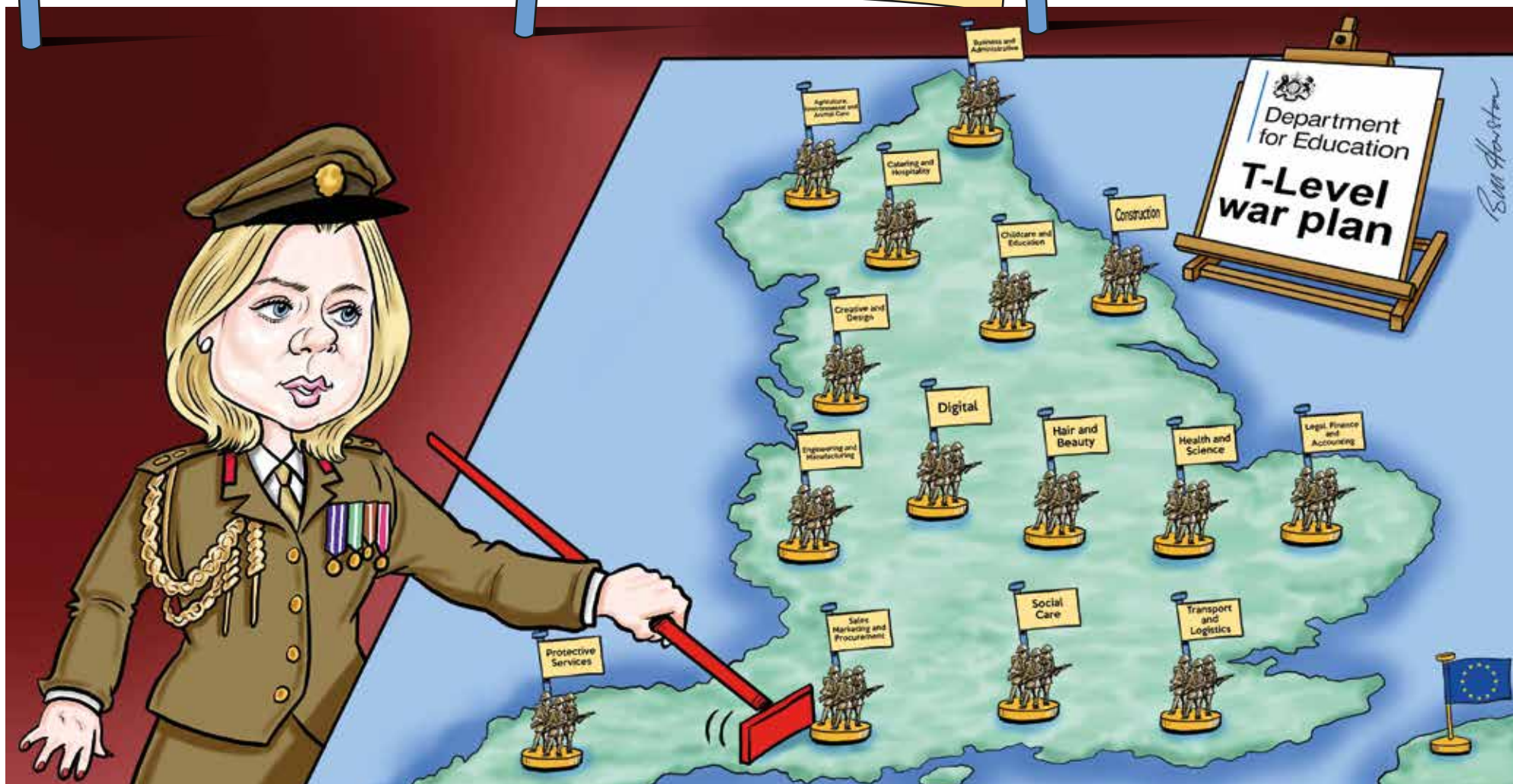


FE Week

SECTOR LEADER CALLS
TIMESCALES “IMPOSSIBLE”

DFE RESEARCH WARNS OF
EMPLOYER “FATIGUE”

INSTITUTES OF TECHNOLOGY
STILL JUST WORDS



ARE T-LEVEL PLANS IN TROUBLE?

- Greening begs big business for help with “substantive” work placements
- Promises an “army of skilled young people” via 15 technical routes
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Investigation on pages 6 and 7

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Libyan refugee turned biomedical scientist crowned BTEC student of the year
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Academic year	August to October (Q1)	November to January (Q2)	February to April (Q3)	August to April (year to date)
2015/16	164,000	107,600	112,900	384,500
2016/17	164,900	109,800	165,600	440,300
Increase	900	2,200	52,700	55,800
Increase	1%	2%	47%	15%

Source: DfE Statistical First Release figures published in July 2017 and June 2016


Starts rose and fell sharply as May reforms kicked in
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FEATURED CAMPUS ROUND-UP
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Former skills ministers enter race to chair edu committee

JUDE BURKE
@JUDEBURKE77

The former skills minister Robert Halfon has insisted that his bid to chair the parliamentary committee which will scrutinise the government’s education policy is not motivated by revenge over his recent sacking.

