunities for people and businesses to gain the skills they need. This is why the levy will be coming in next year. I welcome feedback from the sector as it is essential to have good robust discussion and they play a critical part in the development of the funding reforms.

These reforms are not about cuts – but about ensuring that employers invest more in apprenticeships and take more control.

Remember, the government will be spending more on apprenticeships than

ever before.

Third: While FE Week has highlighted some frameworks will be losing some funding, there are some that will have increased funding, and not just in science, technology, engineering and maths.

Crucially, standards will receive more money than frameworks and that is one of the reasons why we are encouraging providers and employers to move to standards. The complaint about framework funding assumes the apprenticeship system will carry on as before.

Over the last few years, independent reviews of the English apprenticeship system have told us we need to flip the funding model on its head and give employers more control. So, by giving employers the power to choose what training their apprentices receive and allowing them to develop training, we can ensure apprenticeships will respond to what the labour market needs as well as reversing the trend of employers investing less in skills.

At the moment we have a very complex system. Currently, for apprenticeship frameworks we calculate how much we pay a provider by a series of calculations based on factors such as age, location of the provider and the address of the apprentice. The result is that two individuals of a similar age, doing exactly the same apprenticeship but living a few miles apart can attract vastly different levels of public funding.

That’s why we have proposed a much simpler system with a single maximum funding band limit for each apprenticeship.

This builds on the approach we have already introduced for Trailblazer apprenticeship standards. Providers will have to adjust, but overall, there is more money going into the system, and there will be more money on average per apprenticeship.

We are committed to ensuring that young people get their first step on the career ladder. We know that some learners do cost more to support and prepare for the workplace, and that providers do good work to reach out to young people and promote apprenticeships.

For this reason the government will give providers and employers an extra £1,000 each when they train an apprentice aged between 16 and 18, and between 19 and 24, if they have been in care or have a Local Authority Education and Care plan.

We are keen to hear from employers and those working within the sector to get this right. I have invited feedback on whether this is the right amount, so we can understand more about how providers currently use the extra money government pays them for younger apprentices.

It is important that FE Week and others keep up the scrutiny on this. We have asked over a thousand employers, providers and the sector for their views.

If we can build an apprentice nation, we can reach three million quality apprentices, transform our skills base and, as a result, change the future for young people. The levy will be the change maker that this country needs.

NEWS

Full house for FE Week’s #SaveOur

PAUL OFFORD
@PAULOFFORD

The #SaveOurApprenticeships campaign against devastating cuts in apprenticeship funding was launched at the Houses of Parliament to a packed gathering of sector leaders and senior politicians — including the minister tasked with implementing the plans.

It was standing-room only in Committee Room Nine on Wednesday (September 14), as editor Nick Linford kicked off the event.

The atmosphere was buzzing from the off, as Theresa May had just been questioned on the issue during Prime Minister’s Questions — responding that she “does not recognise” that there will be cuts of 30 to 50 per cent, as exclusively exposed by FE Week research.

In his speech, the new apprenticeships minister Robert Halfon called for apprenticeships to be viewed in the context of a better “new world” – after the switch from frameworks to standards, and next April’s levy launch.

However, he conceded, “we need to look at all of those figures and we are”.

“I’m really pleased to be here on behalf of FE Week, which is an incredibly important publication,” he added. “I went on my honeymoon in August and was literally reading past papers on the mountains in Brazil.

“The way I think of Nick and his incredible team is that they make the social media life of a new minister intolerable, but complacency impossible.”

More than 50 MPs, led by Tottenham’s David Lammy, have signed a letter urging Mr Halfon to reverse the cuts.

Mr Lammy delivered a rousing speech at the launch, saying: “It’s an absolute scandal for the PM to say she doesn’t recognise the figures. It’s her funding agency, they’re her figures.”

FE Week’s exclusive analysis revealed funding for 16- to 18-year-olds in some of the most deprived areas of the country would be slashed by up to 50 per cent.

“They are launching a two-tier system. If you are 16 to 18 in Tottenham, if you live in poorer areas, you will get a very different product indeed from those living in the leafy shires,” said Mr Lammy.

But, he insisted “we will force a U-turn.”

Gordon Marsden, the shadow HE and FE minister, who hosted the event, warned that the cuts are “an elephant trap in his [Mr Halfon’s] in-tray”.

“If this goes wrong, not only will ministers have egg on their faces, but faith in the whole new system they want us to take part in will be undermined,” he said

Education secretary Justine Greening had dodged a question about the way that proposed cuts might affect social mobility during an education select committee hearing that morning — before the issue was raised again in a sub-committee session featuring the CBI’s director for people and skills, Neil Carberry.

The chair of the education committee, Neil Carmichael, and one of its members, Catherine McKinnell both spoke passionately at our launch.

“I asked her [Ms Greening] specifically about this campaign and whether she shares concerns that the particular approach they are taking to funding will impact on her ambition for social mobility,” Ms McKinnell said. “The right funding needs to get to the right people.”

A variety of sector leaders also spoke out about their concerns, including the College of Haringey, Enfield and North East London’s vice-principal for curriculum and learner experience, Kurt Hintz.

“I thought it was important to explain exactly what this means for a provider on the coalface,” he said.

“The impact on us is an average 38-per-cent cut for 16- to 18-year-olds. That represents £700,000. For our health and care 16-to-18s, it is 45 per cent. That is just not doable; we can’t deliver.

“Someone asked me the other day, ‘what is it you do for 16- to 18-year-olds that costs so much money?’ We got them the jobs. They didn’t get them themselves.

“We have a team of eight sales execs whose job it is to go out and seek the apprenticeships with employers, and then get those young people ready for their first job.

“Once we’ve got them that, the subsequent pastoral care is also huge.”

Paul Warner, director of policy and strategy at the Association of Employment and Learning Providers, warned: “It is completely self-defeating to cut



funding, because that is just preventing disadvantaged young people from getting on.”

Kirstie Donnelly, managing director at City and Guilds UK, added: “We must take stock with apprenticeships, because clearly as it stands the funding for many new frameworks may not work, which would be a tragedy.”

Graham Briggs, the apprenticeship manager at Greene King, said: “We have made a commitment to take on 10,000 apprentices over the next three years.

