

# FE Week

## COLLEGES NEED TO ADAPT QUICKLY

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## SCARBOROUGH STAR CHEFTACULAR



Front row L-R: Martel Smith, James McKenzie, Emma Teasdale, Andrew Pern, Ann Hardy, Margaret Calvert, Paula Truelove, Ronin Sayburn, Ed Dobson and Andrew Thwaite

Former students of Yorkshire Coast College staged a culinary spectacular to recognise their Michelin-Star status and champion the future careers of their contemporaries.

Yorkshire Coast College and Scarborough UTC hosted over 140 guests at Scarborough Spa on Thursday (October 13); who were treated to a seven course feast.

Yorkshire Coast College boasts famous culinary alumni such as James Martin and Andrew Pern.

## GOVERNMENT GUILTY OF 'DIABOLICAL' DISRESPECT TO APPRENTICES SAYS FORMER TOP FE OFFICIAL

- Dr Susan Pember is furious, after FE Week analysis finds 1790 apprentices on standards without approved assessment organisations
- DfE admits 'more work to be done'



NO APPROVED ASSESSMENT ORGANISATION FOR

**57%** available standards**59%** standards with apprentices**42%** apprentices on standards

PAUL OFFORD @PAULOFFORD

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# Government set for funding rate cut u-turn

PAUL OFFORD AND ALIX ROBERTSON @FEWEEK

A dramatic week for FE Week’s #SaveOurApprenticeships campaign saw unofficial confirmation that the government is u-turning over controversial apprenticeship funding cuts, and moves for a backbench debate on the issue.

FE Week reported online on Tuesday we’d been tipped off that the Skills Funding Agency had “gone some way to address” the framework rate cuts in their final plans, due for publication later this month.

The apparent u-turn followed growing anger expressed by politicians, employers and providers since FE Week analysis of the provisional rates, published in August.

These showed funding for 16 to 18-year-olds in some of England’s poorest areas could drop by up to 50 per cent for starts from May next year.

We revealed on the same day that a backbench House of Commons debate had been called for by David Lammy MP on the issue.

He asked the Backbench Business Committee to hold a three hour debate based on FE Week’s findings, and tweeted details ahead of a brief hearing over his application.

The motion for the debate made a point of noting “the vital role that apprenticeships play in equipping young people with the skills

they need”, and welcomed “the Government’s commitment to social mobility.

However, it expressed regret that “the Skills Funding Agency’s proposed funding rates for apprenticeships from May 1, 2017, equate to cuts of around 30 per cent on average” and “that these cuts rise to around 50 per cent for those apprentices living in the most deprived areas”.

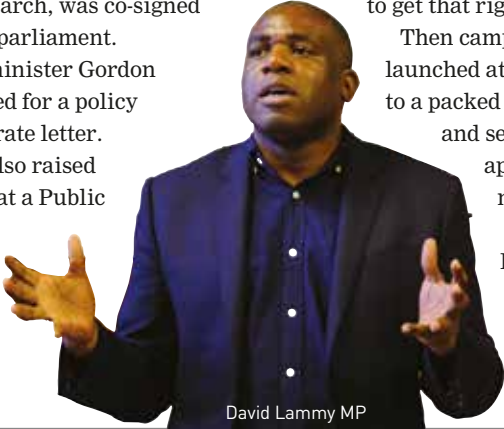
It called for a reversal of the cuts because they “directly contradict the Government’s commitment to social mobility and will jeopardise the Government’s plan to create 3 million apprenticeships by 2020”.

The application for the debate followed a letter written by Mr Lammy to apprenticeships and skills minister Robert Halfon in early September, calling on the government to reverse it plans.

The letter, which was directly motivated by FE Week’s research, was co-signed by 50 members of parliament.

Shadow skills minister Gordon Marsden also called for a policy reversal in a separate letter.

The cuts were also raised the following day at a Public Accounts Committee hearing by Bridget Phillipson, MP for Houghton and



David Lammy MP



Sunderland South.

Ms Phillipson asked about the impact of proposed reforms that would see funding for 16- to 18-year-olds in some of England’s poorest areas cut by up to 50 per cent for starts from May 2017.

The answer by Jonathan Slater, permanent secretary to the Department for Education, indicated that mandarins are looking at the issue again.

He said that getting the funding rate correct for young people from deprived areas “is one of the most active debates we’ve been working through” and “we’re doing our best to get that right”.

Then campaign was officially launched at the Houses of Parliament to a packed gathering of sector leaders and senior politicians, including apprenticeships and skills minister Robert Halfon.

The Backbench Business Committee had not announced its decision over the debate application as FE Week went to press.

# FIRST TWO NATIONAL COLLEGES OPEN THEIR DOORS TO STUDENTS

ALIX ROBERTSON @ALIXROBERTSON4

The first two of five planned new government-backed national colleges have opened their doors to students, after £80 million was allocated by the government for their development.

Apprenticeships and skills minister Robert Halfon was guest of honour at Tuesday’s official opening ceremony for the National College for Digital Skills, in Tottenham Hale.

A spokesperson said it had taken on 58 students aged 16 to 19, and the aim is “to equip them with the skillsets, mindsets and networks to thrive in tomorrow’s workplace”.

The institution, also known as Ada, has so far received £18.2 million from the London Local Enterprise Partnership’s Further Education Capital Fund and £13.4 million off the Government.

The National College for the Creative and Cultural Industries, based in Purfleet, Essex, which was allocated £5.5m from the public purse, opened to students last month.

It currently only has 16 students and no website, but a spokesperson said this would be up and running by the full brand launch in March.

Principal Jane Button told FE Week: “Students [studying for a level four diploma in technical and production] will learn from industry professionals in real working environments.

“The work placement element of the course gives a direct line of sight to employment.



Our network of industry employers gives opportunities such as the Southbank Centre.”

A college spokesperson added in response to being questioned about the website that “a microsite [not full website] will be launched in the coming weeks”.

Mr Halfon said after the National College for Digital Skills launch: “The young people I met will be the digital innovators of tomorrow. They’ll benefit from top quality training and leading industry work experience. It was excellent to see the remarkable work that the college is doing.”

FE Week reported in December that business proposals for seven different employer-led National Colleges had been considered — but only five were given the go-ahead by the government following due diligence checks.

The breakdown of how much was cash was going to each of the five new national colleges

was confirmed five months later.

It was revealed that the National College for High Speed Rail, which is set to open next September and will be located in Birmingham and Doncaster, would receive around £40m for the construction of new buildings and equipment.

The Secretary of State for Transport, Chris Grayling, visited the building site for the Birmingham campus two weeks ago, to witness the completion of the building’s main flat roof.

He said: “The UK is highly regarded for its engineering capabilities but we need to do more to attract new talent to the sector as well as improving the skills of the current workforce.

“The National College for High Speed Rail is a vital part of these plans as it will provide the cutting-edge skills we need to deliver HS2 and other world-beating infrastructure.”

It was also confirmed in May that the National College for Nuclear, in Somerset and Cumbria, was to get £15m off the government for buildings and equipment, together with a further £3m from the South West LEP and £4.5m from Bridgwater College. This is set to open next academic year.

The Blackpool and The Fylde College-affiliated National College for Onshore Oil and Gas, set to receive £6m, was also expected to open in 2016/17. But plans are understood to have stalled since Theresa May became prime minister, while they wait to see what level of support her government gives to fracking in the coming months.

# Council u-turn on outsourcing adult education

JUDE BURKE  
@JUDEBURKE

Councillors have U-turned on their decision to outsource local authority adult learning services – citing the current area reviews of post-16 education and training as a key reason for the decision.

In June funding cuts prompted Croydon Council to agree to find a private provider to run its community and adult learning service from 2017, with a view to getting out of the contract completely in the future.

But cabinet members voted on Monday to reverse this decision and keep running the services until at least September 2018 – after it emerged that tendering them out would actually cost the local authority £500,000, instead of leading to savings.

A spokesperson for the council told FE Week that the decision would “enable us to take into consideration the outcomes of the FE area review and adult education reviews, when making our decision on any new delivery model.”

Cuts to its adult skills funding allocation were cited as one of the original key drivers behind the discredited decision to outsource adult learning, through a report presented to the cabinet meeting on June 20.

The service, which had 4,413 learners in 2015/16 and was rated good overall at its most recent Ofsted inspection in 2010, was

allocated £2,445,321 for adult skills in 2015/16, according to SFA figures – a drop of almost £600,000 from 2014/15.

The report said it was not “possible or desirable” to get out of its contract with the SFA “due to the ongoing area reviews”.

Instead it proposed “that the council moves to commission the provision, through an open competitive process from September 2017, with a view to potentially transferring the provision at a later date when funding and structures are known.”

The intention was to sub-contract the provision for one year “where-after the position will need to be assessed in light of funding and the outcome of the reviews”.

But a financial review report presented on Monday night recommended overturning the decision made in June, on the basis of new evidence.

These included a projected £500,000 loss to the council which the report said was due to losing the service’s “contribution to council overheads which would create a short-term budget gap”, as well as confirmation that its SFA funding would not be cut in 2016/17.

It also highlighted uncertainty around the outcomes of the current area reviews and the impact on colleges in the local area, as well as the possibilities of

working with other local authority providers raised through a separate London-wide review of adult learning providers.

The council spokesperson said: “We recognise the important role adult learning services play in Croydon which is why, in spite of a £600k reduction in government funding we have committed to directly deliver the service until at least September 2018.”

Croydon Council is involved with the south London area review, part of the third wave of area reviews, which had its first steering group meeting on April 22.

According to plans put forward to the London-wide steering group in February, the review was due to have completed by September.

But, as previously reported by FE Week, minutes from a number of colleges involved in the London reviews indicate that the review is now not expected to complete until November.



# Employers more satisfied with private training providers than colleges

ALIX ROBERTSON  
@ALIXROBERTSON4

Private training providers will be patting themselves on the back this week, following Skills Funding Agency research that revealed they are significantly more popular with employers than general FE colleges.

Training providers scored a massive 83.9 per cent for employer satisfaction according to the results of the latest SFA employer satisfaction survey, while colleges’ rating was nearly ten per cent lower at 74.9 per cent.

The percentages reflect the median score for 214 colleges and 301 private training providers with sufficient employer satisfaction feedback to be counted in the ‘FE Choices’ data.

Mark Dawe, chief executive of the Association of Employment and Learning Providers, commented on the findings, saying: “These figures reflect the findings of the annual CBI skills survey and other surveys – therefore it’s hardly a surprise that independent providers account for three quarters of apprenticeship delivery.

“They are further evidence that it is futile and a waste of taxpayers’ money to try and fix the apprenticeship market to favour one set of providers over another.”

He added: “Independent training providers have always



Mark Dawe

welcomed fair competition and providing we are dealing with a level playing field, they will be getting more from universities and colleges who have stepped up to the plate on employer engagement.

“No set of providers need any further subsidy to compete for apprenticeship provision.”