FE Week exclusively revealed on Monday that the Harlow MP was seeking election as chair of the House of Commons education select committee.

His predecessor as skills minister, Nick Boles, is also standing, and his team confirmed he had garnered enough support from fellow MPs to do so.

Mr Halfon was re-elected an MP in June’s general election, but was forcibly returned to the backbenches during a reshuffle just days later, after less than a year as minister for apprenticeships and skills.

He denied he was seeking vengeance, and insisted to FE Week that he had “massive respect” for his former boss, education secretary Justine Greening.

“I think she’s a really good minister. She’s passionate about education, passionate about FE,” he said.

“I’m doing it because I want a role in education and I think I can – with the

committee members – do some good for our country, and in terms of scrutiny,” he added.

But he did say he would be keeping a close eye on Anne Milton, his successor as skills minister.

“The whole job of the committee is the scrutiny, that’s the whole purpose of it – that’ll be my job,” he said.

Nominations for chair of the committee, which scrutinises the Department for Education’s policy, administration and spending, officially opened on June 30, with elections taking place on July 12.

The role is only open to Conservative MPs, who must submit a signed statement by 3pm on July 7 declaring their willingness to stand – which must also be signed by 15 MPs from their own party.

At the time of going to press Mr Halfon was one of five MPs listed on the Parliament website as standing.

The other four were Dr Dan Poulter, the MP for Central Suffolk and Ipswich, Rehman Chishti, the MP for Gillingham and Rainham, Tim Loughton, the MP for East Worthing and Shoreham, and Stephen Metcalfe, the MP for South Basildon and East Thurrock.

Mr Halfon said his bid for the chair was motivated by his “passion for education”.

“I think that education is a huge ladder of opportunity for young people to climb to



the top, so it gives them a chance – if they get to the top – to get the job security and prosperity that they need,” he said.

He added this commitment, together with his experience, would set him in good stead to carry out the role.

“I’ve served as school governor in primary and secondary schools over the years. I was obviously education minister at the department. I’ve campaigned as a backbencher on education and skills – in fact my first ever speech, my maiden speech, was on education and skills,” he said.

Mr Halfon said he would “make sure that education is a key part of social justice” if he was successful in his bid to become chair.

“I want to look at the barriers to education

across the board, from schools right through to apprenticeships, FE, university and adult education,” he said.

Particular issues he wanted to focus on included his “old brief in terms of FE, skills and apprenticeships”, the levy and “how disadvantaged people will benefit from the levy”, the introduction of T-levels, and “the role of UTCs”.

Previous inquiries by the committee – which was chaired by former Stroud MP Neil Carmichael until May – have included the post-16 area reviews and apprenticeships.

Mr Halfon himself appeared as a witness to the apprenticeships inquiry, when he gave evidence on the government’s changes to the system at a hearing on November 2 last year.

Restructuring plans approved for Association of Colleges

PAUL OFFORD
@PAULOFFORD

The Association of Colleges has approved restructuring plans designed to help prevent a £1 million overspend in 2017/18 – which include terminating long-running agreements with associate bodies to run three regional offices.

Word first emerged of a consultation on proposed changes in early February, when chief executive David Hughes discussed a revamp of membership fees, and said the current nine regional offices could be reduced to “five, maybe six”.

AoC has now reported back to its members on decisions made by board members, taking into account responses to the consultation.

The new structure will maintain nine regional networks of colleges, allowing principals, chairs, other senior staff to communicate within their own areas, with nine regional committees supporting the work.

But current arrangements with three third-party organisations – Emfec, the Association of Colleges in the Eastern Region, and the Association of South East Colleges – to run AoC’s east Midlands, eastern and south-east regions on its behalf, will be phased out.

There will also be a new staffing structure, with local support overseen by seven area



AoC Review – overview & update

June 2017

directors.

“This will mean moving to a new relationship with ACER, AoSEC and Emfec and a transition plan to be agreed with each during 2017/18,” the report added.

Paul Eeles, the chief executive of the Skills and Education Group, which oversees Emfec, told FE Week: “I can confirm that the relationship where Emfec ran the regional office for the AoC, for the last 17 years, will come to an end in the new year.

“It is one of those things that AoC has decided to change how it is doing things, but I’m quite pragmatic on this. Emfec will still have a bright future and we’re committed

to maintaining a good working relationship with AoC.”

AoSEC boss Pam Lumsden said her organisation was working closely with AoC over a transition year to “maintain a high quality service for our members”.

“In due course, a decision will be taken by the AoSEC board about the future of the organisation,” she added.

Keith Middleton, operations manager at ACER, said his organisation was also looking to maintain the associate arrangement until next July.

Mr Hughes said the restructure would “align our staff and resources with the

services and activities that our members want – to advocate on their behalf and provide local and specialist support”.