“The lack of testing on both the new standards and digital voucher system alongside the new funding rates means we are concerned about the impact this will have on our programme.”



Catherine McKinnell MP



Robert Halfon MP



Gordon Marsden MP



Neil Carmichael MP

Apprenticeships campaign launch



Apprenticeships minister Robert Halfon welcoming attendees



David Lammy MP

#SaveOurApprenticeships day in Parliament

11:15 SECRETARY OF STATE FOR EDUCATION JUSTINE GREENING QUIZZED BY CATHERINE MCKINNELL MP ABOUT THE 16-18 RATE CUTS DURING AN EDUCATION SELECT COMMITTEE HEARING IN THE GRIMOND ROOM



12:20 PRIME MINISTER THERESA MAY IN PMQS CHALLENGED ABOUT THE 16-18 RATE CUTS BY LABOUR MP RICHARD BURDEN ON THE FLOOR OF THE HOUSE OF COMMONS



12:45 APPRENTICESHIPS MINISTER ROBERT HALFON ADDRESSES THE FE WEEK #SAVEOURAPPRENTICESHIPS CAMPAIGN LAUNCH IN COMMITTEE ROOM 9



15:10 DIRECTOR FOR PEOPLE AND SKILLS AT THE CBI NEIL CARBERRY TALKS TO MPS ABOUT THE EFFECTS ON PER-APPRENTICE FUNDING AT AN EDUCATION SELECT COMMITTEE HEARING ON APPRENTICESHIPS IN COMMITTEE ROOM 16



17:50 FULL FACT, AN IMPARTIAL FACT CHECKING CHARITY, LOOK INTO THE ISSUE AFTER THE QUESTION TO THE PM, AND AGREED “SOME POPULAR APPRENTICESHIP SCHEMES FOR 16-18 YEAR OLDS COULD RECEIVE BETWEEN 30% AND 50% LESS FUNDING FOR EACH APPRENTICE, DEPENDING ON THEIR CIRCUMSTANCES.”



EDITORIAL

Employers not potty over levy contracts



The government has been selling the apprenticeship levy to employers for over a year now.

They will have “ownership” and be “in the driving seat”, negotiating the cash level of their digital vouchers with providers of choice.

So our front page story this week will come as a shock to many.

It turns out employers will need a contract with the government, because in fact it’s no longer the employers cash.

The revelation that there will be contracts proves once and for all that the levy is just another tax, and how employers spend government funding they get in return will have to be carefully regulated.

This is of course entirely understandable, as clear rules supported by a robust audit regime will be required to prevent fraud.

Providers already in receipt of apprenticeship funding understand this, but private sector employers who are naturally wary of signing new government contracts may not be so compliant.

This unwelcome surprise for employers needn’t affect the timetable for next April’s levy launch.

But it will strengthen calls for a delay to the ‘negotiated’ way in which the cash will be spent from 1 May.

Nick Linford, Editor
news@feweek.co.uk

#SAVEOURAPPRENTICESHIPS CAMPAIGN TWEETS

- @IanHorraabin
@Number10gov how can you say you’re party for everyone when you’re cutting funding to apprenticeship’s? Please stop
- @gary_rae
As an ex head of comms for the Skills Funding Agency, I support this call by MPs #SaveOurApprenticeships
- @StephenTwigg
Pleased to have signed @DavidLammy’s letter opposing Tory cuts to apprenticeships #SaveOurApprenticeships
- @CatMcKinnellMP
In Government’s interests to get this policy right - need more time for proper consultation #SaveOurApprenticeships
- @G_Gathercole
Principal of @CollegeNELondon speaking about extra costs of 16-18 apprenticeships, new funding system unviable #SaveOurApprenticeships



Motor Industry boss gives both barrels to PM over funding cuts

BILLY CAMDEN
@BILLYCAMDEN

The prime minister is like a “drunk in a china shop”, according to one motor industry chief, because she claims she does not “recognise” potential cuts of up to 50 per cent to apprenticeship funding.

Responding to Theresa May’s comments, which were made during a grilling at Wednesday’s prime minister’s questions, Steve Nash, the chief executive of the Institute of the Motor Industry (IMI), accused her of being unaware of the damage she was doing to apprenticeships.

Ms May told the Labour MP Richard Burden that “I simply don’t recognise the situation [he had] set out in relation to apprenticeships” after he quoted Mr Nash, who previously described the situation as a “car crash”.

FE Week first revealed contentious cuts of between 30 and 50 per cent in apprenticeship cash for 16- to 18-year-olds in August – a scenario that has sent shockwaves through the further education sector, especially as cuts seem set to fall across some of the most deprived areas of the country.

In his question to the prime minister, he first asked her to congratulate engineering firm ADI Group for its scheme to boost the interest of 14- to 16-year-olds in engineering,

before saying: “Her words of congratulation would mean rather more if they were not accompanied by cuts of between 30 and 50 per cent in apprenticeships funding, a programme which the institution of the motoring industry has described as ‘a car crash’.”

Rattled, Ms May replied: “I, of course, am happy to commend the company that he has referred to, and of course the West Midlands are an important driver in terms of engineering skills in this country, but I simply don’t recognise the situation he’s set out in relation to apprenticeships.

“We’ve seen two million apprenticeships created over the last six years, we’re committed as a government to ensuring more apprenticeships are being created – that’s giving young people opportunities, like the young people I met when I went to Jaguar Land Rover, to learn a skill, to get into a job, to get into the workplace and to get on where their talents will take them.”

According to Mr Nash, her answer was “typical of this administration”.

“They are either deliberately misunderstanding or, like a drunk man in a china shop, they are unaware they’re about to break everything,” he said.

The controversy arose when new funding rates for apprenticeships, which are due to kick in from May 1 next year, were unveiled

by the Skills Funding Agency in August.

Analysis by FE Week demonstrated that funding for 16- to 18-year-olds would be slashed by between 30 and 50 per cent, especially in deprived areas.

A large number of the courses currently used by the motor industry, filling around 13,000 apprentice spaces each year, will be subject to significant cuts – a fact which concerns the IMI.

The news has “sparked fears” within the retail motor sector that it will suffer a trainee drought when the cuts are put in place next year, which it says will worsen “an already critical skills shortage across the country”.