Mr Dawe also referred to comments from the Department for Education permanent secretary Jonathan Slater in a Public Accounts Committee evidence session yesterday, when he “repeatedly told MPs that the apprenticeship reforms would lead to a much more employer-driven system focused on quality and service”.

Mr Dawe said: “We expect employers to be able to make their choice of provider on clearly available information such as this on the Digital Account System.”

David Hughes, new chief executive at the Association of Colleges, said the result of the survey was “important feedback for colleges and providers to use to help them improve the quality of the experience for both students and employer”.

He added: “I am sure that colleges will be looking at the breakdown of this data and making sure they learn how to improve.”

For all types of provider, the Skills Funding agency survey found that 78 per cent of employers said they were satisfied with the quality of training and

FE Choices - Summary Information by Provider Type - 2015/16		Employer Satisfaction	
Provider Type	Providers with a valid score	Middle (median) score	
General FE College incl. Tertiary	214	74.9	
Special Colleges and Specialist Designated Colleges	14	68.6	
Private Sector Public Funded	301	83.9	
Other Public Funded (i.e. LAs, HEIs, Govt Depts and Agencies)	37	75.9	

assessment, compared to 73 per cent last year.

A significant 80 per cent said they would recommend their provider to other prospective employers – an increase of three per cent on last year.

Furthermore, over 80 per cent of employers rated the professionalism of staff delivering their training or assessment at eight out of ten, and 79 per cent gave the same score for training courses reflecting up-to-date practices in their sector.

Employers’ ratings for how well providers understand their training needs also scored highly, with 76 per cent giving their providers eight out of ten.



David Hughes

The survey represented the views of more than 60,000 employers between March and July 2016, and was based on training in 2015/16.

Employers who participated in the survey were delivering apprenticeships and work based learning in a range of areas, from construction to horticulture to animal care.

The academic year 2015/16 was the first year that employer satisfaction scores were determined by the percentage of respondents that would recommend the college or training organisation to another employer (i.e. gave a response of eight or higher out of ten to this question).



NEWS

# Majority of sixth-form colleges look to academise

BILLY CAMDEN  
@BILLYCAMDEN

Around 70 per cent of sixth-form colleges have registered an interest in converting to an academy with four already launching formal consultations, FE Week has learned.

The figure was provided by the Sixth-Form Colleges' Association, which said around 65 of the country's 93 SFCs were exploring converting to an academy as "plan A or B" following recommendations in their area reviews.

Priestley College, in Warrington, is the latest to announce formal proposals for academy conversion, following bids by Hereford sixth form college, Rochdale sixth form college, and New College Pontefract.

James Kewin, deputy chief executive of the SFCA, said the plans will move sixth form colleges "from the margins to the mainstream".

"It is a way of positioning sixth-form colleges to drive up standards in schools, to bring their business expertise," he added.

The move follows former chancellor George Osborne's announcement last year that becoming an academy would allow a sixth-form college to avoid paying VAT.

Guidance published by the Department for Education in February said that academisation would only be available to SFCs as part of the area review process.

SFCs have the option to convert either as a standalone academy, or as a multi-academy trust – either by joining an existing MAT or setting up a new one.

Priestley college hopes to launch The Challenge academy trust from next April, and currently has two secondaries and one primary signed up. It is also in talks with a further three secondaries and two primaries.

Principal Matthew Grant told FE Week: "Money is tight and we don't think it is going to get any easier, therefore we want to work together with other schools to make efficiencies, share resources and expertise."

Colleges currently pay an average of £317,000 per year in VAT; conversion would save Priestley college about £250,000 a year.

But Mr Grant said the move was "mainly about improving education across Warrington".

Rochdale sixth form college is proposing to set up Altus Education Partnership from next February.

The multi-academy trust would provide "high quality educational support, improvement and governance to schools within the area local to Rochdale," according



Priestley College

to a public consultation published on the college's website.

New College Pontefract is set to become part of the New Collaborative Learning Trust, which will include New College Doncaster and New College Bradford when they open in 2017 and 2018, respectively.

Pauline Hagen, principal of New College Pontefract, said ensuring that all three institutions shared the same "legal rights and benefits" was a "tremendously important part of our plans for raising the quality of post-16 education across the region".

Meanwhile, Hereford sixth form college is planning on becoming a single academy trust.

A consultation on its website said there would be "no change" in the character or ethos of the college and it would keep its name.

"As a single academy trust we would establish formal links with local 11 to 16 schools to develop shared approaches to quality assurance, shared staffing, professional development and resources," the consultation said.

"The ability to reclaim VAT payments will provide additional funding of between £200,000 to £300,000 annually, which will be used to improve provision for students."

The first conversion could be as soon as January, with applications for both Hereford and New College Pontefract being reviewed by the Department for Education and their relevant regional schools commissioner.



Hereford sixth form college



New College Pontefract



Rochdale sixth form college





# In 2015, over 25% of the students entering university in England did so with a BTEC

UCAS Progression Pathways report, January 2016

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**Undergraduates and former BTEC students pictured from top left:**

Joey Mangwi-Smith, Nursing undergraduate at London Southbank University, Connor Thomas, Motion Graphics undergraduate at The University of South Wales, Hayley Simpson, Sports Coaching undergraduate at Leeds Beckett University, Yasmin Harris-Boady, Engineering undergraduate at London Southbank University.



INVESTIGATES

Lack of assessment organisation

PAUL OFFORD  
@PAULOFFORD

FROM FRONT

A former top skills civil servant has turned on “diabolical” government planners, after exclusive FE Week analysis showed there are no approved awarding organisations for over 40 per cent of learner starts on new apprenticeship standards.

Number crunching of government data published this month showed this applies to 1,790 (42 per cent) out of the total number or starts (4,240) so far on the employer-developed programmes.

The revelation provoked scathing criticism from Dr Sue Pember, who stood down as the civil service head of further education and skills investment in February 2013, with the government also admitting there’s a problem.

It’s a serious issue because apprentices on the standards, which will gradually replace old frameworks, will have to pass end-point assessments for the first time.

They must be carried out by organisations that have been cleared for the task by

the government, on the Skills Funding Agencies register of apprentice assessment organisations.

But as well as the startling figure for learners, our analysis also highlighted 33 standards with at least one start but no-one assigned to run their crucial tests.

Dr Pember said: “It is diabolical to let an apprentice start a programme, without explaining not only what the end test will contain, but where it will be, what shape it will take and who will be the organisation to oversee and manage the process.”

The Department for Education admitted on Thursday (October 13) that it is struggling to recruit enough of these assessment organisations.

“We know there is more work to be done to ensure we have the range and breadth of high quality assessment organisations we need,” the spokesman said.

“That is why we are working with the Skills Funding Agency to raise awareness of the register and encourage more assessment organisations to sign up.”

He added the level of demand for a

standard was “one of the factors that will be taken into account when it comes up for review”.

“On top of this, we now require all groups of employers bidding to develop a standard to commit themselves to using it,” the spokesperson added.

The government has so far fully-approved 147 standards.

However, the October Statistical First Release reveals only 56 standards attracted one or more apprenticeship start by July, despite over 100 being available at the time. And of the 56 standards, a massive 59 per cent (the 33 highlighted above) still has no approved assessment organisation.

The government’s struggle to get to grips with the problem is being further exasperated because some of the assessment organisations are only allowed to operate in limited parts of the country.

Training 2000 Ltd and Leicester College are, for example, limited to the North West and West Midlands respectively.

FE Week has also got confirmation that at least two approved assessment organisations

for the most popular standard, the level two property maintenance operative - which had attracted 650 learner starts by July - are not yet ready to deliver assessments (see boxout).

Dr Pember, who is currently director of policy for adult learning provider membership body Hoxex, joined the then-Department for Education and Skills in 2000 as director of adult basic skills strategy, before rapidly rising through the civil service ranks to the role of head of further education and skills investment by 2007.

She worked under ten FE and skills ministers and eight secretaries of state before leaving the civil service six years later.

The Association of Employment and Learning Providers (AELP) annual conference in June saw her previously speaking out on the issue of assessment.

She told delegates at the time: “I think it’s really morally wrong to start an apprentice on a programme when you don’t know how they are going to be tested at the end.

“You wouldn’t start somebody on the equivalent of an A-level without knowing the assessment at the end.”

Answers to FE Week questions from assessment  
orgainsations approved for the level two property  
maintenance operative (PMO) standard

Approved assess org	Are you open for business with regards to this standard?	How much do you charge per end point assessment?	Do you use assessment centres or is all assessment carried out onsite?	Have you done any end point assessment yet?
City & Guilds	Yes	Our offer is competitively priced in the marketplace and includes all on programme support materials and qualification costs	We work with providers to agree the assessment location and resource requirements to meet the apprenticeship standard	We haven’t done any end point assessments to date and as such no grading has been processed
NOCN	NOCN is open for business as an AAO for the standard	We charge from £600 per apprentice for an endpoint assessment on the standard, but this price may vary depending on the final requirements of the employer	NOCN offers a flexible service that can be tailored to employer requirements and resources	NOCN has not yet done any endpoint assessments for the PMO standard because our customers have not yet submitted any apprentices for their endpoint assessment
British Institute of Facilities Management	No. The reason for this was primarily we wanted to see what the take up for the standard would be before investing in developing our assessment solution	We do not have a confirmed price as yet, until we develop our assessment capability this will be unknown until then	This has still to be defined, for the knowledge tests we expect that these will be delivered either onsite or at an assessment centre	No
Pearson	No	No comment	No comment	No
Leicester College	Declined to comment	Declined to comment	Declined to comment	Declined to comment

19 end-point assessment organisations	Standards approved
BCS, The Chartered Institute for IT	8
British Institute of Facilities Management	1
British Institute for Non-Destructive Testing	2
BT PLC	2
Chartered Institute of Credit Management	1
Chartered Institute of Housing	3
The Chartered Institute of Legal Executives (CILEx)	2
City & Guilds	10
Energy & Utility Skills Ltd	7
Excellence, Achievement & Learning (EAL)	1
FDQ Ltd	1
Leicester College	1
NCTJ Training	1
NOCN	4
Oxford Cambridge & RSA Examinations	2
Pearson Education Ltd	13
Royal Institution of Chartered Surveyors	2
The Pensions Management Institute	1
Training 2000 Ltd	1
Total with approved assessment orgs	63



# ns ‘disrespectful’ to apprentices

HERE’S WHAT DR SUE PEMBER SAID IN FULL:



I do think it is diabolical to let an apprentice start a programme without explaining not only what the end test will contain, but where it will be, what shape it will take and who will be the organisation to oversee and manage the process.

The learning process around skills acquisition is made up of four parts -instruction/teaching, learning, practice and feedback and assessment.

When you start splitting this up it is not easy to ensure quality, trainers are not able to ensure the trainee is covering the right material and it becomes very ineffective for the apprentice.

Also, there will be a prestige and credibility element to the end assessment organisation that shouldn’t be ignored.

No-one will want to spend two/three years following a programme only to end up being assessed by a back street assessment provider who has no credibility with the sector and was only chosen because they were cheap.