He added: “The restructure will result in a lower headcount when it is completed, which will reduce costs overall. This will allow AoC to continue to offer value for money fees for membership and in turn, to maintain very high levels of membership among eligible colleges.”

AoC insists that the changes are needed to help balance the books, because membership numbers will drop after forthcoming, wide-scale college mergers. AoC currently has 308 members.

The consultation document conceded that the current organisation was “not affordable” on its current fee levels, and “rolling forward as we are” would lead to a £1 million overspend on £6 million budget in 2017/18.

Board members have now agreed to reduce the “number of colleges within the membership fee cap to compensate for fewer and larger colleges due to merger”.

A plan to set subscriptions at 0.1 per cent of college-audited accounts has been cleared, with fees set for the next three years to “help with financial planning”.

The “largest 22 per cent of colleges in the country” will have their fees capped at £38,500, although this “will reduce to the largest 18 per cent in 2018-19 and 15 per cent in 2019-20”.

Most eligible employers not yet on levy system

ALIX ROBERTSON
@ALIXROBERTSON4

Less than half of the employers eligible to register on the government’s apprenticeship system had done so by the end of May this year, new government statistics suggest.

A total of 8,200 accounts were registered by May 31, according to figures published for the first time by the Department for Education on July 6.

But figures published by the DfE last August estimated that 19,150 companies – which represent just 1.3 per cent of all employers – would be eligible to pay the apprenticeship levy.

This suggests as many as 11,000 large employers have yet to sign up with the online service that enables them to spend their levy funds.

March was the most popular month for registering for an apprenticeship services account this year, with 3,390 accounts set up, followed by 2,060 in April.

When FE Week asked whether the Department for Education was happy with the progress and if it would be doing anything to try to encourage more employers to sign up, a spokesperson said: “We have been working hard to support employers, and our records show they are engaged and ready to use their funds to invest in quality training

for apprentices.

“Currently nearly 90 per cent of top levy paying employers have registered to the apprenticeship service.”

Mark Dawe, the chief executive of the AELP, said the figures fitted with what he had been hearing from providers about their conversations with employers.

“Levy payers have two years to spend their money and some are carefully considering what their mix of apprenticeship training should be, whether via recruitment or training up existing members of staff and at what levels,” he told FE Week.

“There is still a big job to do for providers as the government’s salesforce for apprenticeships to explain to a significant number of employers the benefits of using their levy funding and a key message is that Brexit means investment in skills via apprenticeships is more important than ever.”

The latest DfE figures also showed that employers had made 5,200 commitments to deliver apprenticeships on the apprenticeship service by May 31, while a huge 4,190 of these planned to start delivery that month.

A further 600 commitments were made with June as the training start date, and 250 for July.

The numbers dropped to single figures for August and September.

Speaking at the AELP 2017 conference on June 26, Keith Smith, director of funding

and programmes at the Education and Skills Funding Agency, praised the work of his department for simply getting the apprenticeship service up and running.

“The first question is ‘how many people in the room lost money betting that the system wasn’t going to be ready on time?’ So, that was a huge achievement for us,” he said.

“A year ago I came and spoke at this very

conference, put this very slide, and said this is what the service was going to encompass, this is what we’re going to stand up for levy paying employers, and importantly change the way that you guys interact with the system and the service.

“This is what we’ve done, and this is what we’ve achieved. So we’ve delivered it pretty much to the letter.”

Total number of commitments by training start date, as reported by 31 May 2017

Date committed to start	Fully agreed	Pending approval	Total
May 2017	3,580	610	4,190
June 2017	200	410	600
July 2017	120	120	250
August 2017	-	10	10
September 2017	10	80	90
No date yet recorded	-	20	20
Total commitments	3,900	1,300	5,200

Source: DfE Experimental statistics Apprenticeship service: registrations and commitments

Advertorial

Innovative recruitment scheme for FE teachers launched

A new £800,000 scheme is being launched to train 50 science, engineering and technology specialists to become FE and skills teachers from September.

The innovative programme, commissioned by the Education and Training Foundation, is taking on graduates and professionals from SET fields in response to the government’s attempt to invest in the FE workforce.

Called SET for Teaching Success, its aim is to train, mentor and support 50 of these experts as new teachers and parachute them into FE classrooms to help students with their careers within the relevant routes of the Sainsbury Review.

Plans were set out by the government for a radical overhaul of the post-16 vocational qualification system, to replace 20,000 courses with “15 high-quality” technical qualifications, through its Skills Plan published last July, based on wide-reaching recommendations from Lord Sainsbury.

Included in the 15 routes are engineering and manufacturing, transport and logistics, digital, and health and science, which SET for Teaching Success participants are likely to focus on.

As well as recruiting industry specialists for the scheme, ETF says there is also scope to include existing provider staff who

“wish to progress into teaching positions including, for example, work-based assessors and technicians”.

