

FE Week

**DFE PLANS U-TURN
ON HIDDEN DATA**

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**KEITH SMITH: NO
MORE MR NICE GUY**

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**SECOND GRADE
ONE ROLLS IN**

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Skills minister the fixer

Anne Milton's responsibilities are still to be announced, but already:

- › AEB funding allocations extended by three months
- › Non-levy growth request process brought forward
- › Delayed guidance for off-the-job funding rule released
- › Rerun on non-levy tendering opportunities planned

See pages 3, 6 & 7

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FE Week

Meet the news team

feweek.co.uk



Nick Linford
EDITOR
@NICKLINFORD
NICK.LINFORD@LSECT.COM



Paul Offord
DEPUTY EDITOR
@PAULOFFORD
PAUL.OFFORD@FEWEEK.CO.UK

Please inform the FE Week editor of any errors or issues of concern regarding this publication.



Cath Murray
FEATURES EDITOR
@CATHMURRAY_NEWS
CATH.MURRAY@FEWEEK.CO.UK



Tom Mendelsohn
SUB EDITOR
@TOM_MENDELSON
TOM.MENDELSON@LSECT.COM



Alix Robertson
SENIOR REPORTER
@ALIXROBERTSON4
ALIX.ROBERTSON@FEWEEK.CO.UK



Jude Burke
REPORTER
@JUDEBURKE77
JUDE.BURKE@FEWEEK.CO.UK



Billy Camden
REPORTER
@BILLYCAMDEN
BILLY.CAMDEN@FEWEEK.CO.UK



Sam King
REPORTER
@KINGSAMANTHA_
SAMANTHA.KING@FEWEEK.CO.UK

The team

<p>Head designer: Nicky Phillips Designer: Matthew Willson Photographer: Ellis O'Brien Financials: Helen Neilly Sales executive: Bridget Stockdale Administration: Frances Ogefere Dell PA to managing director: Victoria Boyle</p>	 <p>Shane Mann MANAGING DIRECTOR @SHANERMANN SHANE.MANN@LSECT.COM</p>
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Learning & Skills Events, Consultancy and Training Ltd
 161-165 Greenwich High Road
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NEWS

New skills minister inspires unlikely optimism among AELP delegates

ALIX ROBERTSON
@ALIXROBERTSON4

FROM FRONT

Delegates at the AELP's 2017 conference were quietly impressed by the new skills minister's plans to fix problems rather than create new ones.

Anne Milton, a former whip, acknowledged the high turnover of ministers the sector has seen in recent years, and attempted to reassure listeners that more change was not on the agenda.

In a speech where she confirmed a new procurement process for non-levy apprenticeship contracts would be launched in July, she announced that her "intention is not to come in with any new bright ideas, it is to make it work – so for me this is a job of delivery".

Ms Milton, the successor to Robert Halfon and Nick Boles, who respectively spent just under a year and two years in the post, made it clear from the moment she took to the stage that her aim was to engage fully with the sector and understand what is really happening on the ground.

"It's absolutely critical that we work together. I'm keen to listen to your views," she told the packed audience attending her keynote speech, which opened day one of the event on June 26.

Ms Milton also told the audience she could stay "as long as you want me" to answer their questions afterwards.

Many delegates admitted her attitude left them optimistic, and gave FE Week their thoughts on the new minister's performance during their lunch break.

Rob George, director of RGFE, a funding consultancy, said he was "quite impressed by her", and felt she "seems to genuinely want to help to sort the sector out".

"I thought after 10 days, she seemed to have a good handle on what was going on and talked the right language, didn't make any mistakes," he said.

"For too long we've just followed the party line and I think we do need to change things."

Suzanne Tilling, from independent learning provider TheLightBulb, said: "We're quite enthused by her – it's nice to see someone who didn't rush off."

Meanwhile Jo Fisher, a director at consultancy Dutton Fisher Associates, described Ms Milton as "articulate" and "straight to the point", and Stewart Segal, a director of strategy at training provider 3aaa, said: "I certainly felt her responses were very open, and she actually accepts that she doesn't know all of the detail."

Speaking from the stage afterwards, AELP boss Mark Dawe said her speech was "very positive" and "a real reflection of where we are at, which is good to see, an

understanding of what's going on".

Ms Milton told listeners that her speech had been intended to "offer some clarity about the way forward", but the details she provided were less well received than her overall approach to her new post.

She announced that a new procurement process for non-levy apprenticeship contracts is to be launched in July, with the previous procurement cancelled.

Before the recent general election, the government decided to pause the procurement process due to what Ms Milton referred to as "unprecedented demand".

She explained the decision had finally been made to scrap this attempt altogether, because it was not providing "the diverse market we are looking for" or giving the sector "enough stability".

Mr Dawe acknowledged there were likely to be "plenty of people in the room" who were "groaning", because they would have to go through the procurement exercise again, but added that "given where we were it's worth doing".

Ms Tilling said: "We're disappointed we've got to redo the tender", but "once they put it on hold, we knew it was going to happen".

"How much money has that cost the industry – not only the government but also us as individuals?" she added. "We wrote it ourselves, but a lot of people hired consultants."

"I don't think they've got a handle on the massive impact it's having on small non-levy-paying organisations," concluded Ms Fisher. "We've lost two of our biggest clients who are non-levy payers. They just can't afford to do it."



Anne Milton

Chief executive at AELP describes a "good genuine start"

Mark Dawe said: "From the start, I think the new Minister, Anne Milton, set the tone for the whole conference – for someone in post for only two weeks she had a clear grasp of the agenda and the key issues we were facing and certainly recognized the 'bruising experience' that many of the AELP members had been, and are, facing. She seemed genuine



Mark Dawe

when she said she wanted to work together and listen to our concerns, and her announcements on funding and procurement were welcome, given the position she has inherited. A good genuine start, and I think everyone felt that she engaged with the audience far better than most of her predecessors. Having been brought up by a nurse (whose mother was also a nurse) I think the unflappable, no nonsense, get the job done approach seems to be part of the nursing 'apprenticeship' the minister described.

We are pleased the minister has clearly been briefed by the civil servants with the proposals that AELP has been making and the announcements made seem to reflect this."

Milton's announcements were:

1. Separate guidance document published concerning the 20 per cent minimum off-the-job training time for apprenticeships.
2. Within the next few days providers that made business cases following the non-levy allocations will be written to with an answer. It's expected that 42 providers will have their allocation increased.
3. The paused non-levy tender is scrapped.
4. Non-levy growth requests to begin in July.
5. A new non-levy tender opening in July, for contracts and allocations from January 2018 to April 2019. This will only be available to providers already on the Register of Apprenticeship Training Providers.
6. There will be another opportunity for providers to apply to be on RoATP, but limited to levy-funded provision only.

Anger as IfA's apprentice panel presentation postponed

ALIX ROBERTSON
@ALIXROBERTSON4

EXCLUSIVE

Fears are growing that apprentices may lose their voice at the top level, after the Institute for Apprenticeships deferred an invitation to have its own apprentice panel make a presentation to its board.

In an email sent to the apprentices who make up the 11-strong panel and seen by FE Week, the IfA withdrew its request for a presentation about a 'quality toolkit' at its

monthly board meeting on July 5.

A later date of October 4 was suggested as an alternative.

A spokesperson for the National Society of Apprentices, itself a division of the National Union of Students, told FE Week that it was "deeply concerned" that the invitation to present in July had been withdrawn.

"The apprentice panel was set up to be the main conduit for apprentice voice to feed into the institute and without this relationship, apprentice voice is seriously damaged at this level," she said.

With a new skills minister, Anne Milton, now in place, it's feared this delay indicates that the attention given to apprentices by the previous minister Robert Halfon may be lost.

"We heard Anne Milton talk about wanting to listen to as many voices as possible so we hope that she backs her words up with action and reinstates the invitation to the apprentice panel," said NSOA's spokesperson.

She stressed that the body had been "very clear of the need for a strong apprentice voice on the board" since the IfA was first created.

"Good apprentice voice improves the breadth of voices that the board hears; it improves quality, and makes sure that the board remembers that without apprentices there are no apprenticeships," she said.

An IfA spokesperson said: "The institute's apprenticeship panel will meet with the board four times a year.

"Board members have also been invited to attend the apprenticeship panel meetings to ensure we get maximum engagement with the panel. The institute's apprenticeship panel attended the second board meeting which was held in May.

"Their presentation covered their own experiences of apprenticeships and their early thoughts on what as a panel they wanted to work on."

The IfA's panel of apprentices, which first met in April, is made up of current or recent

apprentices from a wide range of occupations and experiences from up and down the country.

Its role is to decide which issues need to be focused on from the learner's perspective, and ensure apprentices are heard during the decision-making structure of the institute.

In its early stages of development, there were fears that the IfA may not have any apprentice representation at all.

The process of appointing the IfA's board took considerably longer than expected, and the shadow skills minister Gordon Marsden described the institute's creation as "a complete shambles".

It was at this time that major sector figures such as Shakira Martin, who was then the NUS vice-president for FE, and Shane Chowen, head of policy at the Learning and Work Institute, called for apprentices to take up places on the board itself – but the government would not commit to the idea.

However, in December 2016, Mr Halfon confirmed during the sixth sitting of the public bill committee for the Technical and Further Education Bill that the IfA would "invite apprentices to establish an apprentice panel, which would report directly to the board" and "challenge and make recommendations".

The NUS hailed the move as a victory for learners at the time.



Former skills minister Robert Halfon meeting IfA apprentice panel members

Confusion concern as another 150 sector experts sought

JUDE BURKE
@JUDEBURKE77

A call for up to 150 industry experts to join new Institute for Apprenticeships advisory panels, has prompted concerns over a lack of "joined up decisions" with similar bodies planned for technical education.

The Department for Education and the new Institute for Apprenticeships both want to recruit more than 100 people to join panels to shape the future of apprenticeships and the government's new T-level programme – but FE Week has learned the panels will be separate, even though they will both cover the same 15 pathways.

On June 23, the IfA published adverts for "up to 150" unpaid industry experts to join 15 "prestigious employer-led groups" that will help to "ensure the quality of apprenticeships" and shape their future.

These, however, will be totally distinct from those being set up by the DfE, which wants more than 100 paid panellists to advise on T-levels – even though the 15 occupational routes are the same. Now Mark Dawe, the chief executive of AELP, has warned that the situation is "a recipe for a lack of joined-up decisions and inconsistent outcomes, and further evidence of potential divergence rather than coherence".

"AELP fully supports the government's desire to have a coherent approach to high-quality skills, but struggle to see any indication of this in the way they are approaching the implementation across apprenticeship and T-levels," he added.

Plans for the 15 new occupational routes were first unveiled in the government's skills plan, published July 2016, and based on recommendations from Lord Sainsbury.

The DfE is currently responsible for developing the new T-levels, which will see 20,000 existing qualifications replaced with 15 "high-quality" technical qualifications, while the IfA is in charge of overseeing apprenticeships – although its remit will be extended from April 2018 to include technical education.

The new IfA advert, posted through the Cabinet Office, states that it is "establishing 15 route panels representing the 15 occupational routes that were set out in the Sainsbury report".

The names of the 15 people who will chair the routes were announced by the IfA in April.

It continues: "In future we anticipate this will also include reviewing the new technical qualifications that will sit at the heart of the new T-Levels."

The IfA panels will meanwhile "review the quality of standards for apprenticeships and make sure they provide the right basis for

future employment".

Applicants should have "demonstrable expertise, leadership and credibility in one or more sectors of an occupational route".

No mention is made of payment beyond reimbursement of "all reasonable expenses".

Peter Lauener, the IfA's chief executive, described the new roles as a "fantastic opportunity for employers and experts to bring their knowledge to the table and make their voices heard".

"Apprenticeships are playing an increasingly important role in British industry, and it is important that the right structures are in place to ensure they equip people with the right skills," he added.

In January, the DfE advertised for more than 100 experienced industry professionals to help shape "the 'future technical education system'".