The client (the apprentice) needs to know who is assessing before they join that apprenticeship programme.

And then I am worried about the equality issues, for example:

1. Someone with dyslexia may not want to do a programme if it

relies just on written tests, if he or she knew that before they started they would make a judgement on whether the programme was right for them;

2. A single mum may not want to do a programme if it means going away and leaving her children for two days to go to an offsite centre. Again, if she knew this before she started, then she would probably look for another type of an apprenticeship.

I just don’t think apprentices are being given the respect they deserve. They will be giving up two/three years of their lives, will be expected to work hard, and for many the salary will be low.

They need to know the facts before they start.

If this was HE there would be uproar – “Come to our prestigious university, we don’t know how we going to do the end assessment, but it won’t be with us and probably it will be with someone you have not heard from of, and by the way you won’t be getting qualification from us, but a certificate that’s going to come from some government quango, that might not be in existence by the time you have finished your programme!!”

56 apprenticeship standards with at least one start by July 2016	Starts	Approved assessment orgs
Able Seafarer (Deck)	10	0
Actuarial Technician	10	1
Aerospace Engineer	20	0
Aerospace Manufacturing Fitter	30	0
Aerospace Manufacturing, Electrical, Mechanical and Systems Fitter	10	0
Aerospace Software Development Engineer	20	0
Butcher	40	1
Chartered Manager Degree Apprenticeship	60	0
Chartered Surveyor	70	1
Control /Technical Support Engineer	10	0
Digital & Technology Solutions Professional	330	0
Digital Marketer	-	1
Dual Fuel Smart Meter Installer	370	4
Electrical /Electronic Technical Support Engineer	190	0
Financial Services Administrator	20	0
Financial Services Customer Adviser	80	2
Housing/Property Management	10	2
Infrastructure Technician	60	1
Installation Electrician/Maintenance Electrician	300	0
Insurance Practitioner	40	0
Insurance Professional	-	0
Investment Operations Specialist	60	0
Investment Operations Technician	10	0
Junior Journalist	20	1
Junior Management Consultant	10	0
Laboratory Scientist	-	0
Large Goods Vehicle (LGV) Driver	20	0
Manufacturing Engineer	50	0
Mechatronics Maintenance Technician	220	0
Network Engineer	250	4
Nuclear Health Physics Monitor	10	0
Nuclear Scientist and Nuclear Engineer	20	0
Nuclear Welding Inspection Technician	10	1
Operations/Departmental Manager	-	0
Paraplanner	20	0
Power Network Craftsperson	320	1
Product Design and Development Engineer	40	0
Product Design and Development Technician	80	0
Property Maintenance Operative	650	5
Public Sector Commercial Professional	30	0
Public Service Operational Delivery Officer	50	2
Railway Engineering Design Technician	60	1
Relationship Manager (Banking)	50	0
Retailer	20	0
Science Industry Maintenance Technician	-	0
Science Manufacturing Technician	20	0
Senior Financial Services Customer Adviser	50	2
Senior Housing/Property Management	-	1
Software Developer	210	4
Supply Chain Warehouse Operative	50	0
Surveying Technician	100	1
Systems Engineering Masters Level	30	1
Team Leader / Supervisor	40	0
Utilities Engineering Technician	40	2
Water Process Technician	20	2
Workplace Pensions (Administrator or Consultant)	-	1
Total	4,240	

Summary based on October 2016 Statistical First Release and the October register of apprentice assessment organisations		
Standards with at least one start and one awarding org	23	41%
Standards with at least one start and no awarding org	33	59%
Total standards with at least one start	56	
Standard apprentice starts with at least one awarding org	2450	58%
Standard apprentice starts with no awarding org	1790	42%
Total standards starts	4240	



NEWS

# Marsden survives Labour party reshuffle

**ALIX ROBERTSON**  
@ALIXROBERTSON4

The “indefatigable” shadow minister for higher education, FE and skills has kept his post, following a Labour party reshuffle.

Gordon Marsden has held onto the role since September 2015, when he moved over from the transport department, and was praised by Jeremy Corbyn during an exclusive interview with FE Week back in February.

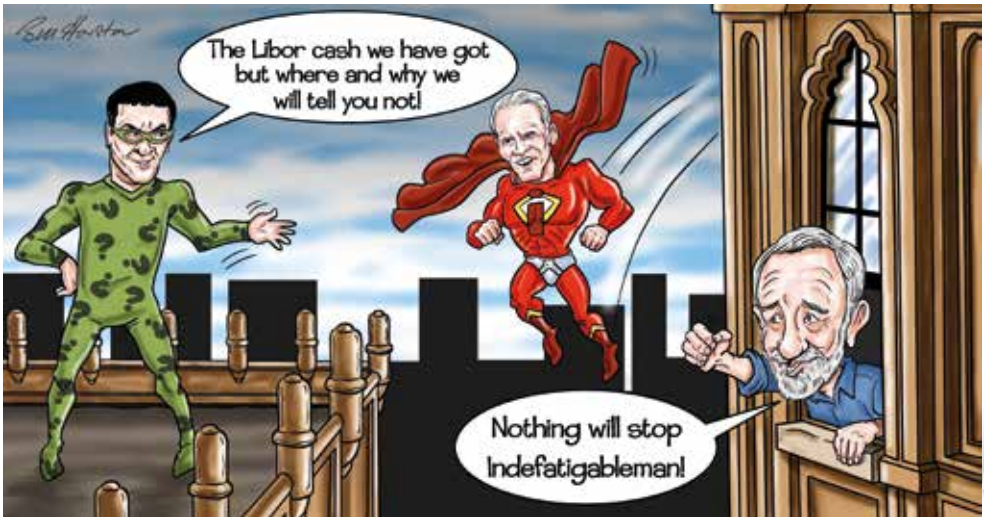
The Labour leader praised his “indefatigable skills at following things through”.

As his title suggests, Mr Marsden will continue to hold responsibility for shadowing both Robert Halfon, the apprenticeships and skills minister, and Jo Johnson, minister of state for universities, science, research and innovation.

It represents a vote of confidence as not everyone in Labour’s top team came out of the October 7 reshuffle so well - with chief whip, Dame Rosie Winterton, for example, being sacked from her post.

Mr Corbyn was moved to praise his shadow skills minister for his doggedness, during the FE Week interview, for his efforts to hold David Cameron to account over his promise to create an apprenticeship fund from Libor fines.

David Cameron pledged last April that if he won the election, his government would fund 50,000 apprenticeships and traineeships for unemployed 22 to 24-year-olds using a £200m



pot from fines paid by bankers in the wake of the Libor scandal.

However, no further details about the proposed fund were revealed, leading Mr Marsden to repeatedly push for an explanation.

His continued presence in the shadow cabinet has been met with a warm and congratulatory response.

Shadow education secretary Angela Rayner tweeted that she was “extremely pleased” with the new shadow education team, while Kirstie Donnelly, managing director of City and Guilds, said she was “pleased



Gordon Marsden MP

to hear” that Mr Marsden had kept his role, adding that the FE sector “desperately requires stability”.

Other Twitter followers have described him as a “strong voice” with a “passion for social mobility”, who is “extremely passionate about skills and apprenticeships” and “understands the issues”.

Mr Marsden recently demonstrated his commitment to the FE sector through supporting FE Week’s #SaveOurApprenticeships campaign.

On September 14, he hosted the launch of the campaign against devastating cuts to apprenticeship funding in committee room nine of the Houses of Parliament.

At the event, he



warned listeners that the cuts - which could see funding for 16 to 18-year-olds in some of the most deprived areas of the country slashed by up to 50 per cent - 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.

Mr Marsden also attended a special rally in support of the campaign at the Labour Party conference in Liverpool on September 27.

Earlier in the month he wrote to Mr Halfon to express his concerns about the funding cuts, saying that the government’s proposals “offer a damaging lack of support for young apprentices and further weaken proposed attempts to widen participation”.

# Hull College strike called off following ‘positive talks’

**BILLY CAMDEN**  
@BILLYCAMDEN

A long-running dispute over redundancies between Hull College and the University and College Union took another twist this week, after planned staff strike action was postponed following “positive talks”.

UCU members at the college were set to walk-out on Thursday (October 13) over planned job losses.

But the union announced the day before that it had suspended the industrial action until next week (October 20).

Regional official, Julie Kelley, explained this was because there was now a chance of agreement being reached without striking.

The decision was taken “following positive talks,” she said. “Industrial action is always a last resort and we remain optimistic that this dispute can be resolved without the need for action.”

A Hull College spokesperson said: “The group can confirm that no strike action will take place [this week] and all campuses will be fully open as usual.

“This follows positive discussions with the UCU and staff to secure the required savings through a voluntary process negating any need for compulsory redundancies for academic teaching staff.”

The row follows the college’s announcement that it would make around 70



redundancies and close its three nurseries before the end of the year, to address a £2.6 million deficit.

Since 2011, the college has seen 385 job losses through redundancy, according to the UCU, who said the latest proposals “made a mockery” of what they claimed was a college promise not to cut more jobs following the last round of redundancies.

The college spokesperson said last week that it was “currently in consultation with trade unions and staff regarding a proposed redundancy programme.

“The group is also in the process of recruiting up to 45 new jobs as part of our highly successful HCUK Training commercial arm as we significantly grow our apprenticeship and commissioned work to employers.

“All of these new roles and jobs are being

offered as redeployment opportunities for staff which will significantly mitigate job losses.”

A previous strike in May, over pay and a controversial new lesson observation system, ended in a payrise for staff and an end to the no-notice observations.

Former shadow attorney general and MP for Kingston upon Hull, Karl Turner, renewed his war of words with the college bosses last week over the planned job losses.

He told FE Week the college cutbacks would “hit students the hardest”.

The MP, who was unavailable to comment after the strike was postponed, joined college workers on the picket line five months ago, supporting the dispute over pay and the lesson observation system.

He ended up calling for an investigation into the college’s chief executive Gary Warke,



after he was allegedly sent a “threatening and derogatory” letter.

The MP uploaded a copy of the letter to his blog, in which Mr Warke allegedly wrote to “express my sincere disappointment that you chose to address striking UCU members without the courtesy of informing me”, adding: “We find your actions, two days before local elections, highly inappropriate and disrespectful to the Hull College Group.”

Speaking ahead of the strike ballot in September, Mr Turner told FE Week that “redundancies have become a yearly exercise at Hull College, which will not help staff morale”.

He said: “It is deplorable that many staff found out about redundancies during the summer holidays, reducing their ability to organise effectively, and have an input in the consultation period.”





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# Transparency questions raised

JUDE BURKE  
@JUDEBURKE

Consultants working with colleges on FE and skills area reviews have been paid £3.5m in ‘transition grants’, FE Week can reveal.

But the Department for Education has refused to reveal which companies the money is going to, raising serious questions about transparency.

Previous requests by FE Week for information on the number of grants that had been paid out so far, and the total amount of money involved, were dismissed by the Department for Education.