The scheme will be delivered across two hubs, with each recruiting 25 trainees each. Blackburn College will deliver the programme across the north, and emfec in the midlands and south.

The programme is based partly on the foundation’s Premium Graduate programme and Maths Graduate recruitment scheme.

As reported by FE Week in April, the ETF ran its maths recruitment incentive scheme from February 2014 to February 2016 for both colleges and private providers to boost the number of maths teachers in FE.

The scheme proved popular with a total of 280 teachers recruited through it.

Paul Kessell-Holland, head of partnerships at the ETF, said the “rapid pace of change” in technical education shows “no signs of slowing”, and there is an “over-arching theme” that the country now needs more SET teachers.

Speaking to FE Week, Mr Kessell-Holland said: “We clearly require a greater number of highly skilled staff in a range of industrial and technical disciplines.

“To do this however not only do we need to find a larger number of young people who would be interested in following a career in these fields (and begin to



retrain those established in other areas of employment), but we also need to provide them with a robust, relevant and comprehensive technical education.”

Mr Kessell-Holland added that the country needs to “begin to grow wider and deeper recruitment plans if we are to meet the challenge we face”, and SET for Teaching Success was being launched to address this need.

Recruitment for the 50 industry specialists

is underway, with the ETF on the hunt for graduates or professionals with “limitless supplies of energy, enthusiasm and determination”.

The programme, starting in September, will fund ancillary costs, teacher training, mentoring and professional support, with providers asked to meet the salary costs of recruits.

For more info visit <http://set.emfec.co.uk>

INVESTIGATES

Are T-levels plans already in trouble

Greening asks business for more help with T-levels

PAUL OFFORD
@PAULOFFORD

FROM FRONT

The education secretary has explained to FE Week how she'll tackle the mammoth task of convincing huge numbers of employers to run three-month work placements for T-level learners

Justine Greening has called on businesses to help develop and deliver the government's new T-levels. In an exclusive interview with FE Week, she outlined plans to urge business groups to help deliver substantial work placements. She also pleaded with employers to throw their support behind the "gold-standard" technical qualifications, which were first detailed a year ago by the government in its post-16 skills plan and are set to be introduced from 2019, during a speech at the British Chambers of Commerce Education summit.

The project, she said, would require a major commitment of time and resources from businesses across the country, as was explained in the Conservative Party's general election manifesto, which stressed that the government would "make sure each student does a three-month work placement as part of their course" during their T-levels. "Today was a clarion call to businesses to say 'I need them to help us deliver this'," she said, after her speech. "Part of the work will involve talking to the big organisations like the BCC, the Confederation of British Industry, or the Federation of Small Businesses about how their members can help. "But it's why we really need this much broader push, it's why we are going to follow up straight after the summer, getting our biggest and best companies into the DfE to have one plan on doing things like work placements, because they are critical." In the speech she told delegates that "I want to create an army of skilled young

people for British business", but, she said "I need your help: government can't do it alone." Before she spoke, the Department for Education revealed plans to invest £50 million from April 2018 in "high-quality work placements" at T-Level, and £15 million "to contribute to improvements in FE so we have the colleges and teachers we need to deliver" the qualifications. This will be the first instalment of the £500 million annual investment in T-Levels that was pledged during the budget in March. The qualifications won't be taught until at least September 2019, and won't be fully rolled out until 2022, so the £500 million is expected to begin in 2022. Before that, however, it will be phased in, with the £65 million coming in April 2018, more than a year before any of the new courses are taught. But when FE Week asked for detail, the DfE was unable to explain how this £65 million would be spent, or whether it would include financial incentives for the employers. The DfE's spokesperson also avoided direct questions on whether the 2019 start date was still viable. Asked if the first T-levels would be taught from September that year, she said: "The timetable of T-levels is being considered

and we're working closely with business and providers to make sure we've built in enough time to get this right. We'll set out further details on the timetable shortly." It is clear, though, that the DfE is desperate for help from firms not only to develop the content for the T-levels within the 15 vocational routes, but also to deliver "substantial work placements" that should last between one and three months (140 and 460 hours). "I will bring together top leaders from the business community – to agree the overall shape of the reforms," said Ms Greening during the speech. "One of the main areas of focus will be the high-quality work placements that are a component of every T-level. These will help to prepare young people for skilled work. Our research shows they are beneficial to businesses, colleges and young people. "I can't do that important piece of work without you. I need your help again. T-levels will only work, only be successful, if we can deliver these work placements together." She also stressed her determination that "every FE college" be ready for "a streamlined set of 15 technical skills routes". "Because we need to beat countries with the best technical education – we need to invest in more hours of skills training."