They would serve on "panels of professionals" that would "develop occupational standards for new technical qualifications, as part of flagship reforms to England's post-16-skills system".

These panels would cover 11 of the 15 routes from the Sainsbury report, with the remaining four expected to be "primarily delivered through apprenticeships".

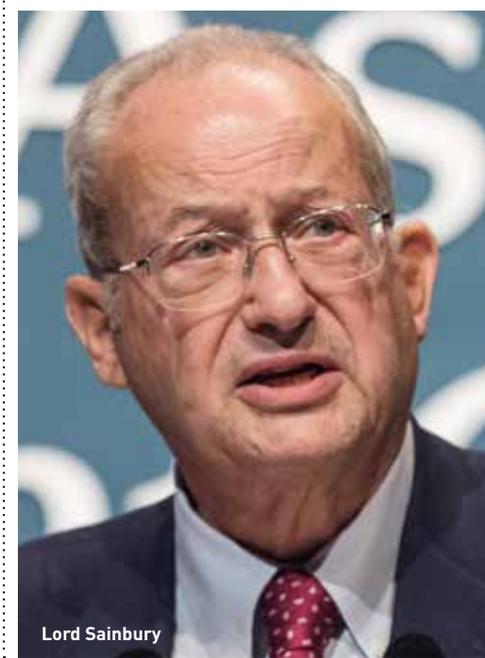
Each of those appointments was expected to be for a year, with the successful applicants' employers receiving £1,000 per quarter in recognition of the time the panel members

would spend away from their day job.

The DfE said it would make an announcement about the panels in due course.

At the same time Ofqual is also looking for subject experts in technical and vocational qualifications.

The exams regulator posted adverts on June 26 looking for "experts who have proven and up-to-date expertise" in 19 subject areas, to evaluate assessments and scrutinise new qualifications.



Lord Sainsbury

NEWS

Controversial 2014/15 achievement rate data will now be published

BILLY CAMDEN
@BILLYCAMDEN

The government has U-turned on its decision not to publish controversial achievement rate data – after FE Week revealed that ministers were hiding the figures.

Two weeks ago, the Department for Education published revised national achievement rates tables for 2015/16 for individual providers – but without comparable figures for previous years, which are needed to give any kind of indication of providers' progress.

Jonathan Portes, an independent expert in government statistics and a professor of economics and public policy at Kings College London, called for an investigation into the DfE's failure to be forthcoming with the necessary data, which he described as "incomprehensible".

The department now appears to have seen

sense after it announced this week that it would release the data after all.

In an updated bulletin for the tables, released on June 23, the DfE said: "The implementation of the improved methodology for the 2015 to 2016 qualification achievement rates led to a significant impact on the estimates compared to previous years. "Therefore, for the first time, we published a three-year comparison at the national level as part of the FE and skills statistical first release.

"We are now assessing how we can publish additional information that allows for some comparability at provider level for earlier years based on 2015 to 2016 methodology.

"These years will be the same as those provided at national level in the SFR. There will be limitations, as estimates will not fully replicate the 2015 to 2016 methodology for previous years' data."

The DfE said it would announce a date for when this information will be able to be provided "as soon as possible".

This has become necessary since February this year, when the department revised its 2015/16 figures to close a series of loopholes in the way the numbers are reported – which caused an overall fall of nearly five points in recorded achievement rates.

Three months on, it published revised figures for individual providers, without the necessary context.

Mr Portes said at the time that "these revisions are large and of significant public interest".

He has now told FE Week that the DfE's reversal on publishing the controversial data "is to be welcomed".

But he added it was a "pity" it had to be "dragged out of them", and "hopefully this episode will not be repeated".

According to FE Week analysis of the NART data released on June 15, 18 providers saw their achievement rates for apprenticeships drop by 30 points or more between 2014/15 and 2015/16 – with the biggest fall coming in at -71.3 points. Half of these were from providers rated 'good' by Ofsted.

The NARTs cover apprenticeships, education and training, are published annually, but in recent years releases have been subject to delays.

Achievement rate figures for courses ending no later than July 31 the previous year would typically be published in March,



but were delayed this year several times, most recently by the general election purdah period.

And FE Week described in December 2015 how the publication of the achievement rates for 2014/15 had been pushed back, with promises that they would be released "towards the end of March".

They were eventually released in May 2016.

Mr Portes told FE Week he would be "astonished" if, having made a public commitment, the DfE did not now publish the comparable data - adding that it would be "highly improper and almost unprecedented in my recollection".

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Keith Smith takes no prisoners

JUDE BURKE
@JUDEBURKE77

FROM FRONT

The major recent reforms to the UK's apprenticeship system are still at a very early stage, so the talk by Keith Smith, one of the country's top skills civil servants, to the Association of Employment Learning Providers' annual conference was eagerly anticipated to say the least.

And while the director of funding and programmes at the Education and Skills Funding Agency might not have been able to answer the single burning question of the conference – what is happening with the adult education budget tender – he did give updates on many other issues, including new providers, non-compliant delivery models and the ESFA's mystery shop.



AEB tender delay as contracts extended

The results of the adult education budget tender are being delayed until July – sending shockwaves through an industry that's still desperate for cash.

The news, announced just days after Keith Smith promised fresh information was "imminent" – has been described as "astonishingly bad".

Results from the tender process, through which independent training providers were bidding for a share of £250 million, were first expected in May, with contracts due to start in August, but the process was paused due to the general election.

And after repeatedly revealing nothing more than that the results would be published "in due course", the Education and Skills Funding Agency finally told providers on June 28 that they would have to wait until July to learn if they had been successful.

In a message sent to applicants via its e-tendering portal, the agency said: "Following our earlier messages issued on May 9 and June 13 regarding the impact of the general election, on our planned communications, please note that notifications of contract award will now be made at the end July 2017.

"As a result, the ESFA will now be extending the existing 2016/2017 contracts for AEB services for a three-month period, until October 31."

The contract extension meanwhile "reinstates the original time period scheduled to occur between the result notification and contract start date".

Any contracts awarded through this procurement process would be "for an initial nine-month period only running from November 1 2017, to July 31 2018, with possible extensions for up to two 12-month periods, at the ESFA's discretion," it continued.

The update came just two days after Mr Smith told delegates at the AELP conference – many of whom were desperate for news of their bids – that an announcement was expected "very, very shortly".

"We're looking at how we manage the transitions from the current allocations to the new allocations," he explained.

"I can't say anything more on it yet but it's imminent; I think it'll be good news for the sector."

Judging by the reaction from considerable numbers of sector leaders and providers, however, not everyone agrees.

Mark Dawe, AELP's chief executive, acknowledged that "it is better to have a transition period rather than a sudden jolt to the system", but wasn't satisfied by the ESFA's solution.

"Provider feedback suggests maybe a six-month extension would be more sensible and perhaps the ESFA should consider this," he said.

And Steve Hewitt, an FE consultant, said it was "an astonishingly bad time to extend contracts".

"If you're a provider in this situation, what do you do about September? You'll want to advertise provision and, more importantly, re-enrol progressing learners now before they go on summer break without any guarantee that you'll have courses for them after October," he said.

Independent training providers were first told in October that their AEB contracts would come to an end in July, instead of being automatically renewed as before.

The announcement – which only affected independent providers – was the result of changes to contracting regulations which meant the ESFA would have to "procure future training provision".

It is thought around 500 training providers will have applied for a share of the AEB, which totals around £1.5 billion.

But only around £250 million of the budget is up for grabs through the tendering process.

This is because colleges, local authorities and universities – which contract with the ESFA through a grant funding agreement – have not been affected by the changes and will not have to tender.



Keith Smith

rs at AELP annual conference

The ESFA's controversial mystery shopper ruse

Early impressions



- Initial advice to employers is not always tailored to the employer's requirements. This is now a critical aspect to future Ofsted judgements.
- Too many providers continue to under promote the benefits of the programme or what an employer can expect from an apprentice.
- In some cases limited information is provided regarding the apprenticeship reforms.
- Colleges were more likely to explain how they could help the employer in other areas.

The revelation that the Education and Skills Funding Agency had been "mystery shopping" apprenticeship providers has left some feeling "a bit hurt" – but Mr Smith insisted the agency wasn't doing it to catch them out.

He admitted that staff at the agency had phoned a number of providers posing as employers, to check "how well we think the service reforms are coming through".

"We think this is really important to test how the reforms are going down and to understand what is happening in the marketplace," he explained.

Among the "very, very early impressions" emerging from the research – one which was likely to have riled providers – was the finding that "colleges are a little bit better at talking to employers about other needs and other requirements".

He claimed that this was "in some ways understandable because some of those have other budgets other than apprenticeships".

Other "key messages" included the finding providers were not doing "enough tailoring of the advice that's being given to employers", and not focusing on employers' needs "strongly enough".

Providers were also not doing "enough general promotion of apprenticeships and what employers can expect", which Mr Smith said was important "to get employers wanting to invest in more apprenticeship activity".

When Mark Dawe challenged him on the mystery shop, he explained that it was "not about trying to pull providers up for not doing the right things".

"I talked about some of the things that you can reflect on, but I'm not saying to you 'those are things that everybody's got to do better' because it's bad," he said.

"We're doing it to see if the users of our services are getting access to the right information," he said.

"We really do care that we're doing enough to support you."

Checks and balances for new, untested providers

New Providers



	Register (RoATP)	Mandatory Workshops	1-2-1 Visits	Monitoring Visits
When?	Before contracting	Before delivery	Early delivery: July to Sep for RoATP 1&2	September onwards
Why?	Provides an on-line assessment of financial health, quality and capability for all potential apprenticeship providers	Provide an overview of all ESFA requirements and assures us that providers understand what is required of them	To confirm the infrastructure is in place to deliver apprenticeships as set out in RoATP application	Provide confirmation that funds are being used in accordance with our rules
Impact	Access to deliver to levy employers and provides scope to non levy procurement	Failure to attend will result in removal from the register	Risk assessment and where provider actions are not as stated in register application provider will be removed from the register	Risk assessment, improvement actions and in cases of non compliance removal from the register

Simply getting on the apprenticeship register is not "the end of the story" for untested providers, Mr Smith said, as he outlined the steps the Education and Skills Funding Agency was taking to ensure they were up to scratch.

More than 2,200 providers are now on the register, which represents "a big increase from what we had before", he said.

He acknowledged that "often people are concerned" about such large number of untested providers – and stressed that getting onto the register was merely "the first hurdle".

All new providers must now attend mandatory training, and the penalty for non-attendance is removal from the register.

"So it's not 'come along if you fancy it'. If you don't come, you're no longer there in that delivery space," he said.

The next stage was a one-to-one visit to new providers.

"I hear lots of stories about people being worried

about some of these new providers working out of their shed in their back garden or out of the living room of a property," he said.

These visits were designed to "look at these organisations and to test the things that they told us when they applied to the register – do they have all the things in place to back that up?"

Any that didn't would be removed from the register – and promptly.

"There won't be a big long process. It'll be very clearly understood what our requirements are," he stressed.

The final stage in the process would start in September, and involves risk-profiling all the new providers.

Any that are deemed to be "medium- to high-risk providers" will receive an audit visit, he added, "and then we can see how they're performing".

"These are important steps for us to make sure we support you going through the process of delivering a good-quality experience but importantly to show that the process isn't being compromised."

Consequences for non-compliant delivery models

Immediate delivery and assurance priorities



- Conclude the procurement and funding process to support non levy paying employers
- Allocation business cases
- Performance review process
- Using employers as sub contractors
- Ensuring compliant delivery models
- 20% off the job

Providers using delivery models that are "contrary to the spirit" of the apprenticeship reforms – such as using employers as subcontractors "to recoup costs" – will face consequences, Mr Smith warned.

The ESFA is "starting to get increasingly concerned about some of the delivery models that we're hearing about," he admitted.

"What we don't want to see is any provider trying to make an interpretation of what we're trying to do in the wrong way, which just means that model becomes non-compliant."

Where a delivery model is non-compliant, he warned, "we will intervene – and ultimately that's going to mean that providers are removed not just from the register but potentially there'll be some wider consequences for them as well".