However, FE Week has been leaked minutes from the government’s area review advisory group meeting last month, which said: “As at the end of August, 43 transition grant applications with a total value of just under £3m has already been approved.”

After being informed of this, the DfE admitted that 50 grants totalling £3.5m had been approved up to this week.

But it would still not say where the money had gone, what specifically it had been spent on, or how big the total pot of cash available for the payouts was.

A director from a leading audit firm, who did not wish to be named, said the lack of transparency was “unacceptable”.

They also called into question whether the grants, which are available to colleges to pay for outside experts to help them implement area review recommendations, could potentially create a conflict of interest for the FE commissioner Sir David Collins’ advisers.

Since the transition grants opened for application in April, a number of companies have been promoting their consultancy services as being eligible for funding through the grants.

These include AoC Create, which advertised for new ‘change consultants’ at almost the same time as the grants were launched.

The adverts, which specifically refer to the transition grants, were seeking new consultants to “provide advice and guidance on the implementation of restructuring and transformation recommendations”.

Skills required of the consultants include

commercial, project management, financial and estates planning – all of which are eligible for funding through the transition grant.

FE Week asked AoC Create if any of its consultants, whether existing or new, were also employed by the DfE as an FE Commissioner adviser, but a spokesperson refused to say.

The transition grants are administered by the transactions unit, run jointly by the Skills Funding Agency and Education Funding Agency.

As publicised on .gov.uk, this is led by Matthew Atkinson, who is on secondment from finance and audit firm Pricewaterhouse Coopers.

The firm provides financial services to 26 colleges, according to 2014/15 accounts published by the SFA.

PwC was also involved in drafting the as-yet unpublished due diligence framework for colleges post-area review.

This work was promoted in a blog post on its PwC in the West website, dated September 14, which has subsequently been removed.

A spokesperson told FE Week that it was “not engaged to provide services funded by this source of funds [transition grants]”.

He also denied that there was any conflict of interest in PwC promoting its involvement with the due diligence framework, and claimed that the blog had only been taken down due to a switch to a new regional website on September 23.

The DfE took responsibility for area reviews and transition grants, following the decision to transfer the skills training remit to the department over the summer.

FE Week understands its mandarins are now taking a close look at any potential conflicts of interest.

A DfE spokesperson told FE Week that there were clear rules in place to prevent this, and that FE advisers had to declare any interest that could influence their judgement.

He added: “Advisers regularly declare conflicts where they arise and withdraw from FE commissioner work where there could otherwise be a perception of conflict.

“No evidence has been presented to us that these rules have been breached.”

https://www.aoc-...

Change consultants – restr...

Apply NowAbout th

## Change consultants – restructuring/transformation experience

AoC Create is seeking to grow its pool of specialist consultants to support colleges post-area based review in England, to provide advice and guidance on the implementation of restructuring and transformation recommendations.

We are specifically seeking individuals who possess strong commercial skills, not necessarily gained in the commercial sector, project management of merger/shared service, MIS/IT and HR integration, curriculum planning, financial and estates planning (including assets or liability valuation), marketing and communications (including branding, cultural change and stakeholder engagement) and outplacement support and reskilling. Although an understanding of the further education sector may be advantageous it is not essential.

## WHAT WE KNOW...AND WHAT WE DON'T

### After pressing the DfE we now know:

- Who the FE advisers are
- How much has been awarded in transition grants to date

### But there's still much we don't know:

- How much cash is in the transition grant and restructuring facility funding pot
- Which colleges have been awarded grants so far
- The consultants that will be doing the work – and earning the cash

Area reviews in the FE sector - an opportunity for the organisation

14 September 2016

Follow @PwC\_West 882 followers

By Paul Bagnall

Nationally, Further Education is undergoing a series of Area Reviews to and employers as well as achieve a strong financial footing. The review waves complete or in train. With Area Reviews affecting the West region still time to finalise individual college plans, canvassing the views of key the medium term. Participation in area reviews will need colleges to share revenue predictions which should be capable of challenge and sensitivity

The prospect of merger or federation activity between colleges as part of the focus on improving reach and quality, whilst also reducing costs. The challenging conversations with funders around sustainability and comm funding is available from the Skills Funding Agency's Transactions Unit information and plans, including:

1) 3 year cash flow;  
2) A detailed implementation plan; and  
3) Evidence that the qualities and capabilities of the key management and

Medium term public funding pressures, changing demographics and the education mean that the issue of Further Education change is as relevant having the right revenue model, creating stable funding structures to ensure some of the areas that are affected.

PwC has been involved in drafting guidance for due diligence required by we have seen colleges really engage with advisors to understand the risk

How do you see the changes impacting the sector in the West?

Please share your thoughts or [get in contact](#).

## WHAT ARE TRANSITION GRANTS?

Transition grants are cash for consultants, worth up to £50,000 or £100,000 each.

They are part of a package of financial support available to colleges to help them to implement the recommendations following the area reviews, alongside the £500m restructuring facility.

According to the guidance published in

April, “the grants are to ensure providers can access the best change management skills and have the capacity to make the changes at the pace required”.

In order to access the cash, colleges have to tell the SFA's Transactions Unit what skills or services the money will pay for and who will be providing them.



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The impact of the FE sector on the

Current FE Commissioner office

FE COMMISSIONER

1. SIR DAVID COLLINS


1



DEPUTY FE COMMISSIONERS


2. MARILYN HAWKINS

2




3. JOHN HOGG

3




4. DAVID WILLIAMS

4



5. DAVID SHERLOCK [LEFT]


5



FE ADVISERS


6. LYNNE CRAIG

6




7. STEVE HUTCHINSON

7




8. PHIL FRIER

8




9. CHRIS JONES

9




10. BERI HARE

10




11. BOB SMITH

11




12. ANTOINETTE LYTHGOE

12




13. JACQUI HENDERSON

13




14. JULIE TOLLEY

14




15. LOUISE TWIGG

15




16. TERESA KELLY

16




17. STEPHEN MCCORMICK

17




18. ANDREW TYLEY

18




19. MANDY EXLEY

19




20. JOHN ALLEN

20




21. CINDY RAMPERSAUD

21




22. LYNN FORRESTER-WALKER [LEFT]

22



23. MALCOLM COOPER [LEFT]

23





EDITORIAL

Missing both assessment orgs and common sense

Dr Pember is absolutely right to be mad with the government for exposing apprentices to so much needless anxiety over unknown end point assessment organisations.

And it is frankly absurd that a funding body is maintaining the list of approved awarding organisations, when we have a perfectly good watchdog that could and should do the job in Ofqual.

Surely we owe it to all students, not just those following an academic route, to properly regulate their tests?

The Skills Funding Agency is already swamped with preparing for the levy, area reviews, devolution, dishing out loans funding and financial assurance.

And let's not forget this is an issue for existing students, not about what may or may not be ready for levy launch next year.

Until apprenticeship standards have appropriate assessment organisations in place they should not be approved for delivery.

That much, to me, is obvious.

P.S. On the subject of common sense, what's up with Collab?

Nick Linford, editor  
news@feweek.co.uk

PUBLIC ACCOUNTS COMMITTEE ON APPRENTICESIPS:

- Corrina Hembury @CorrinaHembury Hurray! The evidence of employers abusing apprenticeship system being raised @CommonsPAC . This is a real concern
- AELP @AELPUK .@NAOorguk tell @educationgovuk officials at @CommonsPAC there's a blizzard of standards, asking when there will be a manageable number
- Lindsay McCurdy @App4England we need more discussion about how to encourage SMEs to engage in #apprenticeships & upskill their workers warns @CarolineFlintMP @CommonsPAC
- CBI education @CBI\_ES Biz-led IfA should have clear role defining success measures for #ApprenticeshipLevy – but it needs to be in place sooner. @CommonsPAC ~ ER
- CBI education @CBI\_ES Must ensure processes for designing #apprenticeship standards aligned to delivering quality training in a timely fashion. @CommonsPAC ~ER



Lead officials given grilling by Public Accounts Committee

JUDE BURKE AND ALIX ROBERTSON  
@FEWEEK

Top skills mandarins have indicated to MPs that they are preparing to reverse apprenticeship funding cuts exposed by FE Week for disadvantaged 16 to 18 year-olds.

The cuts were raised in a hotly anticipated Public Accounts Committee evidence session on October 12 by Bridget Phillipson, MP for Houghton and Sunderland South.

Chair Meg Hillier welcomed the response from top skills civil servants during an exclusive interview after the meeting.

It came a day after FE Week revealed that the Skills Funding Agency was understood to have gone some way to address the framework rate cuts in their final plans, due for publication later this month.

Ms Phillipson asked about the impact of proposed reforms that would see funding for 16 to 18-year-olds in some of England's poorest areas cut by up to 50 per cent for starts from May 2017, as highlighted by FE Week research and our subsequent #SaveOurApprenticeships campaign.

Jonathan Slater, permanent secretary to the Department for Education, said in response that getting the funding rate correct for young people from deprived areas "is one of the most active debates we've been working through" and that "we're doing our best to get that right".

He added this issue was "a very strong point that's been made during the consultation phase".

Ms Hillier told FE Week afterwards she was pleased that it "looks like the civil servants will be looking at funding for 16 to 18-year-old apprenticeships again".

She continued: "They need to do that otherwise there will be areas of the country that will lose out on the benefits of apprenticeships."

Earlier in the session Mr Slater was questioned on contingency planning for the apprenticeship reforms, after last month's National Audit Office report highlighted this as an area that needed urgent attention.

He commented that it had been "a good challenge from the NAO, and the team have been cracking on putting each of those into place".

"I've seen some very detailed contingency plans submitted since then," he added.

Another focus for questioning was the involvement of small and medium-sized enterprises in the new apprenticeship system.

Caroline Flint, MP for Don Valley, warned that there had been very little discussion about how to encourage SMEs to engage with apprenticeships and upskill their workers, and pointed out that this could be a serious issue in areas like her own constituency where there are few large employers locally.

Mr Slater responded by saying: "We are trying to make it as easy and simple as possible for small employers, that don't have the resources of larger ones, to operate in this new world."

He pointed out that the process will be free for employers with fewer than 50 employees, and SMEs with more than 50 staff will only have to put in ten per cent.

However, he added: "We need to do more on communicating this programme."

He also acknowledged that communication at present was focused primarily on the larger employers that will have to pay the new apprenticeship levy from April 2017.

Other witnesses at the hearing included Sir Martin Donnelly, who is now permanent secretary for the Department of International Trade, but headed-up the Department for Business, Innovation and Skills until June this year.

David Hill, director of apprenticeships at the Department for Education, and Peter Lauener, chief executive of the Skills Funding Agency and Education Funding Agency, also gave evidence.

Mr Lauener told MPs: "We consulted on the funding system for post-April 2017. It's been a very lively consultation, lots of comments. We're looking hard at the comments that have come back in and ministers will be considering the way ahead shortly and we expect to publish soon."