“Employers around the country will struggle to get training places for their apprentices under this system,” said Mr Nash at the time. “It begs the question: how this can possibly support the government’s aim to create more apprenticeships?”

The prime minister’s comments followed another grilling, for the education secretary Justine Greening, who was quizzed by MPs about the cuts during an evidence session of the Commons education select committee the same morning.

Asked if she shared the “very serious concerns” about the cuts, particularly in relation to social mobility, she said she would “look really carefully” at the responses to the ongoing consultation.

COMMENTS

How easy is it to become a registered training provider?

Great investigative journalism – shocking findings

Lesley Ellis

Save our apprenticeships campaign

Why is Government cutting investment in the face of BREXIT, in the full knowledge that we need to urgently ramp up skills to close the 30% productivity gap in the next 3 years? It does not make sense. Is it that the Government has not worked the figures through enough yet i.e. it is rushing due to the 1 April deadline?

Graham Hasting-Evans

UTC will not open despite DfE spending over £8m

This is a disgraceful use of public funds, particularly in light of deep cuts to existing, good quality provision

Michael Lemin

NAO apprenticeship report warns of history repeating itself over fraud

Finally, a common sense report on these poorly planned and executed reforms. I sincerely hope Ministers will take note in the light of looming implementation deadlines.

Bob Smith

Now take a look at the other areas that are likely to go wrong because of the lack of an effective overarching quality body to ensure that standards will be fit for purpose and not lead to further dilution of apprenticeship quality

Phil Hatton

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

Proper funding for our 16-18 year olds at their most vulnerable age when stepping into the world of work is vital. If we ignore or play down the importance of getting this age group into industry we will reap the problems for decades to come.

Julie Fearn

APPRENTICESHIPS



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PROFILE

COMMITTED EDUCATOR

ALIX ROBERTSON
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Liz Rees knows all about grammar schools — she attended three — but, unlike some prominent politicians, the experience has not made the Unionlearn director a fan of government plans to expand them.

“I just don’t get it,” she says. “They belong to the past, when about five per cent of kids went to university and many left school at 15.

“It seems like misplaced nostalgia, like the campaign some newspaper ran to bring back blue passports!

Selective education obviously did her life prospects no harm, but Rees speaks passionately about the negative impact Prime Minister Theresa May’s new push for more grammars across the country could have on those that don’t make the grade.

“Grammar schools will do nothing for social mobility — and of course, no one is nostalgic for secondary moderns, which are the inevitable consequence of this policy.”

Rees attended three convent grammars between the ages of 11 and 18 because her family moved around a lot. But far from having the destabilising effect one might expect, Rees says that not staying in the same place made her “very independent” and “good at making friends”.

These qualities translated directly into the workplace, by all appearances. Rees’ first job on graduating from university was at Essex County Newspapers, as a telesales worker, where she immediately got stuck in.

At the time, she says, the print union, the National Graphical Association (NGA), didn’t have any organisation within newspapers, just in the print business.

“They were running a bit of a campaign to get union recognition. We were paid so much more poorly than the printers, so I got involved in all of that,” Rees says.

“We got an agreement — one of the early agreements in a non-traditional area — and the south-east Anglia branch of the NGA offered me a job.”

Getting an agreement from the employer to engage with them about pay was an exciting turning — point for Rees.

She says: “You feel like you’re on the right side, like you’re doing good work for good people who need a bit of a hand.”

This paved the way for her to become a union official, despite it not being her initial plan. But, she says: “I did love it, I’ve loved it ever since.”

She secured her next job with the Civil Service Union (now PCS) in London, moving from Colchester to Shepherd’s Bush with her then — boyfriend — now husband — at the age of 27.

Working with PCS led her to focus on the issue of privatisation, under the first Margaret Thatcher

administration.

“When privatisation came in it was all about cutting people’s pay and their terms and conditions.

“In cleaning in the civil service for example, cleaners had reasonable pay and pensions and good terms and conditions — that was all swept away with privatisation.

“You were reduced to making the kind of deals which involved them ‘not being as bad as they would have been if you hadn’t been there’.”

John Sheldon, general secretary of PCS and her boss at the time, inspired her to stretch herself. Sheldon, she says, was a believer in promoting women — “a real feminist in his way”. They still keep in touch now, taking trips to the Chilterns to spot red kites, which she adores.

Rees took on the leadership of Unionlearn in November last year, after the retirement of former director Tom Wilson.

The post built on her experience from her previous role as head of TUC Education, where she managed course and curriculum development, accreditation, tutor training and building and maintaining partnerships with FE colleges. “I’m a committed educator,” she says, “but I come at it from a trade union perspective.”

She recalls a highlight from her time in the position as “getting the wonderful Courtney Pine, the world-class jazz musician, to play at an event to launch some work we did to help reps tackle racism”.

“To have the absolute best in the world play for an invited audience and weave between the tables riffing on text from the workbook which we had projected into the walls was totally unforgettable.

“I just asked him and he said yes! That was a valuable life lesson.”

Rees says that the importance of Unionlearn is its ability to reach people who have had no offer of training. “12 per cent of our learners have no qualifications at all, and 11 per cent have English as a second language,” she explains.

Supporting these individuals into learning is Rees’ priority.

She adds: “The high quality apprenticeships — the BAE systems or Rolls Royce — will go to the best candidates, and they tend to be the ones who have already had some advantages.

“People who haven’t had that will miss out and unions have got a key role in making a difference to them.”

Rees was preparing for a big anniversary when we met — and not just the end of her first successful year leading Unionlearn.

She was readying herself for an early rise on Saturday morning to head down to Brighton, where 80 of her family and friends will be waiting to help her celebrate 40 years together with husband Nigel, whom she married when she was still working for PCS.

She is clearly excited, and as we get talking, colleagues pop in to wish her well for the festivities.

To top it off, behind the desk in her office — which is decorated with photographs of both Nigel and their daughter Athena — is a big bunch of flowers and cards from friends who can’t make it to the party.

Family is clearly important to Rees. Born in Musselburgh in Scotland to teacher parents, she grew very close to her two younger sisters Madeleine and Louise.

The fact that her family moved around a lot brought them together, she says. “You’re thrown back upon each other quite a lot, and as you’re growing up you do a lot of things together and share a lot of special times.”