Using employers as subcontractors "seems to be a bit of a theme at the moment", he said.

"Some providers want to get employers involved, making them subcontractors, getting them below the

£100,000 radar and trying to get money back to the employer for stuff they do already," he said.

"That's just contrary to everything we're trying to achieve here."

Mr Dawe asked him to clarify what was and wasn't permitted – as the funding rules do allow providers to subcontract to employers.

"You're absolutely right, we want employers to have a place in the system where they can be engaged and they can be supported in delivery, that's what we want," he replied.

"What we don't want to see is specifically where employers are being brought into the system, in essence to recoup costs that they would generally incur themselves anyway.

"It's really important – my plea to all of you in the room – if you've got questions or uncertainties about a particular model you're trying to get off the ground, please come and speak to us about that," he urged.

Baker Dearing's six-point plan to save the UTC

BILLY CAMDEN
@BILLYCAMDEN

EXCLUSIVE

The body behind the ailing university technical college model has called on the government to apportion more funding to them than to mainstream schools.

The Baker Dearing Trust also wants school leaders to assess which students might best fit the scheme – instead of just sending them unsuitable learners – as well as changes to performance measures to account for UTCs' specific, technical curriculum.

FE Week was exclusively given these and three other key recommendations [see boxout] which are now being discussed with

Baker Dearing Trust's six recommendations to government

1. Review the accountability measures to ensure that students and parents are provided with a comparable set of information
2. Collect data on the destinations of all students at the point they leave education
3. Give greater recognition to all the skills students gain at UTCs
4. Act to stop schools who encourage their students to transfer to a UTC without any assessment of whether this is the right move for those children
5. Introduce a standardised measure of student attainment prior to entering a UTC
6. Consider the introduction of a technical premium that recognises the funding challenges and reflects the longer teaching day and the higher capital maintenance cost of teaching a 14-to-19 vocational and technical education

the Department for Education.

They follow last week's report by the National Foundation for Educational Research (NFER), which found UTC students "perform less well" at 16 than similar peers in mainstream schools, and called on the government to provide more support for the programme.

Peter Wiley, BDT's director of education, said more funding should be given to recognise that some vocational courses are "more costly to deliver than others" and that UTCs have a longer day and require specialist equipment.

He said, for example, that the provision of engineering is funded 30 per cent higher at post-16 than a purely academic curriculum.

But he said this was not the case for pre-16 study, where UTC students are funded at the

same rate as all other schools.

He said BDT would welcome a "technical premium" in the schools funding formula – at a time when overall school funding is being slashed.

Sector figures are calling for increasingly drastic action as evidence mounts that the UTC project is failing.

Seven have closed or announced they will do so, either due to low pupil numbers or financial issues.

And as reported by FE Week in March, 11 out of the 20 UTCs inspected by Ofsted have been rated as 'inadequate' or 'requires improvement'. Since then one more has been awarded a grade four, and three more have been given grade threes.

But Janet Downs, from the state school campaign group Local Schools Network,

disagreed with BDT's call for special funding treatment.

She said it would be "far better" if the government were to fund all schools and post-16 provision "adequately and fairly" rather than "give way to special pleading".

NFER's 'Behind the Headlines' report found the demographics of students – in terms of prior ability and incomes of their families – were not dissimilar to mainstream schools. However, learners were more likely to have a pattern of high absence by the time they left the mainstream.

Baker Dearing claims there are "many instances" where students are wrongly advised to join UTCs, with some youngsters only doing so explicitly to avoid being permanently excluded from mainstream schools.

One school even encouraged the 45 students in their bottom sets to transfer wholesale to its local UTC, according to Mr Wiley.

He said that while UTCs "welcome" pupils with special needs and behavioural problems, they are not the population "for whom UTCs were designed" as many have little or no interest in science, technology, engineering and maths subjects and are not prepared for longer school days and their "business-like environment".

Baker Dearing therefore wants the government to "act to stop" mainstream schools from encouraging students to transfer to a UTC "without any assessment" of whether it is the right move.

In February, Lord Baker, a key architect of the UTC project, won a major concession in the House of Lords to force all schools to give UTCs access to promote their institutions to pupils.

In the same month the government handed out more than £100,000 in funding to councils to enable them to write to parents promoting post-14 education options like UTCs.

The DfE declined to comment on BDT's recommendations.

University Technical Colleges: Beneath the Headlines

NFER Contextual Analysis

Kelly Kettlewell
Daniele Bernardinelli
Jude Hillary
Claudia Sumner

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Baker's demands in more detail

In terms of accountability measures, Baker Dearing wants the government to change its school league tables to align with the curriculum delivered by UTCs.

Peter Wiley said new performance measures, such as Attainment 8 and Progress 8 – which measure the achievement of a students across eight qualifications – only allow up to 30 per cent credit for technical qualifications.

He added that vocational qualifications do not count at all towards the EBacc – another school performance measure based on pupils' grades in five subjects: English, mathematics, history or geography, the sciences (including computing) and a language.

"In light of this, accountability measures that assess both aptitude for, and interest in, the specialist curriculum are needed," he said.

The Baker Dearing Trust has also claimed that schools are not doing enough to identify which pupils would be best suited to UTCs.

Mr Wiley said school leaders and teachers should visit local UTCs to "understand what is on offer" and "keep track of pupils who perform well" in STEM, or demonstrate good spatial skills – that is, those who tend to think in images before converting them into words.

And in terms of what "standardised measure of student attainment" BDT wants, Mr Wiley said the trust doesn't at this stage "have a preferred method for doing this".

But any measures will "need to include an assessment of spatial skills". He added the trust wants to work with the DfE to look for the "most appropriate ways of assessing these aptitudes".



Lord Baker



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Around 10% of jobs at Learndirect could go

PAUL OFFORD
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EXCLUSIVE

The nation's largest training provider, Learndirect, is consulting on a new wave of redundancies – and its chief executive believes around one in 10 staff could be affected.

Employees were given the news on June 27. It is understood that hundreds of sales and operational staff working on apprenticeships, employment-related services, the European Social Fund, and adult education contracts could be affected.

Andy Palmer, the group chief executive, told FE Week that “approximately 10 per cent of the workforce could be affected” after the consultation process ends.

“As a result of uncertainty relating to the outcome of the adult education budget procurement process, and a business decision to focus on levy-only apprenticeship delivery in the future, Learndirect Ltd and Learndirect Apprenticeships Ltd have initiated a restructuring programme,” he said.

“Sadly this will mean some colleagues will leave the two businesses in the coming months.

“During this time our focus is on

continuing to meet the needs of our thousands of learners, apprentices and employers, and we do so with the full support of our funders and other partners.”

This is a troubled time for Learndirect; FE Week reported on an initial wave of redundancy talks in May.

Several employees discussed the latest announcement on LinkedIn.

Robert Watkins, listed on the site as a partnership consultant, said: “I have had the unfortunate news yesterday that Learndirect has served notice on my position and a number of my fellow colleagues across the country due to financial cost cutting exercises and through no fault of our own. I’m here to support my ex-coworkers should you need to talk.”

Another partnership consultant, who now states on her LinkedIn page that she is “looking for a new opportunity”, is Melinda Guinness-Yendle, who said: “Shame, I was really enjoying my job with LearnDirect! Never mind, one door closes and another one opens!”

Adam Farrington, listed on LinkedIn as an employer engagement manager, wrote: “I have had the unfortunate news today that Learndirect has served a month’s notice on my position and a number of my fellow colleagues due to financial cost cutting

exercises. I felt that this might happen recently.”

Learndirect was badly shaken last week by the changes in the way achievement rates are calculated, recording a 7.3 percentage point drop that put it below the government’s minimum standards.

Its achievement rate tumbled from 65.1

per cent in 2014/15 to just 57.8 per cent last academic year, according to national data released by the Department for Education on June 15.

This brings it below the minimum standards threshold of 62 per cent, and should mean it will no longer be allowed to deliver apprenticeships until it improves.



Melinda Guinness-Yendle

Now looking for a new opportunity
2d

Shame I was really enjoying my job with LearnDirect! Never mind one door closes and another one opens!



Robert Watkins

Currently seeking new position,
2d Edited

I have had the unfortunate news yesterday that Learndirect have served notice on my position and a number of my fellow colleagues across the country due to financial cost cutting exercises and through no fault of our own. Should any of my network know of roles or people that might wish to discuss opportunities I would massively appreciate your support as I’m passionate about what I do with a strong work ethic. Anyone who knows me will testify this. I’m here to also support my ex co workers should you need to talk. All the best Robert PS I’m on messenger or phone for the foreseeable future.

Provider's grade four imperils hundreds of learner loans

BILLY CAMDEN
@BILLYCAMDEN

Hundreds of learners on loans-funded courses are facing an uncertain future after their training provider received the lowest Ofsted rating.

Health and Fitness Education Ltd, in Lancashire, received an ‘inadequate’ across the board in a report published June 27.

It delivers training in health and fitness through government-funded advanced learner loans, and had around 225 learners taking courses at level three and four at the time of

its inspection last month.

The rules are fairly clear: where a private provider under contract with the Education and Skills Funding Agency is rated ‘inadequate’ by Ofsted, the government usually terminates their contract with a three-month notice period.

But the Department for Education confirmed to FE Week that while it was aware of HFE’s report, it hadn’t made a definite decision as to whether it would withdraw funding, and would provide an update shortly.

Lee Cain, the managing director of HFE, remained upbeat – saying the advanced learner loan provision only represented

a “small portion of our turnover” and the company was in “great financial shape”.

HFE recorded £499,409 shareholders’ funds in 2016, according to the company’s most up-to-date accounts with Companies House.

“As such we will not be going bust or cutting any jobs, irrespective of what action the ESFA decides to take,” Mr Cain told FE Week.

“I can’t speculate on what will happen in the future, but even if the ESFA did withdraw the funding, we’ve made a commitment to these students and we will support them until the end of their qualification.”

HFE’s contract amounted to £248,538 for advanced learner loans in March this year.

In previous occasions in similar circumstances, for example with the Darlington-based provider Focus Training & Development Ltd, the withdrawal of government contracts has caused providers to go bust.

Students on advance learner loans courses are then left with hefty loans debt but no qualifications to show for it as their training cannot be completed.

The HFE case follows an FE Week campaign to help students left with huge loan debts and no qualifications when their providers go bust.

We have been demanding government action on the issue since January, as part of #SaveOurAdultEducation, when we discovered cases like this for hundreds of learners at John Frank Training, Eduo Ltd

and Focus Training & Development Ltd.

In April, after months of sustained pressure, the government said it would defer repayments for learners in such circumstances for one year – a partial victory in our drive for loans justice.

However, we are still campaigning on behalf of the learners for their debt to be entirely written off.

In HFE’s case, the provider has pledged to continue to deliver the training for its affected loans learners, until their qualifications are achieved, even if the government funding is pulled.

The DfE said that in circumstances where funding is pulled, it is the department’s priority to help affected learners as soon as possible.

In this week’s damning Ofsted report, inspectors said almost half of learners at HFE “do not achieve their qualifications” and of those learners who are successful, “too few” achieve their qualifications within the planned timescales.

Directors are also “not sufficiently knowledgeable” about the requirements of delivering public-funded qualifications, according to the watchdog.

Mr Cain said he was “naturally disappointed” with the outcome of the inspection and there have been some “key lessons learned” from the process.

“It was our first Ofsted inspection and this is the first time we’ve held a direct contract,” he admitted.



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Two colleges rated 'outstanding' in two weeks

PAUL OFFORD
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The sector may have had to endure an agonising 14-month wait for Ofsted to rate a general FE college 'outstanding' – but there's now been a second published in the space of two weeks.

And as with Dudley College before it, Grimsby Institute Group earned its grade-one report after it asked for its scheduled short inspection to be upgraded into a full one.

Grimsby, which had 10,000 learners over the previous full contract year, received top grades in all headline fields except apprenticeships, which were considered to be 'good'.