T-level timeline branded 'impossible' by sector leaders

JUDE BURKE
@JUDEBURKE77

Evidence is mounting that the government's T-levels plan is already in trouble, amid desperate pleas from awarding bodies for a rethink on the "impossible" timetable. According to the Skills Plan published July 2016, the first two pathfinder routes are meant to be ready for teaching from September 2019 – but this depends on reaching a number of milestones on time. Industry experts were meant to have begun meeting this year to set out new occupational standards for each of the 15 routes. The Department for Education advertised for panel members and chairs back in January – but has kept quiet since then on who has been appointed, or whether the panels have been going ahead as planned. FE Week also understands that the DfE's consultation on developing T-levels had been due in the summer, but has now been put back until the autumn. Kirstie Donnelly, the managing director of City & Guilds, said the government had been "worryingly quiet" on the T-level timetable – and "with summer recess fast approaching we can only assume there will be no detail until the autumn". "This is a concern for those of us who need

to develop the new qualifications as we are already faced with unrealistic timelines and any further delay means a successful outcome gets less and less likely," she said. Ms Donnelly urged new skills minister Anne Milton to "review what are simply unrealistic and impossible timelines" and to "listen to the experts who have experience of developing and delivering high-quality qualifications". Andy Walls, the head of vocational policy at the Joint Council for Qualifications, which represents the seven largest awarding bodies in the UK, said he was waiting "with interest" to hear from the DfE on its T-level proposals. "JCQ and its member awarding bodies expressed our concern to the DfE that their original proposed timeline – with first teaching of new technical qualifications from September 2019 – was unrealistically tight," he said. "This could well be counterproductive to developing the high-quality qualifications that employers and learners need," he warned. Other important stages in the current timeline for T-levels include procurement for the new technical qualifications, which is due to begin in October 2018. The first two pathfinder qualifications are scheduled to be approved by February 2019, with the teaching of these two routes beginning in September of that year. The remaining routes are intended to be phased in from 2020 to 2022.

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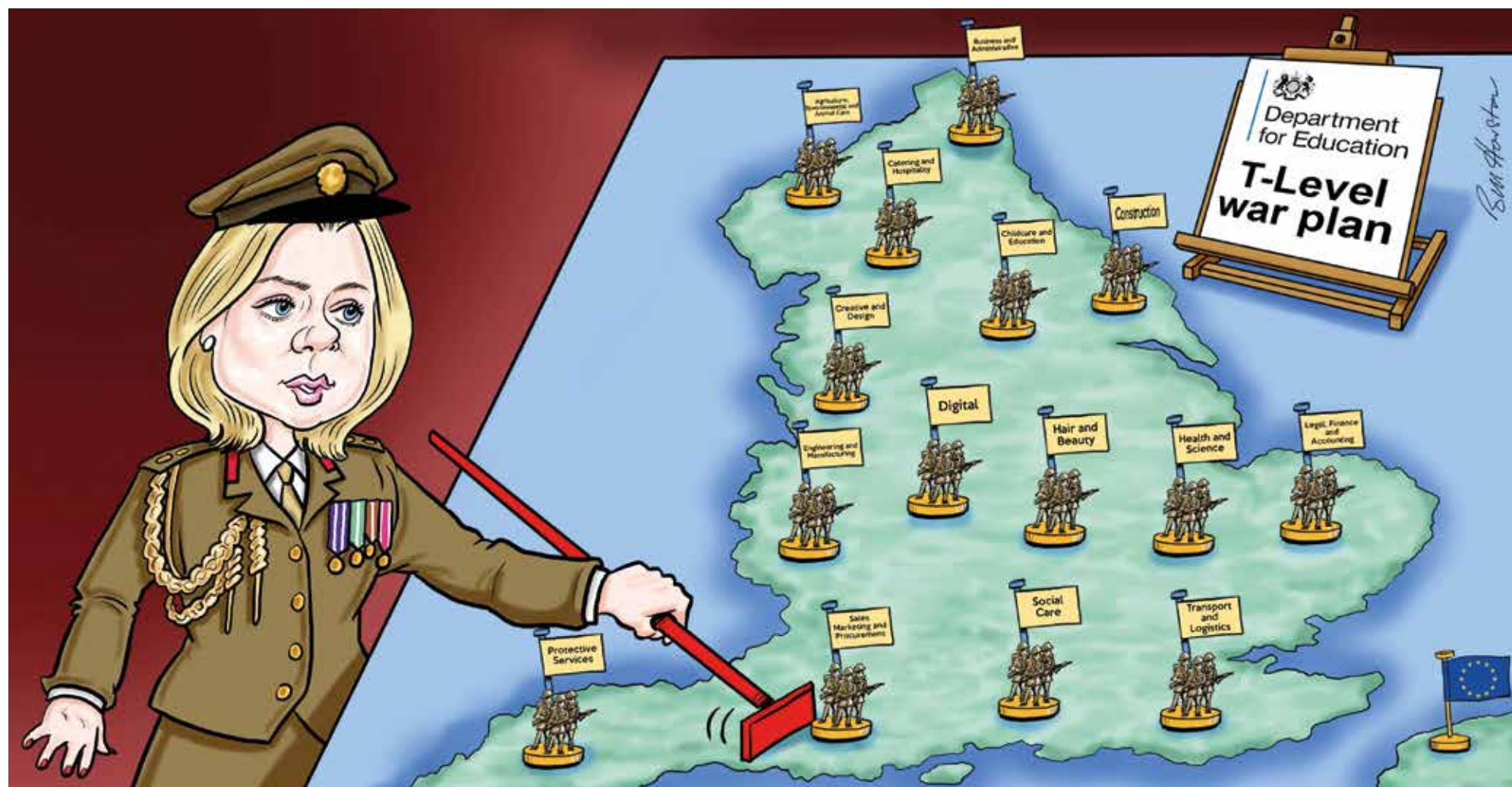
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as Greening pleads with employers?