COMMENTS

- EU students will be eligible for English FE loans in 2016/17**  
EEC eligible learners unless of course they are from Scotland, Wales and NI ..... How do you justify that you clowns!  
Blue Boy
- No approved assessment organisation for over half of new apprenticeships**  
I know of some 35 organisations that applied for end point assessment status, none have appeared on the new list and none have received any notification feedback or any item of information.  
Steve Lawrence

- Apprentices 'discouraged' by schools demand better careers advice**  
I think the schools operate "a closed shop" approach to apprenticeships.  
I believe they realise that these are a fabulous opportunity for young people but are scared that training providers will encourage 16-18 years olds to leave school and this will affect their own sixth form retention.  
Schools normally only allow training providers access to careers events when only years 9-10 are attending, very rarely are they allowed to promote apprenticeships to final year students and almost never to sixth formers.  
Neil Pritchard
- FEATURE: Youth prison becomes first in the world to become dyslexia-friendly**  
Dyslexia is not a disability but is common throughout the world, regardless of the preferred system education.

- Also dyslexia is a big problem and this is very good way to help young people.  
Evrymathia
- Halfon plays down apprenticeship levy 'gaming' fears**  
If the levy brings about a system change in the way that large employers invest in their staff training, with more benefitting from holistic development rather than 'short courses', which have limited currency, what's the problem? Government set out its aim to increase Apprenticeship participation, it didn't say Colleges had to deliver it! Some employers will have their own excellent training arms which are best placed to deliver for their organisations, some will opt to bring in organisations to deliver on their behalf – it's their choice.  
Barry Wren



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   SkillsShow





# Dear Dr Sue

Once a month Dr Sue, Hoxley 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: EXPENSES

I AM A GOVERNOR ON A COLLEGE AUDIT COMMITTEE AND LAST YEAR, GOVERNORS' EXPENSES TREBLED. I LIVE LOCALLY AND DON'T FEEL THE NEED TO BE REIMBURSED FOR TRAVEL OR HOTELS BUT OTHERS ARE NOT OF THE SAME MIND. WHAT IS YOUR VIEW?

### Answer:

The concept of unpaid governors has been one of the defining characteristics of the charitable and college sectors and contributes greatly to public confidence in the governance of charities and colleges. That said, governors are entitled to have their expenses met from college budgets.

Expenses can include a wide range of costs including, for example, travel and other costs of attending meetings, specific telephone charges, travelling on college business and paying for childcare, or care of other dependants, while attending to college business.

It is good practice for a college to have a policy regarding governors' expenses. Many colleges adopt the same level of reimbursement they have for senior staff. The acid test is what would the general public, parents and staff think is reasonable? For example, if a college is going through a redundancy situation then it may not be seen, by some, to be reasonable to use the public purse to pay for first-class travel or overnight stays in luxury spa hotels, especially where governors live within a reasonable travel distance of the college.

## QUESTION TWO: CLERK TRAINING

I HAVE JUST BEEN APPOINTED CLERK TO A MERGED COLLEGE. I WAS TOLD AT INTERVIEW THERE WOULD BE TRAINING AND I WOULD BE INVITED TO MANAGEMENT MEETINGS. NEITHER HAS HAPPENED AND I AM WORRIED THE COLLEGE EXECUTIVE MAY NOT TAKE GOVERNANCE SERIOUSLY.

### Answer:

The clerk to the governing body is the professional governance expert in the college and needs to be treated properly and with respect.

I understand your concern. You will not be able to do your job properly if you are not trained and you will not be effective unless you have access to what is happening in the college.

The clerk is the primary source of governance advice to the board and as such is crucial to the strategic development and improvement of governance. You should arrange to discuss this issue with the chair as soon as possible.

I suggest you join the National Clerks'

The clerk needs to be treated with respect

Network and look for a local mentor. At a minimum, you need to be seen as the governance professional in your college.

You should have access to management meetings and have the support of the senior executive to progress-chase and request reports on behalf of governors.

## Towards an Inclusive Skills Strategy

Tuesday, 1 November 2016 | The Palace Hotel, Manchester

Our Speakers include:

<p><b>Mark Dawe</b> Association of Employment and Learning Providers</p>	<p><b>Sir Frank McLoughlin CBE</b> The Education and Training Foundation</p>	<p><b>Barry Fletcher</b> Ingeus</p>	<p><b>Richard Guy</b> City &amp; Guilds</p>
<p><b>Martin Dunford OBE</b> Chief Executive, Skills Training UK &amp; Chairman, Association of Employment and Learning Providers</p>	<p><b>Ashley McCaul</b> Skills for Growth</p>	<p><b>Jenifer Burden</b> Gatsby Charitable Foundation</p>	<p><b>David A Hare</b> Grant Thornton</p>
<p><b>Kirsty Evans</b> Skills Funding Agency</p>	<p><b>Councillor Sean Anstee</b> Greater Manchester Combined Authority</p>	<p><b>Liz Gorb</b> Manchester Metropolitan University</p>	<p><b>Sara Goldie</b> APM</p>
<p><b>Dr Jo Ingold</b> Leeds University Business School</p>	<p><b>Warwick Sharp</b> Department for Education</p>	<p><b>Jonathan Lawson</b> Manchester Metropolitan University</p>	<p><b>Pat Russell</b> APM</p>

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# TERESA FRITH

Senior Skills policy manager,  
Association of Colleges

## ‘Hold on to your lunch’ – college response to apprentice reforms

If colleges wish to continue to deliver apprenticeships, they will need to adapt quickly, writes Teresa Frith

We are sitting in the middle of a maelstrom of reform in apprenticeships. But what should be at the forefront of our minds is that whatever apprenticeships we provide, they must be high quality. We will be doing a disservice to all apprentices and employers if we chase the government’s target of three million new apprenticeships by 2020 without keeping in mind that this must work for them first and foremost. Despite concerns about a lack of clarity in implementing the reforms, one thing is clear: we all still believe apprenticeships are a significant part of the solution for improving skills in the UK.

Colleges have always been apprenticeship providers, but this delivery has been part of a wide range of education and training opportunities for the local community. Their apprenticeship provision tends to be reflective of what might be called the ‘harder markets’: small businesses that are unlikely to add profit to the college and need significant support; students who are harder to place; sectors where apprenticeship training is expensive to deliver.

Obviously there are exceptions, but well over half of English college provision is delivered to businesses who take only one or two apprentices; on top of this, over 50 per cent of all apprenticeship provision in some key STEM-based areas is delivered by colleges. Colleges have spent a lot of time and energy ensuring that they can be the ‘second (or more) chance saloon’ for the people they serve and that they are accessible to all employers, picking up activity that does not appeal to other types of provider.

Colleges by now recognise that the current reforms focus on the needs of employers, and that the approach that is being encouraged is a commercial one. If a college wishes to continue to deliver apprenticeships, they will need to adapt quickly to this new approach. To continue to train apprentices who are at a disadvantage, they will need to charge what it actually costs to deliver, or find some money from elsewhere; disadvantage uplifts, and other fair-yet-complicated aspects of the existing funding methodologies, are going.

If a college needs to support a micro business through the whole process of creating an apprenticeship, filling the

vacancy then running the programme, they will need to charge the employer what it costs to do this, or find money from elsewhere. So from a practical, financial perspective, colleges need to adapt and find a sustainable delivery strategy.

### The approach that is being encouraged is a commercial one

It is hard to see how such a strategy will allow them to continue to work with employers that need a significant time investment prior to and during delivery, however, as well as people who are further away from the job market. This is why one of AoC’s recommendations in its autumn statement submission is for apprenticeship funding to retain a factor to support those from low-income families. It is hard to believe that all this is the genuine intent of the reforms, but it currently remains the reality of the implementation plans.

So in which markets might colleges be seeking to deliver more apprenticeships? Just like ‘employers’, ‘colleges’ are not a homogenous group; they will respond and adapt in myriad ways.

It seems sensible for colleges to play to their strengths and likely that we will see elements of specialisms being introduced. In line with employer demand, we can expect that a significant amount of work might shift from the ‘entry into work’ apprenticeship market to the ‘progression in work’ apprenticeship market.

But all this is speculation; we will have to wait and see what happens after the introduction of the new apprenticeship funding system on May 1, 2017. In the meantime, AoC will continue to work with the government to ensure that apprenticeships do not become a ‘cash cow’ for profiteers, but continue to provide a genuine learning experience for students and achieve real productivity gains for employers and the UK.

*There will be forums on making the apprenticeship agenda work for your college at the AoC Conference (15-17 November)*



# TERRY FENNELL

Operations director at specialist  
awarding organisation FDQ

## Let’s make end-point assessment part of the solution, not the problem

While end-point assessments currently raise more questions than they answer, if well implemented, they could help build confidence in the apprenticeship system, says Terry Fennell.

Last month the DfE approved the 135th apprenticeship standard for mainstream delivery and by the end of 2016, over 3,000 apprentices will have started on one of these new programmes.

Those 3,000 apprentices – and many more to follow – will be undertaking a standard that may or may not have a qualification mandated, yet all will have to complete an end-point assessment (EPA) designed to ‘test’ the apprentice’s knowledge, skills and behaviours against the original requirements of the job role.

As it stands, less than half of the 138 standards are currently able to declare which Apprenticeship Assessment Organisation (AAO) will provide the EPAs for their apprenticeship. This must surely be a concern for policy makers and the slowly emerging Institute for Apprenticeships (IFA) that will assume statutory responsibility for the quality and approval of standards from April 2017. For the moment, prospective AAOs must be approved by the Skills Funding Agency to appear on the Register of Apprenticeship Assessment Organisations (ROAAO) and only then can they offer EPA services on a specific standard.

One of key dilemmas facing aspiring AAOs is the classic return-on-investment issue, as they cost the development requirements and try to calculate the potential income. Another issue surrounds the unregulated external quality assurance arrangements that may be imposed on AAOs. For example, the current requirements for trailblazers are to introduce a ‘quality assurance’ administration on an AAO; this could be a ‘governing board’ of employers or a professional body-led approach that (while it could work in certain instances) is likely to result in territorial and/or commercial tensions. Another option is to request that Ofqual oversee quality arrangements, but that would mean redefining the EPA as a qualification and is only open to regulated awarding organisations. The final option available to trailblazers is to request the yet-to-be-implemented IFA take on the quality-assuring role, but it is still unclear how that might function.

With so many questions surrounding the EPA in apprenticeships, it is easy to understand why many in the sector are raising doubts in relation to costs and the practical challenges they will bring. However,

I believe that a well-implemented EPA will go a long way to ‘underpinning’ confidence in the apprenticeship system, what has for too long raised suspicion amongst government and employers. Rightly or wrongly, the 2012 Richard Review of Apprenticeships did influence politicians towards the notion of finishing ‘exams’ as a trusted method of assessment and reaching a grade.

If standards do bring parity with the assumed ‘gold standard’ education and HE counterparts, politicians will no longer be able to ‘doubt’ the challenge of completing the programme by qualification only. Furthermore, apprentices will have to prove over and above their qualification (if applicable) that they have mastered a trade, craft or occupational job requirement and this will have been adjudicated by an independent source.