"I'm so proud that we got top marks in so many areas, which shows the quality of our offer across the board," its chief executive Gill Alton told FE Week.

"It's hard to say why we have got a grade one and other colleges haven't, but I hope it sounds out a very positive message across the sector that it is possible as we approach the end of the academic year.

"It's wonderful to have two 'outstanding' college ratings in the space of two weeks.

"I think the inspectors saw that the whole learner journey here is geared towards



building aspirations, and making sure that learners reach their potential

"It's so important in an area like ours, where 50 per cent of students come from the most deprived areas.

"We asked Ofsted to convert what started off as a short inspection to a long one, because we were confident it would give us a good chance of achieving 'outstanding', and I'd definitely recommend it to other colleges."

Ms Alton, who took over the college previously rated 'good' from Sue Middlehurst in March 2016, added: "You don't get outstanding in 15 months, this is a long journey that I have my staff and predecessor to thank for."

This huge vote of confidence in Grimsby

follows a grade one-overall rating for Dudley College unveiled on June 15 – the first for the sector since Truro and Penwith College was recognised last April.

FE Week reported in May that the number of colleges with top marks from Ofsted had fallen to its lowest ever level, after Blackburn College received a shock grade three.

The report on Grimsby was full of praise for senior managers.

It said: "The chief executive officer and her leadership teams have worked relentlessly to secure swift improvements to the quality of teaching, learning and assessment."

Senior leaders had a "highly responsive and carefully considered approach to the development of the curriculum", including

the use of "detailed and accurate labour market intelligence".

Governors were also praised for having a "very wide range of skills, experience and links to the group's communities" – particularly the business community.

The college group was said to have maintained a "very strong financial position" and "outstanding financial status for the last six years".

"The vast majority of learners make excellent progress, often from a very low starting point. Teachers have consistently high expectations of learners and plan sessions very effectively," the report concluded.

"Learners become very confident and self-assured individuals as a result of their learning. They enjoy and value their learning and are highly motivated."

The proportion of 16- to 19-year-old learners who achieve their qualifications was said to have been "consistently high for the last three years", while the achievements of adult learners had "improved considerably from a low-point at the last inspection and are now above current national levels".

Outcomes for 14- to 16-year-old learners were also recognised as 'outstanding', with their learners achieving "an excellent Progress 8 score, which places it high in the national tables for all schools in England".

London college merger collapse marks 13th area review failure

MERGER on the grapevine

JUDE BURKE
@JUDEBURKE77

A London college that had been preparing a ground-breaking partnership with an adult learning provider has announced plans for an alternative merger.

Kensington and Chelsea College emerged from the central London area review with innovative plans to join with City Literary Institute, a specialist designated institution.

But the college this week announced it will link up with Ealing, Hammersmith and West London College instead, with a planned merger date of 2018.

Michelle Sutton, interim principal at KCC, described the college's new partner as "very strong, well-respected and successful".

"This announcement is the result of a long and careful process to ensure the best future for students of all ages in the Royal Borough of Kensington and Chelsea, ensuring good provision in the borough while at the same time drawing on the resources of a larger organisation," she said.

Garry Phillips, EHWLC's principal, said he

was "truly excited" about the benefits of the merger for "both students and businesses in the area".

The opportunity "will prepare students for the very best chance of career success, help secure the future of further education across London and make a significant contribution to the economic development of our region," he said.

EHWLC, which has around 13,000 learners, bounced back to a 'good' rating from Ofsted from a previous 'inadequate' when it was inspected in May.

Meanwhile, KCC, which received a grade three in its most recent inspection in March, has around 2,500 learners.

The proposals will lead to another so-called London 'mega college'.

City and Islington College and Westminster Kingsway joined forces in August 2016, creating a combined institution with an estimated 27,000 learners.

Tower Hamlets and Hackney Community colleges also merged in August 2016 to form the 17,000-learner New City College Group, with 3,000-learner Redbridge College joining them in April.

And in May the College of North West London and the City of Westminster College announced that they intended to pair up from August.

This change of plans leaves the planned merger between KCC and City Lit – news of which came to light in November last

year – as the 13th area review-recommended partnership to fall apart.

Had it gone ahead, the partnership would have been the first merger between a general FE college and a specialist designated institution in recent years.

SDIs differ from general FE colleges as they are independently constituted charities typically delivering short courses or residential provision for adults.

The report for the central London area review, published in February, said the merged college would "offer a diverse programme with wide appeal to attract a broad demographic, including people who can afford to pay fees and funded learners".

A spokesperson for City Lit said the

colleges had jointly decided to call off the merger in February, following discussions.

"We share very similar values but at this moment in time there just isn't a compelling enough reason to merge," she said.

KCC was rocked by scandal earlier this year when it emerged that former principal Mark Brickley had racked up bills of £60,000 in overseas trips.

Those visits had been intended to recruit international students – but it wasn't clear if any actually signed up as a result.

That news came after Mr Brickley resigned with immediate effect in October last year.

His shock departure was for "personal reasons" a KCC spokesperson said at the time.





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EDITORIAL

Hidden data will be released



The DfE's rethink on publishing the revised provider achievement rate data for 2014/15 is a welcome change of heart – though it is possible that FE Week's front page two weeks ago claiming they were hiding the data prompted tough questions within the department.

It may seem like a technical issue, but this is very important.

Not just to expose the true impact of closing the loopholes, but because comparable data is needed to judge what progress providers are making year on year.

At the risk of repeating myself, the government was right to close the "loopholes" in February that had previously caused over-inflated achievement rates.

And it needlessly exposed itself to accusations of a cover-up by initially opting not to publish comparable data earlier this month.

Although you could argue it's a shame that this U-turn was only revealed in a low-key manner, at the bottom of updated bulletin for the tables, at least it is now going to be resolved.

It is now important that this data is published as soon as possible and the old overinflated rates are removed from the government's website promptly.

Nick Linford, Editor
news@feweek.co.uk

AELP CONFERENCE TWEETS:

Graham Howe @GrahamDavidHowe

Unanswered ? from #aelp2017 - how much funding will be available under the new Non-Levied procurement, without an increase problem remains

Corrina Hembury @CorrinaHembury

Will the fact that Anne Milton's daughter "probably the brightest" of her children did an apprenticeship have an impact on policy? #AELP2017

Lynsey Whitehead @LW_ncl_college

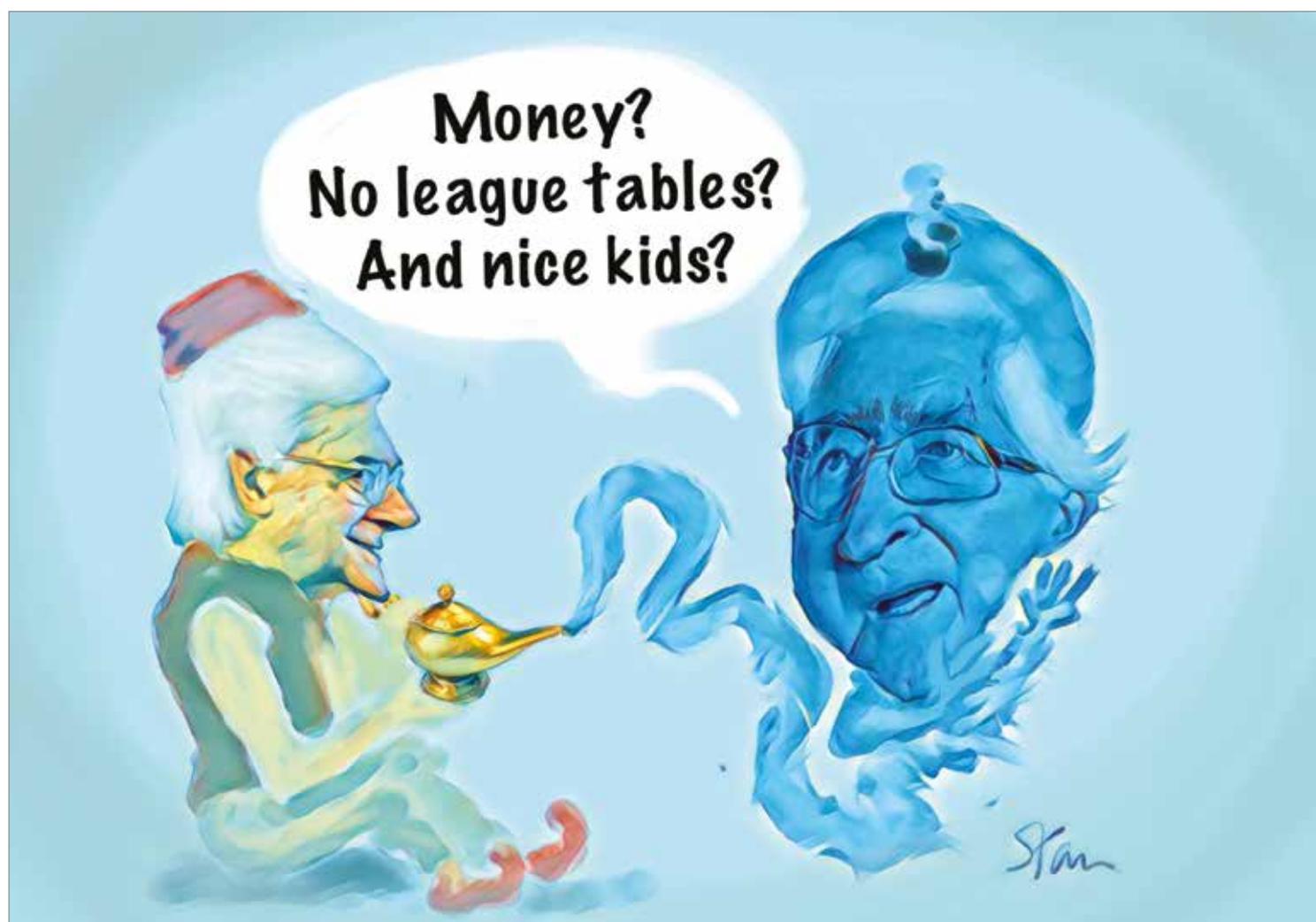
Just because AAOs are on the register, not all have models or any idea of how they will deliver or support providers from the start #AELP2017

Paul Eeles @PaulEeles

Great pragmatic & positive speech by about T Levels. He's right is a once in a generation opportunity to get this right @AoCDavidH #AELP2017

Dr Fiona Summers @FionaYMCAawards

Always good to hear @ShakiraSweet1 speak for FE. "Apprentices want the same rights & status as other learners" #AELP2017



Ofsted survey tools used by just 2% of learners

BILLY CAMDEN
@BILLYCAMDEN

Two Trip Adviser-style tools for rating providers during inspections which cost Ofsted just over £90,000 to develop receive responses from just two per cent of learners on average, FE Week analysis reveals.

Learner View was launched in 2012 and cost £65,000 to create. It was designed to draw together the opinions of students about their courses to help steer provider ratings.

But FE Week has uncovered a shockingly low completion rate.

Of the 10 most recent inspections for colleges (as at June 29), less than two per cent of learners on average completed it. And for four of those 10, the completion rate was under one per cent.

Ofsted also launched Employer View in 2014. This tool cost around £26,000 to develop but this time, as the name suggests, its aim was to collate views from employers about the college they work with.

But its take-up has been just as abysmal as the learner survey.

Half of the 10 most recent college inspections had less than five employer respondents.

David Corke, director of education and skills policy for the Association of Colleges, said the surveys could be "abandoned" as a result of the poor response.

"AoC is working with Ofsted to look at this, including whether these surveys can be abandoned in favour of colleges own surveys, as they provide a much more representative sample compared to any satisfaction survey," he said.

The Ofsted handbook makes it clear that the colleges should be sharing the surveys to both Learner View and Employer View to gain as high a completion rate as possible.

"During the initial telephone call, the lead inspector will ensure that the provider alerts all learners, employers, parents and carers about the inspection and that they may give their views by means of Learner View, Employer View and the parent/carer questionnaire," the handbook says.

But at Telford College of Arts and Technology, for example, just 78 of its 19,500 learners used the tool – 0.4 per cent of its student population.