Work placement ‘fatigue’ sets in before T-levels begin

JUDE BURKE
@JUDEBURKE77

Employers may already be experiencing work placement fatigue, before the government’s reforms to technical education have even kicked in, according to research commissioned by the DfE.

A report by the Learning and Work Institute, published on July 6, examined one of the central requirements of the new T-level qualifications – the introduction of a lengthy work placement for every learner.

T-Level work-placements are planned to be “substantial” and will last between one and three months (140 and 460 hours).

“The evidence suggests further investment will need to be made to increase providers’ capacity to successfully engage employers and boost the number and range of work placements offered to the levels described in the Skills Plan,” the report said.

However, it added that “employers may already experience fatigue as a result of the number of requests they receive from learning providers, and a more coordinated approach will be necessary”.

Justine Greening recently committed £50 million from April 2018 to fund “high-

quality work placements – a key component of every T-level – to help prepare young people for skilled work” in a speech to the British Chambers of Commerce.

The sector is increasingly concerned about the issue of finding enough good work placements for all learners on T-levels.

Difficulty is anticipated in persuading thousands of businesses around England to offer the placements, which are likely to require financial incentives.

Sufficient availability of local placements and travel costs, particularly in rural areas, could also be a major barrier.

The LWI’s research was one of two projects commissioned by the DfE to look into the issues around work placements.

It was also charged to look into effective practice in work placements and how it can be scaled up to the level required by T-levels, as well as identifying any challenges.

It recommended extra investment and a “nationally mandated set of standards and guidance for implementation, moderation and assessment of work placements”.

The second project will be delivered by social cohesion charity The Challenge, and will focus on developing model work placement projects, based on research into existing good substantial work placements.

Institutes of Technology still just words

JUDE BURKE
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There was an especially notable absence from Justine Greening’s speech on the technical education reforms: any reference to Institutes of Technology.

The institutes were first announced in July 2015, and mentioned again in the Skills Plan in July the following year.

At the time, they were intended to “provide technical education in STEM subjects at levels three, four and five”, in order to address the “particular need to improve higher-level STEM skills”.

But material on the next steps, originally expected last autumn, has so far failed to materialise.

Tantalising glimpses of the government’s thinking were revealed in the industrial strategy green paper in January – along with a commitment of £170 million in capital funding.

It suggested the aim was to “increase the provision of higher-level technical education”, and ensure that it is available “in all areas”.

A person “could study a level three at a local college, before moving on to study a higher-level technical qualification at an institute in a nearby city”.

The government would expect most of the IoTs “to grow out of high-quality provision”, according to the green paper – which meant

they would be based at existing providers.

But a leaked document, seen by FE Week the following month, indicated that they could be based at “wholly new” institutions.

Amongst the suggested delivery and governance models were ideas such as “extending technical education provision from within an existing high-performing college”, “delivery through partnerships of FE and HE”, or “a group of employers partnering with an education provider to create an IoT”.

The Conservative Party manifesto, published in the run-up to June’s general election, caused more confusion by hinting at a change of policy on the institutes.

It committed to establishing an IoT in “every major city in England” – though these would be “linked to leading universities” and would “provide courses at degree level and above, specialising in technical disciplines, such as STEM, whilst also providing higher-level apprenticeships and bespoke courses for employers”.

Anyone hoping for clarification will have to wait some time, it appears.

In a written response, dated July 3, to a question from shadow education secretary Angela Rayner, skills minister Anne Milton said: “As part of our industrial strategy, we will launch a call for proposals to establish new Institutes of Technology later this year.”

“The number of new institutions we approve will depend on the quality and number of bids we receive.”

Refugee turned scientist crowned in BTEC awards

BILLY CAMDEN
@BILLYCAMDEN

An “inspirational” refugee student from Salford City College has been crowned ‘BTEC student of the year’ at a prestigious national awards ceremony hosted by Pearson this week.

The stunning Royal Horticultural Halls in London was the setting for the seventh National BTEC Awards, where 22 students, teachers and employers were singled out for excellence, from almost 1,000 applications.

The BBC television presenter and journalist, Steph McGovern, hosted the ceremony and unveiled Maryam Taher as the overall winner of the BTEC Student of the Year award.