### Let’s not be too judgemental too early on EPAs

I must declare an interest for my own organisation, which has not only supported employers on the Level 2 Butchery Standard from development to approval, but has also successfully applied to the SFA to offer the EPAs for butchers. As with all Awarding Organisations (AO), our core business expertise is in assessment, qualification and people development and we function within a regulated market overseen by Ofqual. This means that when developing the EPAs, we have to ensure they are delivered with the usual ‘controlled’ practices that require consistency, reliability and the underpinning validity.

My call to the sector is this: let’s not be too judgemental too early on EPAs. Yes, they will cost more than qualifications but if awarding organisations and (potentially) other EPA bodies are to put rigour and validity into their end tests, then the associated costs for development and implementation will inevitably be higher than those of registering someone on an existing qualification.

In terms of the EPAs causing disruption to the workplace, by having to spend time off the job to sit an exam or take part in a practical assessment, then we should make no apology to this requirement. In fact, employers should actually welcome the prospect that a member of their workforce is looking to prove beyond doubt their competence.



CAMPUS ROUND-UP *with Sam King*

Canine models wanted



One lucky pooch gets pampered at the college's dog grooming facilities

Whether your dog is an aspiring Kate Moss or Naomi Campbell, you're in luck – as a college in Cornwall has put out a casting call for canine models.

Duchy College Rosewarne is currently on the lookout for dogs of all shapes and sizes, so that students on their increasingly popular dog grooming courses can practice their pampering skills.

The college offers qualifications such as the Dog Grooming College Certificate Level 2, the City and Guilds Level 3 Certificate in Introductory Dog Grooming, and the Level 3 certificate for Professional Dog Stylists.

The college requires a variety of breeds

and coat types to come forward, from long-haired to short haired, and everything in between.

Successful models will receive the full spa treatment, as students put their bathing, drying, brushing, styling and clipping techniques to use under the supervision of qualified professionals.

Curriculum lead for animal science, Carol Knight, said: "We all deserve a bit of pampering, even our four-legged friends. So if your dog is having a bad hair day this is a great opportunity for canine-owners in the Camborne and local surrounding area to treat their pooches to a wash and groom."



The racing team from the college

Barnsley College's soap box car

Fireman Sam car scoops top title in soapbox derby

Barnsley College is celebrating after taking home the title of 'Most Creative Cart' in a soapbox derby.

The event saw teams build and race their own soap box cars in front of 3,500 spectators, in order to raise money for Bluebell Wood Children's Hospice, which organised the event.

The college's entry was Fireman Sam-themed, and was one of 37 carts that battled it out to the finish line at the event held at Clifton Park in Rotherham.

The hospice cares for children and young adults with life-shortening and life-threatening conditions, and currently

supports 250 families in their own homes, as well as at the hospice itself, which is based in Sheffield.

Steve Wilmer, tutorial learning mentor in the business, warehousing and logistics department at Barnsley College, said: "We had tremendous support from the local business community, including Travis Perkins who donated materials and resources to help build the cart and South Yorkshire Fire Service who loaned uniforms for the team to wear at the race.

"It was great to be involved with this fun event and winning this award is a fantastic end to a really enjoyable day."



The newest recruits at Hartpury's home farm

A fresh crop of females for farming course

The future of farming is (slightly more) female, according to figures released from Hartpury College, which shows a record increase in the amount of female students signing up for land-based courses.

This September, 18 per cent of the college's new agriculture intake were female, compared to just nine per cent at the same time last year – meaning there are now a total of 60 women studying agriculture at the college.

Hartpury College, located near Gloucester and Cheltenham, covers more than 360 hectares of land, and is currently top of the

Department for Education league tables for its diploma courses, with 100 per cent of its agriculture students going on to secure employment.

Sixteen-year-old Tilly Heron who has just started the Level 3 Extended Diploma in Agriculture at Hartpury, said: "I've chosen farming because I love animals and I love the outdoor life. I could never do a job sitting behind a desk.

"Farming has traditionally been very male-orientated but I think there's an exciting future for girls in the industry."

Luena almost had the X Factor



Luena on the popular primetime ITV show

Seventeen-year-old Luena Martinez hopes to inspire other musically-inclined students to follow their dreams after an "incredible experience" on ITV talent show, the X Factor.

She appeared on the televised round of the TV show after getting through room auditions and boot camp, and sang a cover of Snow Patrol's 'Run'. Despite her talent, she was replaced at the last minute during the show's 'Six Chair Challenge' in favour of fellow performer, Olivia Garcia.

Luena is a student at SoundSkool, a London-based non-profit organisation that runs full-time, year-long music courses for 16-18 year olds.

She is among the first students to study for a Level 2 Artist Development and Business course, as part of a new partnership launched with the College of Haringey, Enfield and North East London (CONEL) this year.

Speaking of her time on the show, Luena said: "It was hard to take getting so close, but an incredible experience, and it was amazing to perform in front of 5,000 people. I couldn't have asked for a better reaction.

"Hopefully, I've shown others you can be on X Factor, or do anything you want if you just put your mind to it, work hard and practice. I wanted to be a singer and I've stuck with that. Don't put yourself down. You can do it!"



# Quirky chaplain preaches to the choir on Songs of Praise



**I**nundated with television offers and featured in numerous newspaper articles, being the centre of a media storm is all in a day's work for Bath College's resident chaplain, Rob Popejoy. Samantha King reports.

Rob Popejoy could perhaps be described as unconventional in appearance. His job as a college chaplain may conjure prejudice as to how he should appear, but his head-to-toe religious tattoos, passion for motorbikes and hipster-esque beard shatter those preconceptions.

After a Bath student's college article about him went viral, Rob became something of a celebrity. Dubbed "The Holy Hipster" and "Coolest-ever Clergyman" in the national headlines, he was soon approached about making media appearances – perhaps most bizarrely, ITVs Love Island – which he declined.

Rob said: "I get maybe two or three phone calls a year from TV producers. Some things I'm keen on and other bits, like Love Island, I'm not so keen on.

"What was odd with the Love Island request was that the guy contacted me through Facebook, and at the time, my profile picture was me with my wife and child, so I did wonder what he was thinking."

However, Rob's most recent



Inset: The Chaplain's appearance on Songs of Praise

The unconventional chaplain, Rob Popejoy



Displaying his impressive Jesus tattoo

appearance on long-running religious show Songs of Praise is something he hopes will make the most impact; not only challenging perceptions of what a chaplain should look like, but also how those who undertake a chaplaincy can get out of their church and involved in their communities.

He said: "I hope that viewers are challenged by what it is to be religious, and by what it is to be spiritual and to have a faith. Also, that you don't always

have to fit in to this kind of stereotype that everyone feels is out there."

Appearing on the show for four minutes, Rob is depicted talking about his tattoos - his favourite being a huge portrait of Jesus across his chest – as well as his hobbies and job, which is split between the college and the church, due to being "match-funded".

Rob explains: "I'm half paid by the church and half paid by the college. So it's quite nice, it means it works out for both groups of people really."

Rob's role at Bath College is mainly working within the student participation team. Covering everything from religion to body image, he describes his role as

"essentially anything that is additional to the curricular stuff."

Speaking of his position, he said: "When people hear 'chaplain' they think of vicar straightaway – or Charlie Chaplain. But the job gives you permission and the opportunity to talk about religion.

"Sometimes it isn't what people want to hear about, but it does affect a lot of our world so it's how I can meld the two together and help students understand just how much religion impacts the world they live in."

His unconventional appearance for a chaplain has also clearly fired the imagination of college photography students, who have used him as a model for their photoshoots (as reported on by FE Week in October 2014).

In terms of his own religion, Rob grew up in a church-going family, and was baptised at the age of ten.

Despite his faith, Rob still had time for teenage rebellion, saying, "When I was 15, my mum said to me, you don't have to come to church anymore if you don't want to. Naturally, as a teenager, I took that. I had a couple of years out, but when I was 18 I decided to come back to it."

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

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

## & MOVERS SHAKERS

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

**B**erkeley Green University Technical College has appointed **Rhian Priest** as its group principal.

The college is due to open in September 2017, and will provide specialist training facilities for the science, technology, engineering and manufacturing industries.

Ms Priest, who began her career in education as a maths teacher 25 years ago, will take on the role alongside her current position as principal of Bristol Technology and Engineering Academy (BTEA).

She joined BTEA in 2013 as founding principal, and under her leadership the UTC has seen some of the highest GCSE pass rates in the West of England region, three years after opening; with 40 per cent of their sixth form students gaining apprenticeships with organisations such as Rolls Royce, Airbus and Dyson.

Speaking of her new appointment, Ms Priest said: "Berkeley Green UTC shows huge promise and will offer new and exciting opportunities for young people across the region.

"I'm looking forward to being a part of

the journey leading towards its opening in September 2017 and beyond."

**Clair Mowbray** has been appointed as CEO of the new National College for High Speed Rail, which is due to open in September 2017.

The college, which comprises of sites in Birmingham and Doncaster, is one of five new national, employer-led colleges being created by the government.

Before taking on the role as chief

executive, Ms Mowbray was business director at the college, seeing it through the stages of initial development.

Her new role as chief executive will involve establishing the curriculum at the college and develop a staffing model that brings together industry experts with a permanent core of staff.

She will also oversee establishing the college's brand, taking it from its beginnings as a Department for Education policy all the way through to delivery.

Speaking of her plans for the new role, Ms Mowbray said: "My first strategy is to ensure that we are attracting a diverse audience into the college, and starting to redefine common perceptions of what engineering and the rail sector is all about".

She states that it will be her stakeholder management skills that will be most useful

in her new position, saying: "If employers aren't central to this college then we will have failed in our mission to be industry focussed.

"It is a rare and unique opportunity to create something that starts to really focus on employer and sectoral needs."

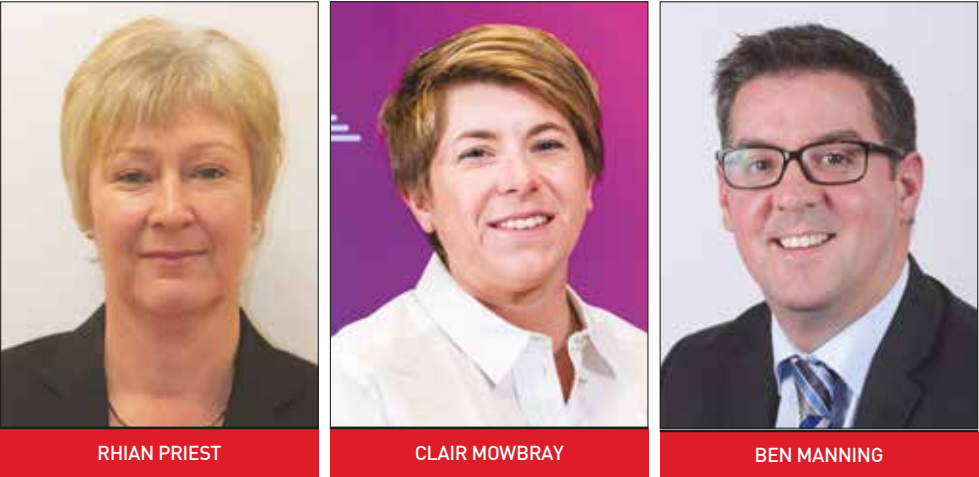
**Ben Manning** has been appointed as vice principal for curriculum and quality at City College Plymouth.