The highest completion rate for the learner survey was found at Carshalton College, where 97 (five per cent) of its 1,798 students took the survey.

The highest response for Employer View of the 10 most recent inspections was found at Telford College, where 32 employers filled out the survey.

But at Grimsby Institute Group, only one employer used the tool, while just two employers used it at Carshalton and St

Helens College.

A spokesperson for the watchdog didn't directly say whether Ofsted planned to continue using the tools, but did admit that the response rates to Learner View and Employer View "have not yet reached the levels we had hoped for".

She told FE Week that the watchdog has worked with organisations such as the National Union of Students and the Confederation of British Industry to promote the surveys, "for instance through Twitter and at their conferences and events".

However, she said the inspectorate had "recently been reviewing how we can increase engagement with the sites", adding that it "would be grateful if FE Week could help us promote them, in the interests of learners and employers".

Both surveys have outlived Ofsted's FE and skills data dashboard, which closed last year just two years after it was launched.

The dashboard was designed to help governors and members of the public keep a check on the performance of providers.

10 most recent college inspections	Students	Ofsted Learner View	%	Ofsted Employer view
Grimsby Institute Group	10,000	81	0.81%	1
Telford College of Arts and Technology	19,500	78	0.40%	32
Loughborough College	8,800	284	3.23%	15
Milton Keynes College	8,230	174	2.11%	29
Mid-Cheshire College	2,600	54	2.08%	3
Guildford College	5,998	75	1.25%	13
Carshalton College	1,798	97	5.39%	2
St Helens College	7,568	38	0.50%	2
Dudley College of Technology	9,697	73	0.75%	25
West Herts College	5,885	225	3.82%	4
Average	80,076	1,179	1.47%	

FE Week

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ALIX ROBERTSON
@ALIXROBERTSON4

AN EVENT FIZZING WITH IDEAS

Festival of Education, for this year's event over June 22 and 23.

Set around the leafy grounds of the 150 year old independent school, in Berkshire, the festival came at a key time for FE – with apprenticeship reforms now in full-swing following April's levy launch, and new minister Anne Milton, who is expected to be a formidable troubleshooter, in place.

The 4,000 delegates who attended were treated to over sixty sessions, with speakers tackling topics from teaching and learning to technology and T-levels.

Kicking off a sun-drenched first day, managing director of City and Guilds Kirstie Donnelly led a quiz-style panel on 'Making Education Work'.

Her efforts were rewarded when she was presented with a bottle of Bollinger for

celebrating her 50th birthday at the festival, by Shane Mann, managing director of FE Week's publisher Lsect.

Ofsted's specialist advisor on apprenticeships, Chris Jones, and deputy director for FE and skills, Paul Joyce, came along to speak to audiences about apprenticeships and between them aimed to tackle some of the myths around what Ofsted is expecting from the sector.

Chichester College's Jane Ragless and Simon Brown presented top tips, from their excellent programme of support for learners with special educational needs and disabilities.

Susannah Hume and Bibi Groot from the Behavioural Insights team joined forces on day two to give a fascinating explanation of how their research has shown that simple

text-messaging can be used to boost college attendance.

And between the wealth of talks, delegates were able to indulge in delicious snacks on hay bales in the sunshine - with queues forming for both ice cream and pancakes.

Music was provided by the Rock Steady Music School, who headed over from Godalming in Surrey to serenade our delegates.

City and Guilds, Pearson, the Association of Colleges, and the Association of Employment and Learning Providers, were all partners for the event. FE Week thanks them for their support.

And if you missed out in 2017 – don't worry! You can look forward to our next Festival of Skills, which will take place on June 21 and 22, 2018. Thanks for reading and see you then!

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Apprenticeships alone won't solve skills gap

ALIX ROBERTSON
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The government must develop an adult education strategy and cannot rely on apprenticeship reforms to tackle the skills gap, the Workers' Educational Association boss told festival goers.

Ruth Spellman called for employers to "be far more engaged", while delivering an afternoon session on 'Adult Learners - Skills for Life' on day two last week.

"I don't think that just the apprenticeship programme is going to be nearly enough," she said.

Ms Spellman, WEA chief executive, spoke passionately about the importance of adult education and the lack of attention it has been given by the government – highlighting that "92 per cent of the resources we spend on education in this country are spent on people under the age of 19".

"The other eight per cent goes on everyone else, which is actually 80 per cent of the

population," she said.

"Nobody thinks about adult education, we still don't focus on it in the way we could and should and that is very revealing when you look at how the budget is allocated."

With Brexit negotiations already underway, she added, we could be "entering a period of massive skills shortages".

"We are not going to be able to import people at will from every other country in the world; there are going to be major controls on immigration, there are going to be post-Brexit issues."

Ms Spellman said while the apprenticeships programme has "touched some, and is good," it could encourage employers to think they have already "done their bit".

"It's not enough to say 80 per cent of the population can look after themselves and apprenticeships are just not going to do it.

"[Employers] have paid their tax, their levy, they have trained their technical skills but there are still lots of people who are working for them who don't have any basic skills, who can't rise up that tree, who will always be on

tax credits and potentially at that very low end of the labour market."

The WEA has recently been focusing on developing a new 'pathways' programme, available through its website, to reach out to more people and prepare them to move on to further education or work, Ms Spellman said.

This summer, the organisation is delivering free two hour tasters sessions to help promote the scheme, which covers five themes: "Into work, community interpreting, schools and parenting, health and wellbeing and teaching and training adults."

Ms Spellman explained: "We start people off, we get them to a situation where they know what they want to do next, and then we pass them on to the next provider or we work with them to get themselves into a position where they can get a job.

"Instead of treating the WEA as an end in itself what we're increasingly trying to do is do the thing that we do really well, which is engage with people without any education and pass them onto colleagues within the partner networks."

She added: "A level two and a level three is very aspirational for some of our adult learners, but what we hope to do is show them the pathway and start them with some of the core skills that they need together with the context and the information and the advice."

The WEA works with individuals from a wide range of backgrounds, including black,



Ruth Spellman

Asian and minority groups, immigrants, and refugees.

"We have a really good reputation, and deservedly so, for in the classroom developing a much better cultural understanding between our students and not segmenting them or labelling them in the various ways that they feel labelled in their lives," Ms Spellman said.

We must get the new apprenticeship exams right

ALIX ROBERTSON
@ALIXROBERTSON4

The move to end-point assessment for new apprenticeship standards was described as a "massive risk" by City and Guilds on day two of the festival, in a session which highlighted precautions the awarding organisation is taking to make sure it "absolutely gets it right".

Clair Seago, City and Guilds partnership manager for employer services, told

listeners that the awarding giant has already seen one apprentice fail, out of 36 so far.

She said: "We are so much closer to the apprentice that if we don't get the EPA right the apprentice is going to feel rejected, they are going to have to go back and redo some training, and we know how painful it is doing it again for a skills test."

She added that if an apprentice fails the EPA first time it will also impact on the providers in terms of "success rates, having to reschedule resits, costs, manpower," and employers, if the apprentice's contact runs

out before they have time to resit.

Ms Seago described the environment as "a massive risk to everybody" and stressed City and Guilds was focused on "making sure that we absolutely get it right".

One action the organisation has taken, she said, was to ensure all end-point assessors receive proper training – though this in itself had exposed some new challenges.

"They get a day's generic training and a full day's occupation specific training - so we make sure that these end-point assessors that we are sending out, so close to these learners, are absolutely 100 per cent going to do a good job," she said.

In response to an audience members' question about whether this training was enough, she said it "depends on the standard".

For the Public Service Operational Delivery Officer standard, which City and Guilds has already done, the training "was enough", she added, though a review was conducted "after the first cohort" to talk it through.

"It's a process we're all going through," Mr Seago said.

"Insurance level three - we've already trained these but we didn't have any learners come in, so we're now having to give them refresher training. It's about getting the balance right."

City and Guilds currently delivers EPA for 24 standards, but is planning to more than double this to at least 60 going forward – though Ms Seago said she did not know "what time-frame that is in".

It currently covers occupations such as adult care worker customer service practitioner and rail engineering operative, and is one of the most prolific groups on the government's register of apprentice assessment organisations.

"We haven't put any new ones on at the moment although we are planning to - there's a massive process we go through before we even make an application," she said.

Ms Seago added that the sector may find it "surprising" that City and Guilds is likely to move into new sectors. "There's a whole different way of thinking about this," she said.

She stressed that the specific nature of the apprenticeship standards, compared to the old frameworks, made the process more time consuming.

"We have to build a different product for every occupation, it's a bit mad at the moment," she said.

"We used to have AQAs that would go into a centre and sign off 400-800 learners, no problem. We can't do that now ... It really is a big step change."



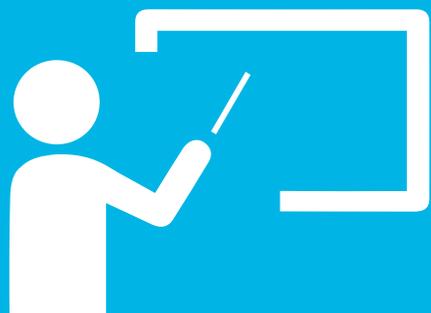
Clair Seago



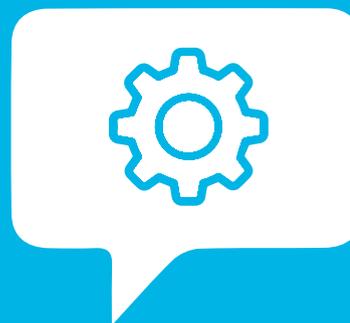
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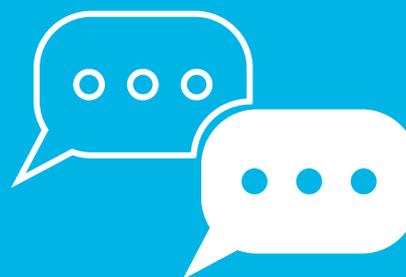
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Chief Programmes Officer



Salary: £67,760 per annum

Contract: Permanent

Hours: 09:00 to 17:30 Monday to Friday, with 10 hrs per week flexible working. Some evenings and weekends required

Based: London (Kensington Olympia), including travel across the country

Benefits: 30 days' holiday plus bank holidays, employer contribution to pension, flexible working, interest-free season ticket loan, professional development day allowance + budget

Start Date: September 2017 (Flexible)

To Apply

Please email a CV and a one page covering letter to recruitment@thebrilliantclub.org

Please note that we will not consider applications that do not refer to this post

Deadline: 10.00 on Thursday 6th July

Interviews:

First Round: Monday 10th, Tuesday 11th or Wednesday 12th July

Final Round: Monday 17th July

Further Details:

Please visit www.thebrilliantclub.org or call **Maddy Maloney** on **0207 939 1961**

The Organisation

The Brilliant Club is an award-winning and independently-evaluated charity that exists to increase the number of pupils from under-represented backgrounds who progress to highly-selective universities. We do this by mobilising the PhD community to share its expertise with state schools. We recruit, train and place PhD researchers to work with state schools: either part-time as tutors through The Scholars Programme or full-time as classroom teachers through Researchers in Schools (RIS). In 2016/17, The Brilliant Club worked with 500 state schools and 10,000 pupils across the UK, making it the largest university access initiative for 11-18 year olds.