She is also proud to tell me the story of her grandparents on her father’s side, who brought up six children on a docker’s wage in Cardiff and managed to send them all to university. “They had their degrees framed, going up the staircase,” she remembers.

“They had a real sense that education is the key to transforming your life.”

“It certainly was the case in that family. My grandfather worked hard to keep everybody clothed and fed, and my grandmother encouraged them all to get their education.”

She adds that this seems like a dream compared to accessing higher education today: “To be able to bring up six kids to go to university on a docker’s wage? I don’t think that could happen, especially with the tuition fees and all the added costs.”

Rees looks back fondly to her own time studying English at Keele University.

“I wanted to go there because it was a four-year course with a foundation year,” she says.

“Those were the days when four years, three years, you did what you really wanted to do and what you loved.”

Rees says she would happily “do all that again”, and envies her daughter Athena, who is currently studying English and History at the University of Sheffield.

Athena, now 20, is another family member who has been an important influence and inspiration to her.

“She totally changed everything,” says Rees. “You’re busier but your priorities sort themselves out quickly. Your child becomes the number — one thing.”

After school, Athena decided to take a year out and travel to China, where she secured herself an internship on an English — language newspaper in Shanghai.

Rees comments: “It was really amazing to see your kid on the other side of the world, doing this stuff. I saw her byline and was just so chuffed.”

Quite a different entry into the world of newspapers from her mother’s, but — with her formidable family history — one that may well lead to great things, one can’t help musing.



Margaret Thatcher



Courtney Pine



Liz Rees at Peoples March for Jobs 1983



Liz Rees with the first Director of Unionlearn, Liz Smith, in 1994



It seems like misplaced nostalgia, like the short-lived campaign some newspaper ran to bring back blue passports

It's a personal thing

- Favourite book?**
That's easy for me. It's 'The Leopard' by Giuseppe di Lampedusa. I'm a big re-reader and I read this every couple of years. I first read it in my 20s and then I saw the Visconti film and went back and read it again. It's a wonderful, wonderful book.
- What do you do to relax?**
The theatre. I'm good at getting cheap tickets. Living in London you can see the best of theatre. That's got stronger and stronger over the years, I suppose as you get a bit more cash as well you can think, well I'll pay £50 for a ticket.
- What did you want to be when you were growing up?**
I can remember wanting to be a private eye. I saw myself in the coat and the hat a la Humphrey Bogart. I can remember that. I don't have any other strong memories.
- Who do you most admire, living or dead?**
Pussy Riot. A feminist punk collective – what's not to like. They are like lionesses those girls. They are brave and fight the system and I really admire them.


Curriculum vitae

| | |
|---------|---|
| 1955 | Rees was born in Musselburgh, Scotland |
| 1960-66 | Attended Musselburgh, Pennycook and Coldstream primary schools in Scotland |
| 1966-72 | Attended St Bernard's Convent School in Slough, Evington Hall in Leicester, and Loreto School in Nottingham |
| 1978 | Graduated from Keele University with a degree in English |
| 1979 | Moved to Colchester and joined Essex County newspapers as a telesales worker |
| 1980-82 | Began working at the south east Anglia branch of the NGA after a union recognition battle |
| 1982-90 | Moved to London and joined the Civil Service Union (now PCS) as a national officer |
| 1990 | Married Nigel Rees |
| 1990 | Joined the TUC as head of trade union education |
| 1996 | Daughter Athena born |
| 2015 | Became director of Unionlearn |

EXCLUSIVE GOVERNORS' COLUMN

Dear Dr Sue

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



QUESTION ONE: PROGRESS 8

I WENT TO A LINK MEETING LAST WEEK WITH SCHOOL GOVERNORS AND HEAD TEACHERS, AND THEY ALL SEEMED TO BE OBSESSED WITH THEIR PROGRESS 8 MARK. I DIDN'T LIKE TO ASK WHAT IT IS, BUT THEN THOUGHT, IF I DON'T KNOW THEN OTHERS MIGHT NOT KNOW EITHER. SO, WHAT IS 'PROGRESS 8' AND WHY IS IT IMPORTANT?

Answer:

These days I am a school governor and I know what you mean. At our last meeting we spent as much time on Progress 8 as we did on GCSE results.

Progress 8 aims to capture the progress pupils make from the end of primary school to the end of secondary school. It is a type of value-added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment.

It is designed to encourage schools to offer a broad and balanced curriculum with a focus on an academic core at Key stage 4 and reward schools for the teaching of all their pupils, measuring performance across eight qualifications. Every increase in every grade a pupil achieves will attract additional points in the performance tables.

It looks like a good measure and does

Trying to explain Progress 8 to parents is a nightmare

seem fairer than just looking at how many got an A*, for example. However, it is not shared with the pupil. The school only gets an aggregate score and the score isn't that user – friendly. For example, if a school progresses pupils as predicted and they reach their assessed potential, that works out as just a "0". Trying to explain it to parents is a nightmare.

QUESTION TWO: COLLEGE PERFORMANCE

I AM PULLING MY HAIR OUT AND DON'T THINK I CAN GO TO ANOTHER GOVERNING BODY WHERE WE GET A MOUND OF PAPERS, TONS OF DATA WITH NO INTERPRETATION, AND WE ARE TOLD THAT PERFORMANCE IS IMPROVING WHEN IT REALLY IS NOT. HOW CAN I BREAK INTO THIS AND START TO HAVE SOME MEANINGFUL CONVERSATIONS?

The best way in is to raise it with the clerk and the chair and say: "There must be a better way of doing this."

In previous replies I have written about establishing a balanced scorecard where you drill down into the data as you need it. There are lots of good models around which your clerk or principal can seek out and bring back to the board.

However, what makes your question different to previous ones is that you are being told that performance is improving when you clearly think it is not. You need to act now and ask for a data review – don't leave it. As governors you need to feel secure that you are being told the truth and if you have just one doubt then you should get to the bottom of it.

It is your role as a governor to

As governors you need to feel secure that you are being told the truth

challenge, but you should not have to be a detective. If you are not happy then try to get the board to agree to getting in some expert external advice.