The college in south west England currently has an Ofsted rating of 'Good', and holds particular significance for Mr Manning, who not only studied at the college himself, but also met his wife while working there.

He first joined the college in 2005 as a lecturer in public services, working his way up to director of quality and improvement in 2011. The role included monitoring and improving the college's performance and directly managing curriculum areas; all skills that will be relevant in his new position.

Mr Manning is most looking forward to continuing to "support young people who will form the basis of the future workforce" in his new role.

He said: "It is crucial to me that our work continues to inform and engage young people and employers, developing young people's skills and employability with opportunities that are relevant, fresh and exciting."



RHIAN PRIEST

CLAIR MOWBRAY

BEN MANNING



# wakefieldcollege



## Lead, shape and inspire at Wakefield College

Wakefield College seeks to appoint two talented individuals to join the Executive Directorate in two fantastic new roles.

Wakefield College is well-led, ambitious and recognised by Ofsted as 'good'. The College is growing, and delivers high curriculum achievement and sound financial returns.

With a turnover of c. £26 million and a clear strategic vision, Wakefield College is in a strong position to continue its success and the successful candidates will be key to continued growth.

### Benefits:

- Competitive salary
- Genuine opportunity to make a big impact
- 37 days annual leave
- Pension scheme
- Relocation package available

### Executive Director Finance & Resources circa £75K

Working with exceptionally talented teams you will provide insight and leadership to the College's financial planning and management, ensuring accurate and relevant information flows to enable good strategic decision making.

Whilst you will be an experienced CCAB Accountant, you will also have a passion to drive forward the College estate and responsibility to deliver exceptional IT and management information services to support excellent teaching and learning.

### Executive Director Employer Engagement & Apprenticeships circa £65K

Working with experienced professionals, you will provide leadership to all aspects of employer engagement, developing and enhancing the College's expanding apprenticeships including higher-level qualifications and its reputable suite of full-cost provision.

You will be highly visible to the College's many employers and partners. You will direct the College's successful marketing activity to ensure business growth to support recent investment in our Advanced Skills and Innovation Centre and the Wakefield Business School.

Closing date for applications is Monday 7th November 2016 and the assessment centres will be held 21st/22nd November.

To apply for these roles or to download an application pack visit: [www.protocol.co.uk/wakefield](http://www.protocol.co.uk/wakefield)

For a confidential discussion about either role contact Ian Sackree 07795 271559 or David Beynon 07970 042334

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## Head of Student Experience

**Salary: £38,896 - £45,066**

**Permanent, Full-Time**

Ruskin College is an adult residential college offering further education and higher education. The College has a strong commitment to social justice and the empowerment of individuals and communities.

The Head of Student Experience is a new and strategically important position. The successful candidate will lead the following areas marketing, recruitment, public information, the student journey, safeguarding and prevent. The Head of Student Experience will be an effective self-starter with the ability to lead a team.

For an application form and further details contact Laura Cozier by email on [lcozier@ruskin.ac.uk](mailto:lcozier@ruskin.ac.uk)  
**Closing date: Friday 21st October 2016**

## Assistant Principal – Curriculum and Quality

**£67,870 - £71,125 per annum**

This role is the strategic and operational lead for ensuring and assuring high quality teaching and learning and curriculum delivery at the college.

An in-depth knowledge and experience of teaching and learning is essential to ensure academic credibility with all teaching staff.

The post-holder will work in tandem with the Assistant Principal (Students) to ensure that the 16-19 programme of study is delivered effectively and will support the Director of Teaching and Learning in the process of monitoring the quality of teaching and learning and in the planning of staff development activities. The ideal candidate will have well developed persuasive and assured management skills to motivate and support teachers and support staff.

The developmental expectations of the role are around implementing innovative and efficient approaches to quality assurance and embedding a culture of continuous improvement with a clear focus on improving the student journey and experience. The post holder will be joining a college that has been through transformational change in the last two years and is now set on a journey to be a student-centred institution providing the best possible post compulsory education and training for the people of Jersey. The post holder will need to be a 'hearts and minds' orientated individual who is able to humanise processes and lead on the importance and significance of data analysis as a tool to improve standards and student outcomes.

**Closing Date:  
28th October**



To apply, please visit:  
<http://www.gov.je/Working/JobCareerAdvice/Pages/details.aspx?nPostingId=4287&nPostingTargetId=8679>



## JOBS



Two exciting new roles to join the strategic leadership team of one of the largest Group of colleges in the country transforming the lives of over 20,000 students. Hull College Group comprises Hull College, Harrogate College, Goole College and its highly successful commercial arm HCUK Training providing bespoke training and apprenticeship delivery across the country.

**Deputy Chief Executive****Salary c £100k**

A new role of Deputy CEO is being created to lead the Group's FE and HE strategy as well as taking a leadership role for the Hull campus. This is an exciting opportunity for a creative leader who is passionate about student success and who can play a significant role in leading the Group's curriculum strategy.

**Director of Finance & Corporate Services****Salary £85-90k**

We are also seeking a Director of Finance & Corporate Services to lead the Group's financial and estates strategy as well as Information Services and IT. We are seeking a qualified accountant with first class management skills and commercial acumen to lead the Group's financial strategy and corporate services functions.

Closing date for both posts is midday Friday 4th November.

Interviews for Director of Finance is Tuesday 22nd November.

Interviews for Deputy Chief Executive Wednesday 23rd November.

**CVs will not be accepted.**

For further details on how to apply please contact either [emma.johnsen@blueoctopus.co.uk](mailto:emma.johnsen@blueoctopus.co.uk) or [lorna.goodwin@blueoctopus.co.uk](mailto:lorna.goodwin@blueoctopus.co.uk) from Blue Octopus who will send you more information on the role including a copy of the application form via email.

For an informal discussion with the CEO, please contact the CEO's PA

Patricia Thistlewood-Thomson on 01482 598702 or email

[patricia.thistlewood-thomson@hull-college.ac.uk](mailto:patricia.thistlewood-thomson@hull-college.ac.uk) who will arrange this for you.



[www.hull-college-careers.co.uk/](http://www.hull-college-careers.co.uk/)

**Head of A Level STEM**  
**Full Time (37 hours per week)**  
**Permanent**  
**£44,880 - £47,533 per annum**



An exciting new position has been created for a Head of A Level STEM. The post holder will demonstrate a proven track record of success of teaching and leading curriculum delivery at A level. The postholder will also undertake quality assurance of delivery and act as a lead in developing other training for staff in the STEM area. You must also hold a degree in mathematics/physics (with related experience) and a full teaching qualification. Please visit our vacancies page at <http://www.latestvacancies.com/sandwell/> for further information.

Please note, as this is a re-advertisement, previous applicants need not apply.

**Closing Date: 31 October 2016.**

Sandwell College is committed to safeguarding children, young people and vulnerable adults. All appointments are subject to a satisfactory enhanced Disclosure and Barring Service checks. We are able to offer you generous holidays, and excellent pension scheme and outstanding college facilities.



**London South Bank University**

**Apprenticeship**  
**Account Manager**  
**£29,993 - £34,962**

**Apprenticeship**  
**Team Administrator**  
**£26,473 - £29,427**

To apply, please visit:

<http://www1.lsbu.ac.uk/hr/>

Closing Date:

**Midnight 25th October**

London South Bank University has ambitious plans to grow its apprenticeship offer, delivering quality learning programmes and higher level skills to businesses. With the introduction of degree apprenticeships the University is introducing a number of new higher and degree apprenticeships across a range of sectors. We are looking to recruit experienced apprenticeship professionals to drive growth and support the operational delivery during this exciting expansion. The roles are customer facing roles where you will be required to operate independently with senior level client stakeholders within large and complex customer environments. You will be part of a wider team providing business development, administration and operational support to deliver the University's apprenticeships programmes, and working closely with others involved in stakeholder engagement with academic faculties.

# FE Week

**Bridget** is your go-to person for everything jobs-related.

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**Tel: 020 3740 1577**

**Email: [bridget.stockdale@feweek.co.uk](mailto:bridget.stockdale@feweek.co.uk)**

**I'm here to make recruitment that bit easier**



### AVIATION HERITAGE SKILLS OFFICER

Brooklands Museum is seeking to fill a new post to develop, deliver and manage an Aviation Heritage Skills Training Programme for volunteers and participants from external organisations. This is an important part of the Activity Programme for the Heritage Lottery-Funded Brooklands Aircraft Factory and Race Track Revival Project.

Candidates should have a good educational qualification, preferably to tertiary level, and a minimum three years' experience of working in the aviation industry as an Engineer, Technician or in an Aeronautical Engineering teaching position. Experience of delivering training or facilitating learning events to various audiences will be an advantage.



**The role is part-time 3 days a week, flexible.** The salary is c £35,000pa pro-rata, with the post starting as soon as possible. This post is initially funded for 5 years.

**Application by CV & covering letter to:**  
Virginia Smith, Learning & Visitor Services Manager  
Brooklands Museum,  
Brooklands Road,  
Weybridge,  
Surrey,  
KT13 0QN

**Closing date:** 20th October 2016  
**Interviews:** Week commencing on Monday 24th of October 2016  
[www.brooklandsmuseum.com](http://www.brooklandsmuseum.com)

### ENGINEERING CURRICULUM MANAGER UP TO £30,000



KiTS is an Ofsted Grade 2 Independent Training Provider specialising in engineering based in Brighouse West Yorkshire.

You will manage a team of Instructors/Assessors, be responsible for learner discipline, day to day operations of the Engineering Skills Training Department, manage curriculum planning, delivery and resources and be involved with quality assurance.

To apply please send your CV and covering Letter to [info@kits-training.co.uk](mailto:info@kits-training.co.uk)

The successful Engineering Training Manager will have the following qualifications and experience:

- Teaching qualification DTLLS, Cert Ed or PGCE or equivalent (Essential)
- Mechanical Engineering qualification at Level 3 or above (Essential)
- Engineering background (Essential)
- Previous experience in managing in a similar environment
- An excellent track record in managing people
- Strong organisational skills

For your commitment KiTS is offering the following:

- A competitive salary of up to £30,000 (Depending on qualifications and experience)
- Up to 10% Performance Related Pay
- 25 days holiday
- Contributory Pension Scheme at 8.5%



### 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](mailto: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.

## English and Maths Non-Leadership Teaching Roles

We are continuing to offer free recruitment advertising for all English and Maths teaching roles.