The Opportunity

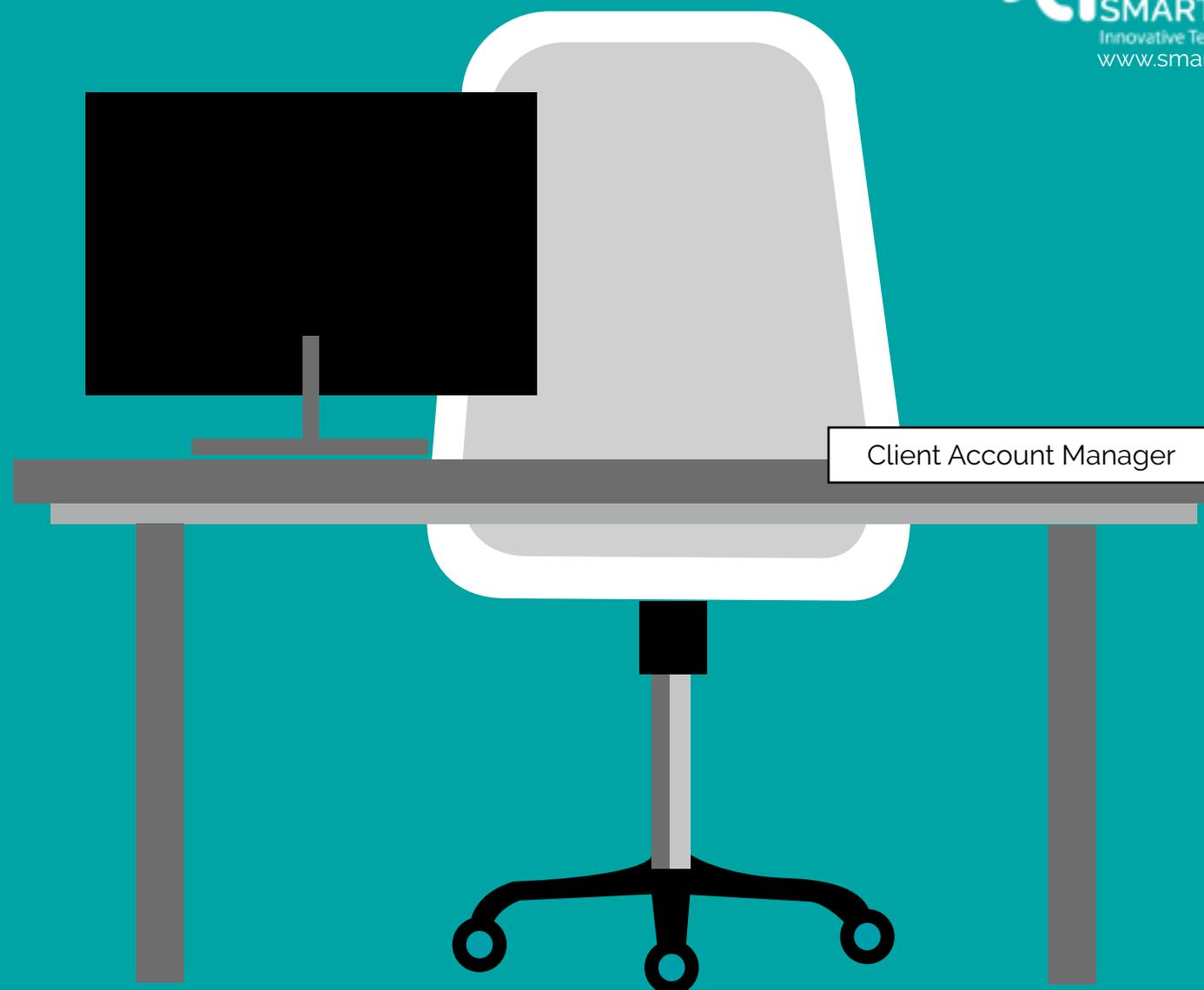
We are excited to be recruiting for the new role of Chief Programmes Officer, who will join The Brilliant Club's Executive Team. The charity has recently launched its new strategy, The Path to Outcomes, in which we have committed to delivering consistent and reliable outcomes for our pupils. This includes a pledge to support 6500 pupils from under-represented backgrounds to progress to highly-selective universities by 2021.

As a member of the Executive Team, this role will play a key part in delivering on this strategy. The CPO will have overall responsibility for the charity's Programmes Division, including both the charity's programmes, The Scholars Programme and Researchers in Schools, as well as its sector-leading Monitoring and Evaluation Department. The CPO will lead on the development and delivery of the charity's programmes and impact management, with broad areas of oversight for partnerships, innovation and business development. The CPO will play a key part in a charity-wide decision-making and governance, shaping the development of the organisation's strategy.

The role requires an exceptional leader, with experience of success in senior roles across the education sector. They will manage the two programme directors, each of whom manages a national team. They will also have significant responsibility for the charity's impact strategy for pupils, managing the Monitoring and Evaluation Director, who also manages a small team. Working alongside the charity's Co-CEOs and Board of Trustees, this role offers a unique opportunity to develop in one of the sector's most dynamic charities.

The successful candidate will be an adept project manager, able to manage budgets and risk, capable of making important decisions for two developing programmes. They will be comfortable working with a range of high profile stakeholders, including

system level leaders in schools, universities and across the education sector. They will have excellent communication, interpersonal and relationship management skills. Importantly, they will show humility, openness and positivity as a leader, and a commitment to delivering excellent standards.



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Smart Apprentices are one of the 50 fastest growing technology companies in the UK; and to look after our fast growing volume of new clients using our Smart Assessor e-portfolio, we need to recruit additional Client Account Managers. As a national company we have Client Account Manager roles available in the North, Midlands and South of England.

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- Deliver product training 1:1 and in groups of 12
- Engage with user Champions to promote best practice
- Ensure clients attend events

Knowledge, Skills & Experience:

Organised, articulate, enthusiastic, intelligent, listening, presentable, likeable, tenacity.

Track record of success & over achievement in:

- Exceptional client facing skills & communication
- Ability to develop relationships & work extensively at multiple levels
- Ability to self-motivate & multi-task whilst working independently

Essential requirements:

- Experience as an Assessor & IQA in the FE/Apprenticeship sector
- User of e-portfolios - Smart Assessor usage desirable
- Delivery of group training
- Computer skills including Outlook, Word & Excel

For more information on this role and other career opportunities we have, visit our website www.smartapprentices.com

To apply for this role email your cover letter and CV to lisa.taylor@smartapprentices.com



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Could you lead a college with a difference?

With its head office based in South Essex and incorporated in 2014, PROCAT is a college with a difference, specialising in providing higher level skills and workforce development for the engineering, aviation, rail and construction industries.

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This is a terrific opportunity for someone who combines industrial and educational experience and has a record of innovative strategy building and strong practical management.

We also work closely with our Corporation Board, composed of high profile, influential figures from industry, community and business and together we are committed to ensuring that PROCAT continues its ambitious growth plans and maintains its high standards. You will work closely with the Board to set the strategic direction and educational character of the college, securing its long-term viability.

So, if you are a productive thinker and a natural leader with experience in FE and/or Industry, we would like to hear from you.

Join us and play a leading role in a college with momentum and ambition.

Closing date: Sunday 16th July 2017

Final interview: Mid August 2017

To apply for this role or to download an application pack visit:
www.protocol.co.uk/procat

For an informal and confidential discussion about the role contact Ian Sackree 07795 271559 or David Beynon 07970 042334

Protocol Excellence in FE

Curriculum Manager - Professional Business Services



Salary: £43,173 - £47,166 per annum (full-time permanent post)

Derwentside College is successfully undertaking a journey of transition and innovation. We are an ambitious organisation with high expectations - dedicated to meeting the educational and training needs of the individuals and communities we serve. In addition to our well established further education provision based in Derwentside, we are also a very large provider of apprenticeship training across the North East region and beyond - working in collaboration with a number of strategic partners. Our success at getting learners into jobs is well recognised. We were judged "Good" at our most recent Ofsted inspection but have realistic ambitions to become "Outstanding".

The College is seeking to appoint an outstanding individual, with both drive and enthusiasm, who has successful management experience of leading a multi-disciplinary curriculum area and has already shown his or her potential to become an exceptional leader and manager. The curriculum area of Professional and Business Services includes Hair and Beauty, Hospitality and Business Administration, including significant apprenticeship provision in all these areas. However, we are looking for an exceptional leader first and foremost and applications from experienced and successful managers from outside these areas are welcome. There is also the possibility to flex the areas of responsibility, subject to the business needs of the college being met.

The successful candidate will be expected to provide clear leadership and direction to a team of curriculum staff - inspiring, motivating and developing team members so that they are able to deliver levels of learner experience and rates of learner retention and achievement that are consistently outstanding. Additionally, he or she will be required to display entrepreneurial flair in order to win new business and to diversify income sources.

Applicants should have a first degree (or equivalent), a teaching qualification, at least two years' teaching experience, a successful track record of continuous quality improvement and a sound knowledge of priorities and developments in further education (including work-based learning). Also essential are high-level leadership and management skills, proven ability to achieve challenging KPIs, demonstrable competence in data management as well as curriculum planning, the ability to manage budgets and resources effectively, and experience of successfully developing partnerships and employer relationships. Applicants must be able to demonstrate a genuine commitment to equality of opportunity.

The College is positively committed to safeguarding and promoting the welfare of young people and vulnerable adults. Employment is subject to a satisfactory DBS Enhanced Disclosure from the Disclosure and Barring Service.

As an equal opportunities employer, the College welcomes applicants from all sections of the community.

Please visit our website for more details on how to apply at www.derwentside.ac.uk/job-vacancies or email HR@derwentside.ac.uk to request a pack. **No Agencies.**

Closing date for applications - Wednesday 19th July



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Lecturer in Mathematics

Salary: Up to £32,475 per annum

Closing Date: 9.00am on 14/07/2017

Hours: Full time – 37 hours per week

Location: Macclesfield College

Employment Type: Permanent

Contract Type: Academic

Macclesfield College is part of a modern, inspiring campus providing education to learners of all ages and abilities. Based in East Cheshire the College offers free secure campus parking and excellent transport links.

Our mission is simply **“Putting Learners First”**

Working within the Mathematics Curriculum Area you will be responsible for the delivery of effective teaching, learning and assessment to learners.

You will teach across a range of programmes including; Functional Skills and GCSE to 16-18 age group students and Adults. The ability to teach the new 9-1 GCSE specification is desirable.

You must possess a degree in Mathematics or equivalent qualification and possess knowledge of Functional Skills, GCSE and A Level programmes and associated administration systems.

It is also essential for you to possess teaching qualification to the required national

standards or a willingness to undertake a formal teaching qualification in a timely manner.

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All appointments will be subject to an enhanced Disclosure and Barring Service check and satisfactory references.

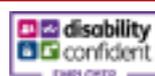
The College is committed to equality of opportunity. We welcome applications from all sections of the community, particularly from members of ethnic minority groups.

For more information and to apply for this post please visit:
<http://www.macclesfield.ac.uk/vacancies>

For any further details contact Human Resources - Macclesfield College

Tel: 01625 410007

Email: recruitment@macclesfield.ac.uk



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We are looking to appoint a variety of Lecturer B and Lecturer A posts in English and Maths, with a salary range up to £33,311 per annum.

This is an exciting opportunity for highly enthusiastic, inspirational and flexible Lecturers to join the newly established and centralised English and Maths Department and to deliver a range of qualifications from GCSE, Functional Skills and non-accredited Community Learning courses. Successful candidates will be skills matched.

Exciting times are ahead following our recent OFSTED Grade 2 and our plans to merge with the University of Bolton in 2018. Bolton College has state of the art facilities and by joining us you will have an opportunity to be part of the growing and progressive educational zone.

You will hold a relevant degree or equivalent, a recognised teaching qualification (PGCE/Cert Ed) and have or be willing to attain a Level 5 Diploma in English/Maths. Experience of delivering GCSE and Functional Skills English and Maths is essential.



For an informal discussion please contact: Sue Lambert, Head of English and Maths, on 01204 482562.

An application pack including a job preference form can be downloaded from our website:
www.boltoncollege.ac.uk by email request to: personnel@boltoncc.ac.uk or by telephoning 01204 482 106.
Job ref: 137-17.

Closing date: 17th July 2017. Interview date: 24th, 25th and 26th July 2017.

We welcome applications from all sections of the community. We are committed to safeguarding and promoting the welfare of young people and vulnerable adults and expect all staff and volunteers to share this commitment. The successful applicant will be required to undertake a Disclosure Barring Service Check.