QUESTION THREE: GRAMMAR SCHOOLS

WHAT WILL GRAMMAR SCHOOLS DO TO OUR ENROLMENT?

Answer:

Although we have had the green paper this week we don't really know what the final grammar school policy is going to be and what sorts of tests are going to apply before they can be set up.

If it goes ahead I hope the response to the consultation is robust and something sensible comes out of it. I am expecting the tests that are in the green paper to be extended, and to include criteria such as:

- Is the area well served already?
- Is there really a demand for selective education at 11?
- What will it do to the other local schools and will it create a situation where good secondary schools have to close because lack of numbers?

I also want all the schools in the area

to be looked at, including UTCs and free schools. It's time for them to be reviewed anyway and this would be a reason.

But what about your enrolment, I hear? Well, there is only a finite number of pupils to go around and it depends where you position your college. My experience of being in Kent was: "Yes the grammar schools took the high achievers" an "Yes it annoyed me a lot!"

However, with the right sort of partnership and an exciting curriculum offer, most of the students in the other secondary schools looked towards the college for their post-16 programme. If you can offer a broad curriculum and provide a mix that the grammar schools can't match, you could find that the bright, savvy or ambitious secondary modern pupils migrate naturally to you at 16.

Would you like to accurately measure your learners' employability skills and their distance travelled?

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| Workplace Behaviours | Organisation |
| | Sociability |
| | Initiative |

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EXPERTS

With the sector reeling from proposed rate – cuts to 16-18 apprenticeships, the government needs to heed the findings of the consultation, says Mark Dawe.

All the signals under Theresa May’s new administration are that the government is sticking with its three million manifesto target for apprenticeships and, that it is determined the levy will start next April. AELP is comfortable with this position although we are aware that other organisations are not.

At one time, our view was that the 3 million target was achievable without the levy or any of the proposed reforms to the apprenticeship programme at all. After all, 2.7 million starts happened in the last parliament so – providing the SFA was prepared to fund our members’ growth requests – it would not have been a tall order to deliver an extra 300,000.

The situation has changed though, with the government saying that the programme will soon be funded entirely by the levy. This means we can’t afford any delay on the levy’s start if the target is going to be reached by 2020.

The other change under Mrs May is the new emphasis on the social mobility agenda. AELP and others, including new skills minister Robert Halfon, have always argued that apprenticeships can play a major role in advancing this. It came as a big surprise, therefore, when we opened the latest apprenticeship consultation documents on August 12 to find that a large cohort of 16 – 18-year-olds potentially faced a block on their



MARK DAWE
CEO of the Association of Employment and Learning Providers

Apprenticeships system could fail without rethink

career prospects because of a proposed set of totally unviable funding rates for many of their apprenticeship choices. Almost equally alarming was that the picture for 19 – 23-year-olds didn’t look much better.

Messages from training providers immediately poured into my inbox, which prompted AELP to commission an expert analysis of the proposed rate – changes. It was very clear that we are not just talking about private providers’ margins or charitable providers’ surpluses taking a hit. Having crunched the numbers, we were looking at the real possibility of providers and their employers withdrawing from 16-18 apprenticeships altogether.

Independent analysis from FE Week supported our conclusions by identifying rate – cuts in many key sectors, of around 30 per cent to over 50 per cent. These are in sectors where, unless a generous work – permit scheme is in place, employers will need to replace EU migrants with home-developed

talent once Brexit has taken place.

The issue is made worse by the government encouraging employers to negotiate with providers on the price of delivering the training. As AELP said in its consultation response, we are already seeing employers asking providers to pay them to have access to their levy. Not only is this wrong, but the whole practice of negotiating on funding will have a negative impact on quality, so it’s good that FE Week has picked up on this aspect of the reforms in its campaign.

To be fair, the government has conducted a proper consultation and given the weight of feedback, and employer and provider agreement on the key issues, we expect that the evidence will be reflected in changes to the proposals and a manageable transition.

AELP is now heavily engaged in discussions with officials and the DfE’s permanent secretary has been among those to visit our members in London, where the proposed removal of the inner-city funding

and disadvantage uplifts would be devastating for the programme.
The funding rates will hopefully be sorted soon but two major concerns remain. Firstly, why are 16-18 apprenticeships the only part of DfE 16-18 provision not to be fully state-funded? It is simply discriminatory, especially when young people are being encouraged by ministers to choose apprenticeships as a high-quality alternative to traditional academic learning.

Government really needs to reconsider its proposals

The other big worry is whether all of the levy proceeds will be used by the levy payers themselves, leaving little or no funding for non – levy paying employers who currently account for at least half of the apprenticeships on offer. We shouldn’t lose sight of the fact that with levy funding eventually reaching £2.5 billion, the programme will be one billion pounds larger than now. The social mobility agenda will be ill-served if swathes of the country are left with little apprenticeship provision because large employers are located elsewhere and the funding rates make provision unviable. The government really needs to reconsider its proposals.

AELP Autumn Conference 2016

Towards an Inclusive Skills Strategy

Tuesday, 1 November 2016
The Palace Hotel, Manchester

When the AELP Autumn Conference takes place, the government’s consultations on the apprenticeship levy will have closed but debate on the latest proposals will still be raging. Providers will be applying to be on the new register for apprenticeship training providers and they will be bidding for a contract to deliver the apprenticeships of non-levy paying employers. Bids will be submitted without a provider knowing for certain whether it will be on the register. All providers may have only just learnt what the final funding rate will be for their standards and frameworks. This combined with the new Skills Plan and devolution of adult funding will provide us with plenty to disseminate and debate. Interesting times!

Conference Themes

- Vocational and Technical Education for Young People
- Preparing for the Apprenticeship Levy
- Ensuring Quality under the Apprenticeship Reforms
- Employment, Skills and Devolution

Our Autumn Conference will seek to make sense of all this when providers have a big job of explaining the government’s reforms to employers. We will have government officials present to give us updates on the changes. Apprenticeships and Traineeships assume an even greater importance after the vote to leave the EU as there will be an imperative to train more home-grown talent to fill vacancies and tackle skills shortages. The event will debate whether the reforms will support this objective.