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## JOBS



### Part-time Tutors Required

Posts: GCSE Maths Tutor  
GCSE English Tutor  
Maths Functional Skills Tutor  
English Functional Skills Tutor

Based at: Any of the College Centres

The Learning Centre Bexley is Bexley Council's main provider of Adult Education, providing education, guidance and support to over 8,000 students.

The College offers over 1000 part-time courses across the borough and we are constantly reviewing and expanding our programme.

Vacancies have arisen for experienced tutors to join the GCSE Maths, English and Functional Skills departments to teach adult students.

The GCSE Maths post would involve teaching at Foundation and at Higher levels. All posts involve teaching at various sites, days and times.

Applicants should have expertise and experience of teaching the subject. You must hold a relevant subject qualification and a teaching qualification or be willing to work towards one.

Successful applicants will be required to complete a DBS check if they are teaching vulnerable adults or students under the age of 16.

If you would like to discuss this post please call Nick Little on 020 8298 2843.

For an APPLICATION PACK email a request to: [personnel@tlcbexley.ac.uk](mailto:personnel@tlcbexley.ac.uk)

Closing date for Applications: **Friday 29 October 2016**

For more information about the college visit:

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



### MATHS AND ENGLISH LECTURERS AT NORTH HERTFORDSHIRE COLLEGE

Are you an amazing maths or English teacher who is motivated, enthusiastic and committed to the success of your students? Can you bring maths or English to life in a way that students have not experienced before? If you have a passion for your profession and share our determination to be outstanding then we want to talk to you.

North Hertfordshire College (NHC) is a further education college with over 2,000 full time students in the full range of sector areas.

Everything we do at NHC is about helping students get where they want to be in life. That means helping them to develop both the knowledge and skills they need to progress in their chosen occupational area, and the employability skills that we know employers expect of young people when they enter the world of work.

We are currently working towards an ambitious five-year strategy. We want NHC to be outstanding by 2018. To realise our strategy, we need the best people around. We're building an amazing team, all of whom share our passion, pace and commitment to helping our students get where they want to be in life.

#### BENEFITS

- Staff discount on courses to develop skills and further progression
- Pension scheme
- Discount at Busy Bee's Nursery
- Discounted gym membership
- Childcare vouchers
- Employee assistance programme
- Eye care vouchers
- Opportunity to work for a progressive organisation

#### SALARY

£25,000 to £35,000

If you are looking for a new opportunity in an organisation that is striving for outstanding, please apply today.

Please send CV to [recruitment@nhc.ac.uk](mailto:recruitment@nhc.ac.uk).

## Careers



### English & Maths Lecturers Required

The City of Bristol College welcome CVs from English & Maths Lecturers (GCSE/A level) who would like to be part of our 'bank staff' and will be available to cover short term.

Please send CVs to  
[human.resources@cityofbristol.ac.uk](mailto:human.resources@cityofbristol.ac.uk)



For further details visit <http://www.cityofbristol.ac.uk/jobs/vacancies/>

### Sessional Lecturers in Maths and English



**Salary: £28.32 per hour**

**Hours: Various**

These posts provide the opportunity to plan and teach engaging Maths and English classes to students from our various College vocational areas and to contribute to the department's journey to Outstanding.

We are looking for professionals who are results focused with the drive to achieve excellence. Successful candidates will have the opportunity to:

- Deliver inspiring teaching and excellence in planning, motivating and assessing learners, acting as Course/Subject Leader as required
- Contribute to the planning, development and review of activities, including course reviews, self-assessment and other college QI activity
- To promote high levels of retention, achievement and attendance within the learner population

The ideal candidate will have the ability to deliver a diverse range of Maths/English qualifications, ranging from entry level, through to GCSE and above. Ideally you will be qualified to degree level in Maths/English, or will have an equivalent industry or professional qualification, and will hold a full teaching qualification (or working towards this). Candidates will have an innovative approach to teaching and will ensure that lessons are designed to not only develop skills but that they connect to the industry which the students aspire to work in.

Successful candidates will join our "bank" of hourly paid staff and will be allocated work on a flexible basis.

For full vacancy details and to apply visit our website <https://careers.esc.ac.uk> or contact the Human Resources department on 01737 772611 (option 3).





### Maths and English Functional Skills Tutors required

- Location: Aylesbury or High Wycombe, Buckinghamshire
- Ref: TM210916
- Closing date: 18th November 2016
- Contract type: Casual Worker
- Salary: £Hourly rate dependent upon qualifications and experience

Buckinghamshire Adult Learning is the main provider of part-time learning opportunities in the county.

We are looking for part-time tutors to deliver classroom-based English and maths sessions in our main centres in Aylesbury or High Wycombe.

How to apply?

For more information about these roles, please contact:  
Tessa Murray on 07921 940496 or email [tmurray@buckscc.gov.uk](mailto:tmurray@buckscc.gov.uk)




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





### Post No: PG/10/16



## Hourly Paid Lecturer - English

**£23.72 per hour (to include preparation and marking)**

Solihull College is seeking teachers with a passion for English, to add to our talented pool of part time hourly paid Lecturers of English. We are interested to hear from people with a passion for enabling young people and adults to achieve at GCSE and Functional Skills in English.


Prior experience of teaching these areas is preferable but more than that, we seek individuals with the ability to engage students in these subjects, make learning accessible and enjoyable, and go the extra mile to enable a diverse range of students to achieve.

The College is a fantastic place to work. We have a strong English 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 teachers. Teaching and learning in English is a real strength.

If you are passionate about English, confident in your ability to engage a range of students in learning and ready to contribute to our success, there has never been a better time to join Solihull College. You will need to hold or be prepared to work towards a relevant teaching qualification.

Please send a completed application form with a covering letter detailing your availability as soon as possible.

**Apply here:**  
<http://www.solihull.ac.uk/jobs/working-for-us/>



### EXTERNAL VACANCIES

## MATHS AND ENGLISH

The College is seeking to appoint outstanding classroom practitioners to further strengthen our maths and English provision.

**LECTURER 2 (MATHEMATICS), POST REF 5874. FULL TIME, PERMANENT, £26,406.45 - £34,432.92 (DEPENDENT ON QUALIFICATIONS)**

This post offers the successful candidate the opportunity to be part of a specialist team supporting high achievement in a mathematics provision, especially GCSE. You will be able to demonstrate innovative teaching, learning and assessment practices to ensure positive outcomes for learners and to work closely with other lecturing staff across the department to support curriculum development and standardisation across all campuses. You will be able to ensure quality, have high expectations and be able to enthuse and motivate students to achieve high standards. Applicants should possess a teaching qualification and experience of teaching mathematics. A first degree in Mathematics would be preferable or alternatively, a subject specialism that has a high mathematical content.

**LECTURER 1 (ENGLISH AND MATHEMATICS – TEST THE CITY), POST REF 5875. FULL TIME, PERMANENT, £22,800.75 - £25,642.89 (DEPENDENT ON QUALIFICATIONS)**


An exciting opportunity has arisen for a Lecturer 1 to teach English and mathematics particularly for our Test the City provision. The successful candidate must have experience of delivering Functional Skills English and mathematics from Entry to Level 2. You should hold an appropriate degree or subject specialism and possess a teaching qualification. Applicants for each post should be able to demonstrate, in their personal statement, practical examples of how they fulfil the person specification.


Due to the nature of these posts you will be required to undertake an Enhanced Disclosure Check. We are big advocates of diversity so applications are welcome from anyone who's suitably qualified. To find out more about these great opportunities visit [sunderlandcollege.ac.uk/vacancies](http://sunderlandcollege.ac.uk/vacancies) alternatively email [vacancies@sunderlandcollege.ac.uk](mailto:vacancies@sunderlandcollege.ac.uk) or call 0191 511 6046 to request an application pack.


**ALL APPLICATIONS MUST BE RECEIVED BY 12 NOON, 27TH OCTOBER 2016.**


It is anticipated that interviews will take place on Friday 4th November 2016.

We are working towards equal opportunities and welcome applications from all sections of the community. We are committed to PREVENT and safeguarding the welfare of children and vulnerable adults.









## LECTURER IN MATHEMATICS

**Hours: 36 hours per week**  
**Salary: up to £35,251 per annum**  
**(dependent on qualifications and experience)**

Redbridge College, located in East London, is one of the top performing General Further Education Colleges in London and was graded as “good” with OFSTED at the last inspection in December 2015.

We are looking for an experienced and innovative Lecturer in Mathematics who is committed to delivering the highest standard of teaching. You will have experience teaching GCSE and Functional Skills.

Your enthusiasm will encourage students to achieve their maximum potential, and promote in students recognition of the significance of mathematics. You will have a positive attitude to working in this sector as you will experience working with an established, committed team which is determined to raise standards.

Good communication skills, and a commitment to equal opportunities is essential for this post.

It is essential that all applicants have a minimum Level 5 Teaching qualification or be prepared to work towards this. Applicants will have a degree in mathematics or related degree.

To apply, please visit: <https://www.redbridge-college.ac.uk/vacancies/>

**Closing Date: 30th October 2016**  
**Interview Date: w/c 7th November 2016**



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CONFERENCE, AWARDS AND EXHIBITION  
20th & 21st October 2016 • Marriott Hotel, Leicester

Be more informed and better connected

The only two-day conference aimed at those working in or with awarding bodies



Facing unprecedented change in the industry, FAB 2016 is the only place to get together with colleagues to hear the latest from industry experts, and discuss the issues and implications with your peers over dinner or coffee.

Keynote speakers include:

- Baroness Burt of Solihull
- Sally Collier – Chief Regulator at Ofqual
- Warwick Sharp – Deputy Director, Head of 16-19 Policy and Technical Education Division at DfE
- Mark Dawe – Chief Executive at AELP
- Nick Linford – Editor of FE Week
- Shakira Martin – Vice President Further Education at NUS

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- Adult education budget, loans and the post-16 skills plan – joining up the dots
- Qualification Wales – One year on: Towards a vocational qualifications strategy
- Here we go again: some reflections on the Post 16 Skills Plan
- How to make purchasing qualifications easier and legally compliant
- Better together: Making consortium arrangements work for your AO
- The end-point assessment of apprenticeship standards and the register of assessment organisations
- European VET tools – continuity and change
- The continuing contribution of NOS skills development
- Professional and vocational qualifications in Asia (Hong Kong, China, Malaysia, Pakistan, Singapore and Vietnam): markets and opportunities
- The application of validity theory in vocational awarding organisations

For more information and to book, visit [www.awarding.org.uk](http://www.awarding.org.uk)

FE Week Sudoku challenge

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

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

Difficulty:  
EASY

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

Difficulty:  
MEDIUM

Solutions:  
Next edition

Last Week’s solutions

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

Difficulty:  
EASY

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

Difficulty:  
MEDIUM

Spot the difference  
to WIN an FE Week mug



Spot five differences. First correct entry wins an FE Week mug. Email your name and picture of your completed spot the difference to: [news@feweek.co.uk](mailto:news@feweek.co.uk).  
Last Edition’s winner MIS & Data Administrator for the The Derbyshire Network, Robert Blower.