Lecturer in Functional Skills (English & Maths) within the Engineering Department

The Sheffield College

37 hours x 52 weeks

Salary Information for Lecturing Staff

Unqualified Range scale points 15-21 (£19,172 - £22,771)

Qualified Range scale points 23-31 (£24,157 - £30,566)

The Olive Grove Campus is a vibrant and successful part of The Sheffield College where high standards of practice and associated success rates are expected and achieved. We are seeking to appoint well qualified and enthusiastic individual to join the Engineering Department.

The post involves teaching Functional Skills Mathematics and Functional Skills English to students on a range of vocational courses. You will also be expected to contribute to the on-going curriculum and team-development and take responsibility for aspects of provision within the department.

The successful candidate should hold a teaching qualification in Mathematics and/or English. Recent post-16 teaching experience would be an advantage but newly qualified teachers with appropriate teaching practice experience will also be considered. It is also essential to have good ICT skills with the ability to develop the use of VLEs.

You will also be an effective team player, be flexible and willing to take on new teaching challenges as new opportunities arise and become part of the growth and success of the department.

Closing Date: 10 July 2017
Interviews: W/C 17 July 2017

To apply please visit **www.sheffcol.ac.uk/jobs** and follow the links and complete the online application. For queries regarding the application process please contact Human Resources Team on **0114 2602623** or email **jobs@sheffcol.ac.uk** CV's not accepted.



Lecturer in Maths

£24,149 - £28,815

Hugh Baird College is a friendly, diverse and vibrant place to work where students and the local community are at the heart of everything we do. We have a reputation for providing high quality education and support for all learners and are seeking to recruit a high quality maths tutor to teach GCSE maths to 14 - 19 year olds and adults.

You will have the ability to motivate and engage a range of students with inspirational and innovative approaches to mathematics and be able to deliver high quality teaching and learning using practical, real life scenarios. A level 3 maths qualification or equivalent level skills is essential together with GCSE maths specialist teaching experience.

To apply for this role please visit www.hughbaird.ac.uk or call **0151 353 4449** or e-mail vacancies@hughbaird.ac.uk. The closing date for this position is **Wednesday 5 July 2017**.

Lecturer in Functional Skills (English & Maths) within the Sport, PSO & Landbased Department

The Sheffield College

18.50 hours x 52 weeks (0.50 FTE)

Salary Information for Lecturing Staff

Unqualified Range scale points 15-21 (£9,586 - £11,385)

Qualified Range scale points 23-31 (£12,078 - £15,283)

The Sport, Public Service & Land based department is seeking to appoint a well-qualified and enthusiastic individual to support the delivery of English and math's qualifications to our students. The posts involves teaching Functional Mathematics and Functional English to students on a range of vocational courses. You will also be expected to contribute to the on-going curriculum and team-development and take responsibility for aspects of provision within the department.

The successful candidate should hold a teaching qualification in Mathematics and/or English. Recent post-16 teaching experience would be an advantage but newly qualified teachers with appropriate teaching practice experience will also be considered. It is also essential to have good ICT skills with the ability to develop the use of VLEs.

You will also be an effective team player, be flexible and willing to take on new teaching challenges as new opportunities arise and become part of the growth and success of the department.

Closing Date: 9 July 2017

To apply please visit www.sheffcol.ac.uk/jobs and follow the links and complete the online application. For queries regarding the application process please contact Human Resources Team on **0114 2602623** or email jobs@sheffcol.ac.uk CV's not accepted.

OUTSTANDING English and Maths staff WANTED!

Location: Huddersfield and Dewsbury

Salary: £24.15 per hour plus opportunity of scarce skills allowance (up to £33.41 per hour depending on current salary and specialist skills), excellent benefits package, 1000s of retail discounts and fantastic pension options.

Hours: Variable

Do you want to begin a truly rewarding career and make a real difference by training a new generation? Then this is the career for you!

Kirklees College is one of the biggest colleges in the country and we offer a vast range of courses and study options for applicants to choose from. Based in the heart of Yorkshire we have multiple learning centres across Kirklees, serving the local population, communities and businesses.

This is an exciting opportunity for bright, committed and innovative individuals who have the ability to work with both mature and 16-19 year old learners as part of a large, dynamic and successful team within a well-established Further Education college. The purpose of this role is to ensure a high quality and relevant learning experience for all students on the courses.

The main responsibilities of the role will be to teach English and/or maths related subjects at any of the College centres and to develop programmes of study to meet the particular needs of our diverse range of students.

Successful candidates will have an English and/or maths qualification at Level 3 or above, or be willing to work towards if required. Candidates will also need to have a teaching qualification at Level 5 or above and be able to evidence up to date relevant CPD.

Please visit www.kirkleescollege.ac.uk/jobs and search under our latest vacancies page for more information and how to apply for this role.

Should you require any further information regarding these vacancies please contact Mat Harte (Curriculum Team Leader – English) – mharte@kirkleescollege.ac.uk or Matthew Knight (Curriculum Team Leader – maths) - mknight@kirkleescollege.ac.uk.

Kirklees College is committed to Equality & Diversity and welcomes applications from all sections of the community



ENGLISH AND MATHS TUTOR

Reports to: Education Manager, Let Me Play Education
Based at: LMP Head Office, London
Salary: Competitive



Job Purpose:

The English and Maths Tutor will be developing and delivering functional English and Maths skills across a variety of programmes within Let Me Play Education, which can include Apprenticeship programme, full-time study programmes, Alternative Education as well as delivery within a number of Premier League football clubs cross London.

Qualifications required:

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

Closing date: 31st July
Interviews: Immediately for the right candidate
Start Date: September 2017
Apply: Send your CV and cover letter to nick@letmeplay.co.uk

FE Week



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EXPERTS



THE PRINCIPAL'S OFFICE

Graham Taylor is principal and chief executive at New College Swindon

Let's talk FE and schools

FE and schools rubbed shoulders at this year's festivals of education and skills – wouldn't it be interesting to get them talking more, asks Graham Taylor

It was great to see education and skills – schools and FE – combined in one festival this year, at the splendid location of Wellington College. The Festival of Skills ran alongside the Festival of Education, separated by nothing more than some hay bales and an iced coffee stand. Pimm's on the lawn, anyone?!

It was great to meet primary, secondary and FE teachers to share thoughts, and there were many ideas, themes and challenges in common that would merit further integration at next year's festival. I will explore some ideas below, but first, some of the highlights from this year.

Comedian Hugh Dennis, who opened the festival to an overflowing tent, was a knockout. His parents were teachers and his work on TV show 'Outnumbered' and some canny research threw up some great education and political gags. And like all the best jokes, there were truths that lay beneath. Indeed, three of them even turned up on 'Mock the Week' that evening!

Sadly I missed the Amanda Spielman interview and the fiery panel on student behaviour that both caused such a fuss. I used to make both days when it ran on Saturdays and Sundays – it was the best value CPD I've come across – but some of us have other things to do on weekends.

On the skills side, while there was lots of stuff on apprenticeships, I was still left with more questions than answers, as the system remains in a state of undress. May 2017 starts are "way down" – not a surprise when many levy payers aren't ready for them and haven't even tendered for the work.

As for the non-levy-paying market, the very late abandonment of the register of apprenticeship training providers process and the tiny funding allocations seem to have left the sector dazed and confused.

And there's still uncertainly over standards and end-point assessments in some areas. Because of this, apprenticeships remain a difficult sell, despite the (almost) 100 per cent subsidy compared with 50 per cent for most other adult qualifications, or the loan option for level three and above.

These qualifications could well be crowded out if employers and learners go

down the free apprenticeship route and levy-paying employers relabel their existing training to claw back some of the tax. I'm not sure how it adds to productivity – and I don't think much of the sector is either.

In short, while much is specific to the FE sector, the prospect of more dialogue with schools is definitely an attractive one. So what might that look like?

Themes that spring to mind include panel debates on the challenges of providing useful careers advice, or whether schools fail adequately to inform pupils about FE pathways. This would be a fiery one, especially for those schools with their own sixth forms that won't let us in to speak to their students about post-16 progression.

“**Like all the best jokes, there were truths that lay beneath**

I'm sure there are other themes on which FE folk would love to work with schools and vice versa. How about panels where schools could grill FE people about the best vocational options for different types of pupil, sessions on how levy-paying MATs and LAs can deliver high-quality apprenticeships, cooperation on GCSEs – especially English and Maths and how we can help each other to improve outcomes?

And there's so much to share that is relevant across the years and settings, on curriculum development, transition, motivating learners, behavioural strategies, or nudge techniques.

And finally: Mother Theresa's hung parliament. Grammar schools are now off the agenda. Is there a better chance of maintaining learner funds? Will schools get their usual preferential treatment? Note the funding reductions for schools proposed in the Tory manifesto – seven per cent real-terms cuts over five years – were tiny compared to how FE has been decimated.

So at next year's Festival, as Mrs Merton would say: Let's have a heated debate and get schools and colleges working together. We have much to learn from each other.



PAULINE ODULINSKI OBE

Consultant and former principal of Aylesbury College

FE lacks women leaders – here's how to change that

Getting more women into leadership positions is a multifaceted challenge, but there are some practical steps leaders in FE can take, writes Pauline Odulinski

We are all familiar with the concept of the glass ceiling and know that women advance less far at work. They also continue to be paid less than men for doing the same job. In 2017 this is simply unacceptable.

The evidence shows women in FE are less likely to be in leadership positions: 40 per cent of senior posts are filled by women, which is far from representative considering women make up 60 per cent of the workforce.

So it seems that despite policies and promises both on the macro and micro levels, we are still a long way from equality.

At a recent conference hosted by the Women's Leadership Network – of which I am a founding member – we heard from several experts and female leaders about their perspectives.

Tom Schuller, the author of 'The Paula Principle: How women work below their level of competence', explained that despite women overtaking men at A-level, degree and post-graduate level in the UK, data from over 30 OECD countries shows the gender pay gap is still wide at the top and worse, that there is a slowdown in convergence.

Dan Godsall, a former MD of Barclays UK and the founder of a coaching business, has a positive outlook: he believes that socio-economic drivers of equality will ultimately prevail, that the workplace and employers will have to change.

"Today with women being the principle breadwinners for over 40 per cent of families, the businesses that will win the war for talent will be those who are the most responsive to the changing roles and needs of their employees," he said.

Dan works with international organisations including Tesco to retain their talented employees as they experience the transition of parenthood.

Clearly this is a complicated challenge relevant at individual and organisational level; but there are some practical steps women and leaders in FE can take.

First, women in FE: this advice came

from Sarah Maskell MBE FCMI, who was speaking at the conference:

- Understand how to frame your strengths in a variety of ways.
- Communicate your achievements.
- Don't underestimate the support you can gain from and offer to others: find women at work to mirror or follow.
- Leadership can be lonely – move from comfort of a peer group to developing and maintaining a broad support network
- Keep healthy, emotionally and physically
- And most significantly, leave a legacy and share your learning. If you're coming to the end of a post, look back and think about how others could follow your lead and share this information.

From my experience as a college principal, and latterly working as a facilitator, mentor and coach, I believe other actions can be taken by leaders throughout the sector to move the agenda forward:

- Apply progressive childcare, family care and parental policies. This is not about just women; it's about supporting men to take up these opportunities as well, in a shared strategy.
- Offer development opportunities to those you perceive to be talented, but will not necessarily put themselves forward to take up a new challenge.
- Establish mentoring and coaching for junior staff – not only succession planning but also inclusion and inspiration.
- Share success – use your internal communication channels, email, magazines and intranet to share success stories, particularly with regard to positive successful (internal and external) role models.
- Engage with your teams and ask for their input to co-design your development programme. This may also include shadowing or secondments in businesses.

Further education as a sector should be leading the way for equality. As parents, friends, teachers, managers and leaders in all walks of life, we are responsible for educating future generations and ensuring that everyone has equal access and opportunities.

We cannot do this unless we set the example. For more information, visit www.wlnfe.org.uk

EXPERTS

Demand for health and care apprenticeships is set to soar, yet providers seem unprepared to grasp these business opportunities, says Sally Garbett

The 2013 Cavendish Review identified significant weaknesses in induction training for 1.3 million healthcare workers delivering the bulk of hands-on care. This led to the introduction of the Care Certificate, which now forms a crucial first stage of the trailblazer health apprenticeships.