Maryam, who studies a level three applied science extended diploma course at Salford City College, and who was also named ‘BTEC science student of the year’ at this week’s event, “exemplifies that spirit of inspiration and dedication”, according to judges.

Her “devotion” to biomedical science took her from her war-torn home country of Libya in 2011, speaking not a word of English, to Salford, where she learned both a new language and achieved six A* and A grade GCSEs.

From there, she went on to Salford City College and in addition to her studies in December 2015, Maryam was named ‘Heart of Salford young volunteer of the year’ for her work in raising awareness of health issues among non-English speaking communities in her local area.

The panel said that after overcoming many “economic and personal hardships”, Maryam won a scholarship to study biomedical science

at the University of York. On graduation, she plans to specialise in haematology, studying, diagnosing and monitoring different blood disorders.

The 21 other awards were presented by education and business leaders, including Peter Jones from BBC TV’s ‘Dragon’s Den’, who presented the award to the ‘business and enterprise student of the year’, Tiffany Bolland.

Meanwhile FE commissioner Richard Atkins presented the award of ‘college of the year’ to Bishop Burton College.

The college, based in Hull, is a specialist land-based and sports college with “impressive” student destination data. For the last academic year, 97 per cent of students went into employment or a higher level of study within six months of completing their course.

Pearson judges said Bishop Burton actively promotes BTEC as a pathway to parents and students, and that progression from one BTEC level to another is also heavily promoted through events such as the college’s annual progression week.

Its links with local businesses are “superb” and every single BTEC course includes a period of work placement with an industry-relevant organisation, judges added.

Rod Bristow, the president of Pearson in the UK, said: “BTEC provides a proven pathway, not just to a job, but to a career – whether that be directly, or via university. BTEC combines knowing with doing, practical with academic. It is the most highly regarded career-focused qualification in the world.

“The fantastic winners being celebrating at today’s ceremony exemplify the dedicated students across the country who have been helped to make progress in their lives and

careers through BTEC and I am delighted to congratulate them on their well-earned success.”

Ms McGovern said it was an “honour” to host this year’s National BTEC Awards.

“I know from personal experience how BTEC, with its mix of academic and practical learning, helps all kinds of young people

to engage with the subjects that they feel passionate about in a way that works for them.

“I salute all of today’s winners and entrants for the dedication and talent they have shown and wish them and all BTEC students, every success in the future.”

See below for all of the winners

Winner's name	Award
Barnsley College	BTEC Apprenticeship Provider of the Year
Bishop Burton College	BTEC College of the Year
Christoffer Cecil	BTEC Sport Student of the Year
Colette Burgess	BTEC Teacher/Tutor of the Year
Elizabeth Findlay	BTEC Construction Student of the Year
Jack Healy	BTEC Engineering Student of the Year
Jamie Knight	BTEC Land-Based Student of the Year
Jay Bradley	BTEC Child and Social Care Student of the Year
Joanna Collins	BTEC Art and Design Student of the Year
Kacper Lewandowski	BTEC Music Student of the Year
Katrina Turnbull	BTEC Public Services Student of the Year
Kelly Higgott	BTEC Higher National Student of the Year
Laura Smith	BTEC Hospitality and Travel and Tourism Student of the Year
Laura White	BTEC Adult Learner of the Year
Leah Dean	BTEC IT Student of the Year
Lewis Dugdale	BTEC Performing Arts Student of the Year
Maryam Taher	BTEC Science Student of the Year
Quinn Wells	BTEC Creative Media Student of the Year
Rebecca Munro	BTEC Apprentice of the Year (16-18)
Sanna Shabir	BTEC Apprentice of the Year (19+)
The Grange School	BTEC School of the Year
Tiffany Bolland	BTEC Business & Enterprise Student of the Year



Maryam Taher, overall winner of the BTEC Student of the Year award



BTEC College of the Year Award presented by FE Commissioner Richard Atkins (right)

(l-r) Steph McGovern, Quinn Wells and Shane Mann

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Confirmed speakers include:

- **PAUL EELES** – Chair of Federation of Awarding Bodies
- **DAVID HUGHES** – Chief Executive of Association of Colleges
- **SALLY COLLIER** – Chief Regulator of Ofqual
- **BARONESS SUE GARDEN OF FROGNAL**

Join us to celebrate the FAB Awards on 19 October 2017 from 7pm.

Programme and details of the confirmed seminars can be found at www.awarding.org.uk/conference-awards

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Enter the FAB 2017 Awards

Enter the FAB Awards to celebrate the positive aspects of your organisation and to give recognition to the individuals that go above and beyond to make it a success.

Open to FAB members only. Deadline for entering is 5pm on 14 July.

Categories are:

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- Individual of the Year
- Team of the Year
- Innovation of the Year

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EDITORIAL

Decisiveness and clarity needed



As reported last week, the new Skills Minister Anne Milton is seen as a fixer, brought in to sort out the stumbling apprenticeship reforms.