To find out more information or to register your interest please visit:
www.aelpautumnconference.org.uk



CAMPUS ROUND-UP

with Sam King

The sky is the limit for Epping Forest College



From l-r: Flynn Edwards, Lauren Finch, Sarah Kearney, Yathusheni Yasotharan, Georgina Stuchfield, and their tutor Hannah Lee

Five students from Epping Forest College are flying high after securing jobs with the aviation services company Swissport at Stansted Airport.

The students, who studied tourism and aviation courses at the college, passed their two-week induction at the company with flying colours, and are now settling into their new roles as Passenger Service Agents.

Flynn Edwards, Lauren Finch, Sarah Kearney, Yathusheni Yasotharan and Georgina Stuchfield have all been commended on their positive attitudes by their new employer and have made both their tutors and the college proud.

The students had the opportunity throughout their course to visit countries

such as Dubai and Rome, and also undertook several industry visits, including one to Swissport to equip them with the relevant skills and knowledge required by employers.

Simone Butler, the tourism and aviation lecturer at the college, said: “I’m so proud of what my students have achieved. After a successful assessment day with Swissport and then an interview they were offered permanent full-time work.

“I hope to one day be checked in by one of my students at Stansted!”

Saboohi Famili, the principal of the college, said: “Swissport is a prestigious employer and this is a testimony to the hard work of our staff and of course, our students.”



Pictured left to right Team GB: Louis Rolfe, Jon-Allan Butterworth

Louis Rolfe in training for Rio

On track for Paralympic glory

Cambridge Regional College student has won two medals at the just-finished Paralympic Games in Rio, after making it onto Team GB.

19-year-old Louis Rolfe, a sports studies student at the college, won gold in the team sprint alongside Jody Cundy and Jon-Allan Butterworth, a discipline in which the trio also won gold and broke a world record in the 2016 UCI Para-cycling Track World Championships earlier this year.

He also took home a bronze medal in the individual pursuit on the track, and managed to come seventh in a time-trial on the road.

Louis, who has cerebral palsy and hydrocephalus after being born 10 weeks premature, said before jetting off to Brazil

that his selection for the Games had been “a dream come true”.

“I am over the moon to have made the final team for the Paralympic Games in Rio. It’s been a dream of mine to get selected for a Games and I’m just so chuffed to be going.”

After working hard over the past three and a half years, Louis says the support from the staff at CRC has been “brilliant”.

“They provide a fantastic opportunity for me to carry on with my education but follow my cycling dream too.”

Louis was inspired to try competitive track cycling after watching the London Games in 2012, and will compete alongside some of the biggest names in Paralympic sport during his time in Rio.



All the catering students at Runshaw College

College restaurant cooks up a storm at hospitality awards

Staff and students of Foxholes Restaurant at Runshaw College are celebrating after making it to the final of the AA College Restaurant of the Year 2016 awards.

The awards drew applicants from across the UK, with the college making it to the final three alongside Birmingham University and Milton Keynes College – where they will now compete for the culinary title.

Applicants to the awards underwent an intensive process including cocktail-making and matching wine to food, in order to make it to the final three.

Now in its 30th year of operation, Foxholes restaurant provides a place for catering and hospitality students to develop their skills under the scrutiny of the paying public.

The restaurant is no stranger to accolades, being one of few college restaurants to hold industry awards from the Hospitality Guild, Gold Accreditation, and the AA Rosette for highly commended cuisine.



Jennifer Cruickshanks, head of school, hospitality, tourism and foundation skills, who has been teaching at the college for 22 years, said: “To be recognised in the final three gives us that reassurance that even though we have been teaching for a long time, we’re not lost teaching.

“Having the award would be the icing on the cake.”

The overall winner will be announced on 26th September at the AA Awards Ceremony.



Barnsley College alumnus Sally Needham

Former Barnsley College student Sally Needham is one of around 28 women in the UK to have earned a UEFA ‘A Licence’.

The accolade is one of the highest practical coaching licenses available, and is awarded to candidates with significant talent in coaching techniques and skill-building. Holding the licence means Sally can access top-level teams, leading to the UEFA Pro Licence or FA Academy Managers award.

Sally, who studied sports at Barnsley College, has forged a successful career for herself in football coaching. After studying sport science at university, she set up her

own coaching business and has gone on to work for David Beckham’s academy in London and LA.

The Barnsley College alumnus has put her success down to the strong foundation in sports education she received from her tutors at the college.

Sally praised the college’s sports facilities and said: “My time at Barnsley College was really enjoyable, and the tutors gave me real confidence in progressing my career further.”

With her new licence, Sally now has the opportunity to travel with the England Deaf Football Team to national tournaments, and develop her practical and theoretical knowledge on a whole new scale.

Seven Michelin-star chefs return to Scarborough roots



It's not often a college can boast of numerous Michelin-star chefs amongst their alumni, but for Yorkshire Coast College, it seems to have become a bit of a habit, Samantha King reports.

Seven famous faces from the culinary world will be returning to their old college to host an extravagant five-course dinner with the help of current students. The dinner will be hosted by Michelin-star alumni Andrew Pern, James MacKenzie, Paul Welburn, Martel Smith, Anthony Gascoigne and Andrew Thwaite, along with the master sommelier and former employee of Gordon Ramsay, Ronan Sayburn. The chefs will each prepare one course, with Sayburn providing a selection of accompanying wines for each dish.

The chefs are all former students of Yorkshire Coast College, formerly known as Scarborough Technical College, and have each since established themselves as authorities in the catering industry. They have earned Michelin stars, written books, made television appearances and worked their way around the globe in the kitchens of some of the world's most exclusive restaurants. Prior to the dinner, the chefs will spend the week with students from the college, helping to prepare them for the big event through training days – including a week-long chocolate workshop, which focuses on creating chocolate showpieces and