Demand for these apprenticeships is set to increase significantly, given that 23 per cent of all new jobs (that's almost 320,000) are expected to be in health or adult care by 2022 – according to the City and Guilds Great Expectations report. But are providers ready to meet this demand?

The new health standards have been available for implementation since February 2017 and although the funding allocations to colleges and providers were lower than expected, money started thumping into levy accounts in May. So why are several of the colleges I have spoken with lately not going to be ready to deliver these health apprenticeships until September?

Is it possible that problems in provider understanding might be delaying implementation of these standards?

The health apprenticeship standards are central to the new Health Education England career pathway from health care assistant to registered nurse (see the HEE report 'Raising the bar: Shape of Caring') and will include



SALLY GARBETT

Vocational programmes manager,
St Christopher's Hospice

Why are so few providers ready to deliver health apprenticeships?

new nursing associate and registered nurse apprenticeships by September 2017.

“ We need providers who can deliver what we need in the way we need it

The healthcare apprenticeships at levels two, three and five are part of this career pathway and the future healthcare workforce depends in part on their availability.

The apprenticeship must be delivered in

the way we need, not the way the college or provider prefers. This requires a partnership with us, with the employer delivering some of the teaching and assessment and being paid for that as a subcontractor.

But provider understanding is patchy: in recent weeks in my work across England I have spoken with a provider who told me that the level three senior healthcare support worker apprenticeship took 15 months – but the standard suggests 18 to 24. I met with a college that suggested part-time apprenticeships were not allowed; another who insisted the employer could not choose the qualification they wanted in the level two healthcare support worker standard, which they can, as none is specified. One provider made no mention of the Care Certificate, a key component of the health apprenticeships.

As the vocational programmes manager for St Christopher's Hospice, a levy-paying employer-provider, apprenticeship delivery partnerships are of paramount importance.

The primary function of St Christopher's Hospice is of course to provide skilled, compassionate end-of-life care but we, like many other hospices, also deliver education and as charitable organisations we have a heightened responsibility to use our levy wisely. To do so, we need providers that are able to work with us.

We need providers who can deliver what we need in the way we need it. We need providers who are flexible and able to work with us to develop meaningful delivery models that include off and near-the-job learning.

We need quality approaches that cover the entire apprenticeship standard, not just the qualification within it, so that those who achieve the apprenticeship can carry out the job role it was developed to support.

St Christopher's has an established relationship with our local college; we co-deliver apprenticeships. Our clinical staff are dual professionals – healthcare professionals with teaching and assessment qualifications, so there is no problem with due diligence or contractual arrangements.

The partnership is not without challenge but we work together to resolve problems. If our college can do this, so can many more.

Let's start a dialogue to open channels of communication and work better together. Our future nursing workforce may depend on it.

Sally welcomes your comments and can be reached at stchristophers.org.uk/education/

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CAMPUS ROUND-UP *with Samantha King*

Viking boat back in action



Boat people: The apprentices and dignitaries

Apprentice boat-builders and engineers from Southampton City College have helped to restore a replica 14th century medieval cargo ship.

The level three apprentices, who are currently studying for City & Guilds qualifications, refurbished the waterfront feature under the supervision of Darren Patten, a learning manager and expert boat builder.

The boat, located in Southampton's Western Esplanade, has deteriorated since it was first built around 20 years ago by a former manager of the college's Marine Skills Centre, and the local council decided it was time for restoration.

The replica was built using traditional Viking

techniques, which students recreated during the refurbishment.

Danielle Thomas, a boat-building advanced apprentice, said: "This project has enabled me to understand and learn some unique traditional boat building skills such as clinker planking and scarfing planks."

Sarah Stannard, principal of Southampton City College, added: "We were delighted to support this unusual community project and to contribute to making more people aware of Southampton's long history as a trading port."

"Renovating this replica historic ship has been an exciting way for our marine students to learn more about our marine heritage, work as a team, and develop some very specialist and traditional boat-building skills."



Gary and students tuck in

Taking the biscuit

Hospitality and catering students celebrated the end of the college year by indulging in a giant millionaire's shortbread.

The huge biscuit was made for the Kirklees College students by curriculum team leader, Gary Schofield, for the culmination of an end-of-year prize-giving ceremony.

The creation was just under a metre wide, and contained 6kg of shortbread, 10kg of fudge and caramel and 5kg of chocolate.

In order to make the enormous treat, a cake tin was created especially by the engineering department of the West Yorkshire college.

"It's nice to be able to celebrate our students' fantastic achievements," Mr Schofield said. "They work hard all year, so it is great to be able to round off the year with something fun."

"The millionaire's shortbread only took two hours to make. The real challenges were steaming the condensed milk in the tins for four hours, and getting the finished shortbread out of its tin due to its size, but I had help from a learner to do that."

It's not the first time Mr Schofield has made an oversized dessert: he baked a massive chocolate teacake last year, and a gigantic jaffa cake the year before.



Monk business: Students and their guests

Teaching of the Buddha

A pair of Buddhist monks paid a visit to the College of Haringey, Enfield and North East London to teach students about their religion.

Venerable Konwewe Ariyaratana and Venerable Ragama Sugathananda spoke for an hour to an audience of 70 staff and students about the Theravada Buddhist tradition, which is marked by its strict adherence to the original teachings expounded by the Buddha.

During their talk, the pair covered the history of Buddhism, their lifestyles, the robes they wear and how they serve and support their communities.

The visit came about after the college's director, Marcia Summers, met Mr

Sugathananda – who is the chief incumbent of a Sri Lankan charity run by Buddhists – on a charity trip to Sri Lanka in 2014.

"They gave a captivating and informative talk on Buddhism that gave a real insight into the religion, which sparked a lot of interest among their audience," she said.

"It was great to see so many learners from different backgrounds and college courses attend the enrichment activity, which promoted tolerance and peace in currently challenging times."

Following the talk, the college is now planning a visit to a Theravada temple in Chiswick, the London Buddhist Vihara, following an invitation from Mr Ariyaratana.

Student film helps out hospital

A team of media students have created a series of short films for a local hospital to promote the roles of therapy staff.

The nine students from Craven College in North Yorkshire shot the films to help their local Airedale Hospital attract new employees to roles such as occupational therapists, physiotherapists and speech and language therapists.

The series of films feature interviews with staff and trainee therapists explaining their day-to-day roles, and what attracted them to their chosen careers.

The films premiered at Airedale for an audience of college and hospital staff.

Ian Hargreaves from the Medical Directors Unit at the Airedale NHS Foundation Trust said: "We had always traditionally thought of supporting the college's health care students, but this time we needed some professional help from the media students."

"We gave them free rein to use all their creative skills to design and produce some videos that would appeal to a younger audience of newly qualified therapists. We are delighted with the end result."



Ready for her close-up: Staff on set

CAMPUS ROUND-UP *with Samantha King*

College represents UK in global coding competition

FEATURED
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ROUND-UP

Three IT students travelled to China with their lecturer to represent the UK in an international coding competition. Samantha King reports.

The trio from Central Bedfordshire College were one of 103 teams in the 2017 China International Vocational Skills Competition, with 100 of the teams hailing from various locations across China, and the other two from Thailand and Germany.

The four-hour competition tested students from college to university level on their abilities in four key Android application coding areas: debugging, programming, usability and user interface.

The college was the only UK institution to be invited to enter the annual competition, hosted at the Nanjing Institute of Industry Technology, which opened up to international entrants for the first time this year.

The invitation to take part came from contacts of the college's HE and international development manager, Dr Richard Harrison, who visited NIIT during a two-week leadership development programme in 2016, organised by the British Council in China in partnership with the Association of Colleges.

Accompanying the students on the trip was IT lecturer Adam Godfrey. He said "I gave the students some videos to watch on the plane to revise, but the night we were actually going to do all the revision, we were



The team: (L-R) Jason Mosley, Rikki Lanouette and James Green

really hit by jetlag. We were just like, let's just go to bed and be awake for tomorrow.

"The actual competition looked like an airport security gate. Students were searched before going in, and there were two people watching the teams with a security camera pointed at their desk. It was as much security as you could possibly get."

Team members James Green, Ricky Lanouette and Jason Morsley placed 24th and were presented with a certificate by the principal of NIIT, with the winners of the overall contest - three Chinese teams - offered

jobs at tech giant Lenovo, the competition sponsors.

Following their success at the event, A-level student Jason Morsley hopes to spend a year studying Mandarin at NIIT before returning to the UK to take up a university place.

"I got all five of my university places, but it was a life-changing trip and I'm very, very, tempted - and am most likely going - to study Mandarin at NIIT for a year," he said.

Ali Hadawi, principal of the Central Bedfordshire College, added: "It is great to



The main hall ready for action

see the skills of our level 3 students being put to the test in such a high-profile industry-led international competition and to achieve so well. It goes to show that the skills of UK FE are amongst the best in the world."

Do you want to be in Campus Round-up?

If you have a story you'd like to see featured in campus round-up, get in touch by emailing samantha.king@feweek.co.uk



Melanie Dodd has been appointed skills strategy manager at the Liverpool City Region Apprenticeship Hub.

The hub is responsible for identifying and agreeing the region's apprenticeship strategy, and works to boost the apprenticeships available to residents of the region, working closely with businesses and young people.

Ms Dodd will work with a team of five to support learners, apprenticeship providers and employers, and raise the profile of traineeships through shows and local events.

"A key area for us will be to promote higher level apprenticeships," she said.

"We'll be putting significant resources into providing practical support to schools, referral agencies and communities who are educating young people about apprenticeships as strong and viable career options at 16 and beyond.

"As skills strategy manager for the Liverpool City Region Apprenticeships Hub on behalf of the LCR Combined Authority, I am very excited to be at the helm of an enthusiastic, driven team who are dedicated to ensuring high quality apprenticeships are available and respected as a sound route into professional careers."

The deputy principal of City College Norwich, Jerry White, has been elected vice-chair of the Mixed Economy Group of colleges.

The MEG is a group of 41 colleges that offer higher education in an FE

Movers & Shakers



MELANIE DODD



JERRY WHITE



JOHN PRITCHARD

environment, and allows teachers and managers to share ideas and develop policy.

Mr White began his career as a university lecturer, and is responsible for City College Norwich's higher education provision and its 1,000 degree-level students.

He has been at the college since 2009, and

was previously deputy head of service for adult education at Norfolk County Council.

"We are seeing a clear government focus on the need, post-Brexit, for the further development of higher technical and vocational skills, including the expansion of higher and degree apprenticeships," he said.

"Now, more than ever, colleges with a higher education offer need to be front and centre in informing and influencing UK policy on higher-level skills.

"I am very excited to be taking up this role with the Mixed Economy Group at such an important time for college-based HE."

John Pritchard is the new head of apprenticeships at BCS, the chartered institute for IT.

The charity collaborates with the government and industry to develop IT qualifications, and also provides consultancy services to employers.

Mr Pritchard will work to raise awareness of digital apprenticeships, as well as working with BCS partners to improve digital IT apprenticeship standards.

He has previously been awarded a City & Guilds gold medal of excellence for apprenticeship delivery, and established his own training provider called Smart Computing, which worked with Cambridge Regional College to deliver IT qualifications and apprenticeships. Before this, he spent 23 years in the military.

"BCS aims to facilitate the apprenticeship community - training providers, employers, schools and universities - to ensure that we are all working towards giving young people the right opportunities and skills that employers want," he said.

"This is vital if we are going to avoid the potential massive skills gap which is forecast in technology."

Wondering why it's worth making the switch to Technical Qualifications?

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FE Week Sudoku challenge

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

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next edition

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Spot the difference To WIN an FE Week mug



Spot five differences. **First correct entry wins an FE Week mug.**
Email your name and picture of your completed spot the difference to: news@feweek.co.uk.
Last Edition's winner: **Phil Pittock**