James Wells, a catering student at Yorkshire Coast College

centrepieces. One of the chefs in particular, Andrew Thwaite, is on the lookout for a star pupil to whisk away to a specialist chocolate training centre, which he'll pay for himself. Ed Dobson, the college's programme leader in hospitality, said: "The chefs have been extremely generous and have been digging their hands deep into their own pockets to provide us with equipment and resources to help our students. Their incredible generosity so far is overwhelming." The college has a history of producing successful chefs, and with a glittering list of alumni including the likes of James Martin

and newsreader Jon Snow, the proof, they say, is in the pudding. Chef Andrew Pern, who has held a Michelin star for a decade, said: "When I was at the college we had fantastic opportunities such as cookery competitions and the chance to undertake work experience in France. "On a Friday night a couple of other lads and I had to wait for the bus to take us home to Whitby, so rather than hang about we would go into the college training kitchen and help make the dinner for restaurant customers until the bus came." Pern says he never missed an opportunity to take part in the additional activities, and

it was those, and the exceptional range of lecturers, that made the college so special. Both the chefs and current students have trained under the watchful eye of hospitality and catering tutor Margaret Calver, who has been at the college for over 30 years. She says the secret of their success is that the students take part in plenty of activities in addition to their core course, including work experience, Beaujolais Nouveau functions and visits from famous chefs. She added: "I am looking forward to working again with the chefs during the Michelin Star night and introducing these extremely talented former students to our current students who will be supporting the event". The 'Michelin Star Chefs Spectacular' event is open to the public and takes place at Scarborough Spa on the 13th October. Tickets cost £130 per person and are available from <http://chefspectacular.co.uk/>



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

Leon Riley has been appointed principal of John Leggott College in North Lincolnshire. Originally from Liverpool, Mr Riley moved into the area over 20 years ago, beginning his career in education as a business studies and law teacher at the college. He was encouraged by the principal at the time to pursue a career in education management. In 2008 he left the college to take up the role of assistant principal at New College Pontefract, before working his way up the ranks to vice-principal. He then moved to New College Doncaster to lead and build a team prior to the college opening. Speaking of his new appointment, he said: "It is a great honour to be the next principal of John Leggott College. I know from living in the local community the positive impact the college has. My vision is to make the college outstanding and ensure that it is at the heart of the community it serves. "I very much look forward to being back at a college that has been very important in my life, and to many other people in the area and further afield."

Meanwhile, Lynne Williams has been appointed principal of the Guildhall School of Music and Drama, and will begin her new role in early 2017. She joins the school from her role as director and chief executive of Australia's National Institute of Dramatic Art, a role she has held since 2008. Before this, Ms Williams held numerous arts and cultural leadership positions in the UK,

including as Arts Council England advisor for contemporary music, opera, theatre and dance. In 2012, she led the development of the culture, ceremonies and education programme for the London Organising Committee of the Olympic Games, following her contribution to London's successful Olympic bid in her role as cultural advisor. Speaking about her new role, Ms Williams said: "The Guildhall School is one of the great conservatoires of the world. I am excited to be joining the team and the wider Guildhall community to build on this prestigious reputation, and at a time when excellence and innovation in arts education and training has never been so crucial." She takes over from Professor Barry Ife, who has been in the post for 12 years and is stepping down to focus on teaching and research.

June Durrant has been appointed as acting-principal at Kirklees College following the retirement of Peter McCann. Previously, Ms Durrant was deputy principal at the college, and will stay in the role until a new principal is appointed in early 2017. She has worked in the further education sector for the past 30 years, spending 18 years at Bradford College as its area manager before moving to Kirklees college in 2004 as head of school, a position she held for almost five years. She worked her way up through the ranks at the college, spending a further five years as curriculum director before taking up her position as deputy principal. June said of her new position: "I truly believe further education prepares people

for the realities of work and the independence of mind for further, higher-level study. "I really want to use my time as acting-principal to build on the great work Peter McCann did to put the college at the heart of the community." Ms Durrant gained a BA Honours degree from Bradford University, followed by a PGCE from Huddersfield University.



LEON RILEY



LYNNE WILLIAMS



JUNE DURRANT

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



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.

Lancaster & Morecambe College

Proud of Who We Are



Principal & Chief Executive, Salary c. £100k negotiable

Owing to the retirement of the current post holder, the College is seeking to appoint a new Principal & Chief Executive who will build on achievements so far, including a strong financial base. The successful applicant will have a proven track record within a college setting of driving teaching and learning strategies for improved learner outcomes, and will be an exceptional communicator with students, staff, governors, partners and wider stakeholders.

We are a small general FE college, focused on technical and professional provision, with a turnover of £12m, 1,434 full time and 2,401 part time students.

The College has undertaken major campus redevelopment work in recent years to improve both the practical teaching areas and the student social and study areas, and the College is justly proud of the resulting high quality learning and work environment.

We are a college which contributes to workforce skills in our local and wider community and our vision is to remain an independent college linked directly into the employment needs of the area. Over 90% of our learners have a successful outcome, either moving into the workplace and starting a career or successfully entering Higher Education, allowing learners at all levels to meet their personal aspirations.

This is an exciting opportunity for an enterprising and dynamic individual to lead the college to even greater success as it embarks on new challenges and opportunities, as well as offering the prospect of living and working in an area of outstanding natural beauty close to the Lake District and Yorkshire Dales National Parks.

Closing date for applications is 4pm on Friday 14th October 2016 and selection will be held at the College on 10th and 11th November 2016.

If you wish to have an informal discussion about the College or post, please contact David Wood, current Principal & Chief Executive on **01524 521289** or email **d.wood@lmc.ac.uk** Alternatively, you may arrange a discussion with **Roy Thorpe, Chair of Governors, via the Clerk.**

Application forms and further details can be obtained from Oona Cushen, Clerk to the Corporation, Lancaster & Morecambe College, Morecambe Road, Lancaster, LA1 2TY. Tel: 01524 521238 or email o.cushen@lmc.ac.uk



Principal & Chief Executive
£competitive + relocation



Together,
we can do
great things.



This is an exciting time for Further Education in Shropshire following the merger of Shrewsbury College of Arts & Technology and Shrewsbury Sixth Form College to form the Shrewsbury Colleges Group. The newly formed Group gives students even greater flexibility with their programmes and access to dedicated subject resources at different campus locations, providing the largest and most flexible curriculum offer in the County, comprising academic and vocational programmes, apprenticeships and Higher Education opportunities.

In sound financial health and with both constituent colleges rated Good by Ofsted at their last inspections, we have high aspirations for the future and are seeking an exceptional Principal & Chief Executive to help us ensure that Shrewsbury Colleges Group is the destination of choice for young and adult learners and the training partner of choice for local employers.

We expect you to be an experienced senior leader in education with a proven track record at a strategic level and a firm grasp of the challenges and opportunities in today's changing FE landscape. You will have experience of leadership in the achievement of outstanding provision, and high ambitions for yourself, the organisation you represent and, most importantly, the students in your care. You will relish the challenge of developing a compelling vision for the Group and working with a team of committed governors and staff on its delivery.

To find out more, go to www.leadscg.co.uk or contact Trudy Searle or Mike Galloway at Navigate on 07791 090141/07765 595758. Closing date: 9th October. Longlist interviews: week commencing 24th October. Final interviews: 14th & 15th November.



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Illustration by Ben Wiseman



Strode College, Church Road,
Street, Somerset BA16 0AB

Strode College is a tertiary college located on a well-resourced modern campus. The college works with 1,600 16-18 year olds, 90% of whom are studying advanced level programmes, as well as 2,500 adult students and 270 apprentices. Strode College was judged 'Outstanding' by Ofsted in September 2014.

We are looking to appoint to the following vacancy:

DIRECTOR OF EMPLOYER ENGAGEMENT £60k +PRP

As a member of the college Senior Management Team you will be responsible for planning and delivering all aspects of the college's employer engagement work. You will be responsible for growing the college's apprenticeship and traineeship provision and the full cost work by generating and meeting employer demand.

You will have experience of further education through working in a college or a private or community provider; a proven track record of engaging SMEs and large employers to generate business; and be motivated by meeting targets for sales and quality.

For an informal discussion with the Principal James Staniforth call 01458 844402.

Interviews: Tuesday 4 October and Wednesday 5 October 2016

Details on our website www.strode-college.ac.uk **or contact the Personnel Office on 01458 844450.**

Closing date: 12pm Monday 26 September 2016



CHIEF EXECUTIVE OFFICER—SALARY: £50,000

The Derbyshire Network is one of the leading learning and skills provider networks in the country with a Skills Funding Agency contract to deliver Apprenticeships.

We are looking to recruit a new chief executive to provide visionary leadership and management designed to drive the business forward.

The successful applicant will have extensive management experience in the education and training sector; have a thorough understanding of the apprenticeship reform programmes and the implications for the sector; be financially literate; possess outstanding communication skills and be able to work with a wide range of partners and stakeholders at senior levels.

Please visit our website: www.thederbyshirenetwork.org/ceovacancy for the job description and person specification. The closing date for applications is Friday 30 September 2016, the date for interviewing short listed candidates is Wednesday 12 October 2016.

JOBS

FE Week

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LECTURER – GCSE MATHEMATICS LECTURER – FUNCTIONAL SKILLS MATHS AND IT

Ref: LM/AC
36 hours per week 52 weeks per year (full time)
£20,934 - £34,265 per annum depending on qualifications and experience

Your first degree in mathematics or another related degree with a high maths content e.g. engineering and your sound teaching experience will enable you to teach maths to an outstanding level. You will be delivering on a range of programmes as they develop in the future. You will have good IT skills with excellent communication and administration skills.

You will be able to demonstrate a track record of success in delivering teaching and learning and will need to hold a teaching qualification such as Cert. Ed, PGCE or equivalent.

Please note only candidates with GCSE experience will be considered to teach on GCSE courses. Functional Skills candidates need experience, or willingness to engage in, online learning which is essential and knowledge of the use of City & Guilds eFunctional Skills is desirable.

The College is an equal opportunities employer and positively encourages applications from suitably qualified and eligible candidates regardless of sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status, or pregnancy and maternity.

The successful applicant will be required to obtain a satisfactory Enhanced Disclosure and Barring Service check before taking up this post.

For more information see our website: www.havering-college.ac.uk or e-mail hr@havering-college.ac.uk or call Tel: 01708 462854. Unfortunately, CVs alone will not be accepted as a formal application for this post.

Please state in your application which role you are applying for.

Closing Date: 3 October 2016

LECTURER IN GCSE MATHS & GCSE ENGLISH

FULL TIME: 37 HOURS PER WEEK

SALARY: UP TO £33,187

Central Bedfordshire College is one of the most successful colleges in Bedfordshire and has just completed a £15m capital build programme to provide state of the art facilities for its vocational students. The college achieved “Good” from its latest Ofsted rating in March this year for a second time and received praise for continuous improvements in teaching and learning that are reflected in the outcomes for students, most of whom achieve their intended employment or next level of study.

We have great opportunities available for September 2016 for a Lecturer in GCSE Maths & GCSE English to deliver effective, up-to-date and stimulating learning opportunities, leading to success and progression for our learners. The right candidate will underpin the teaching activity with timely completion of all administration duties and professional development.

Be part of the new look, feel and culture of the college and the drive to enhance every aspect of teaching and learning and the student experience.

Interested? Please apply by completing our on-line application form available at www.centralbeds.ac.uk/work-for-us.

CV's should be sent to recruitment@centralbeds.ac.uk

All roles are subject to an enhanced DBS disclosure.



**CENTRAL
BEDFORDSHIRE
COLLEGE**

FE Week



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

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

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

**For more information, please contact FE Week on:
advertising@feweek.co.uk | 020 3432 1394**

LECTURERS IN GCSE MATHS AND ENGLISH VACANCIES AT CALDERDALE COLLEGE



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).

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**



HEAD OF ENGLISH & MATHS

£30,000 - £40,000 per annum

SCL Education and Training (SCL) is the leading private training provider of sports based education.

The main purpose of this role is to manage, support and develop the English & Maths delivery within our Education and Training Department.

The ideal candidate will have excellent English and Maths skills, with a high level of writing and numeracy, along with the ability to build good working relationships with learners and lecturers.

Candidates must have a teaching qualification and experience of GCSEs is essential. Additional experience of Functional Skills would be advantageous.

To apply please email your CV to workforscl@wearescl.co.uk.

SCL is an exciting and dynamic place to work. We value the ideas and suggestions of our staff and look to them to help our business expand and become an even bigger name in education. Our aim is to help improve education through sport and deliver a range of high-quality services.



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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

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next edition

Last Week's solutions

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

Difficulty:
EASY

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

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 Fran Bove, lecturer, Bournemouth and Poole college