And this week we have revealed how DfE plans for T-Levels appear in trouble, so its little wonder Ms Milton (who is also responsible for them) has already spent so much time with her civil servants.

Where the former minister Robert Halfon was keen to be out on the road visiting colleges, so far she has only toured one provider (Carshalton College) after 18 days in the job.

We understand Ms Milton is knee-deep in paperwork and civil servant briefings, rapidly getting up to speed on policy developments.

This bodes well for quick decision making, something the sector has sorely missed since Theresa May's administration first took office a year ago.


It is clearly too early to judge if they will be good decisions, but decisiveness and clarity is badly needed.

And don't think if apprenticeship and T-Level reform gets back on track, Ms Milton will have it easy.

Does anyone have the faintest idea how to implement devolution of the adult education budget from next year?


Nick Linford, Editor
news@afeweek.co.uk

BRITISH CHAMBERS OF COMMERCE EDUCATION SUMMIT TWEETS:




kate chouings @kate_mcminn

we must tackle the gender inbalance in STEM subjects, says @jeremycorbyn #bcceducation




Natasha Bridge @natashabridge99

Exams don't prepare people to think creatively #bcceducation




Adam Jackson @Adam_E_Jackson

Great question at #bcceducation - how can we depoliticise education & create longer term plans led by employers & educators?




Mike Armiger @MikeArmiger

A narrow curriculum & lack of investment in further education does not help business or communities. #bcceducation



Janet Clark @ATLJanet

Teachers need more contact with industry says @BCCAdam at #bcceducation. Absolutely - teachers wld love that - needs time & money @ATLUnion



InsightForGood @InsightForGood

Gear #insights today on the talent gap #mindthegap @BCCbizd #bcceducation

Still no assessment organisation for more than 1,300 apprentices

ALIX ROBERTSON
@ALIXROBERTSON4

At least 1,300 apprentices are still studying without an apprentice assessment organisation in place, FE Week can reveal.

The scale of the problem has improved little since last October, when one former civil servant called the situation “diabolical” and “disrespectful” to apprentices.

Analysis of the latest statistical first release shows that 140 of the 1,300 apprentices actually began their standard in 2014/15 – meaning that they have been on their course for at least two years without an assigned AAO.

In total, a third of all apprenticeship standards (58) presently have no approved assessment organisation, while another 33 per cent so far only have only one.

A spokesperson for the Institute for Apprenticeships said: “We are working to ensure that all apprenticeships are covered by an apprentice assessment organisation that has met rigorous quality criteria and is independent from those delivering training.

“98.9 per cent of apprentices who are due to complete end-point assessment within the next 12 months are covered by an apprentice

assessment organisation.”

FE Week understands there is currently no way to independently verify this statistic.

The spokesperson added: “The Education and Skills Funding Agency is proactively working with the very small numbers of apprenticeships not yet covered by an apprentice assessment organisation.”

FE Week has followed the issue for months, as it has had the sector increasingly worried given the major recent reforms.

Back in October, we reported that some AAOs applying to the register were being turned away because their plans for end-point assessment were inadequate, after the interim chief executive of the IfA, Peter Lauener, told the parliamentary subcommittee on education, skills and the economy that the SFA had “knocked back quite a lot” of applications.

His comments followed FE Week research that revealed there were no approved AAOs for over 40 per cent of learner starts on new standards at the time.

This revelation provoked Dr Sue Pember, who stood down as the civil service’s head of FE and skills investment in February 2013, to describe the situation as “diabolical”.

But in November, Mr Lauener told a roomful of delegates at the AELP autumn conference that this shortage of approved

end-point assessors was not a serious problem. He accepted that the situation was “not ideal” but insisted it was “manageable”.

In March this year, Stephen Wright, chief executive of the Federation of Awarding Bodies, told FE Week that the current apprenticeship system contains “too many uncertainties”, and that awarding organisations are likely to be “cautious” about engaging in any assessment that might “compromise their reputation”.

“With the high development cost and the memory of previous failed initiatives it isn’t surprising that many awarding organisations have taken a wait-and-see approach,” he said.

The July FE and skills statistical first release also revealed that there were 20 standards approved for delivery for over 12 months which had no apprenticeship starts at all as at April – with two of them approved a worrying 27 months ago.

No assessment org for:

- 1300 (8%) of apprentice starts so far
- 140 (35%) that started 2+ years ago
- 19 (17%) of standards with starts
- 58 (33%) of all approved standards

Starts rose and fell sharply as May reforms kicked in

ALIX ROBERTSON
@ALIXROBERTSON4

Apprenticeship starts rocketed in the months before May, when mandatory cash contributions from employers kicked in, the latest Department for Education statistics have revealed.

Volumes in the first half of the 2016/17 academic year were similar to the previous year, but between February and April they grew by a huge 52,700 (47 per cent).

FE Week understands the majority of this growth took place in April, a month before the levy reforms began, which oblige the majority of employers to hand money over for the first time.

Unofficial estimates have meanwhile put apprenticeships starts in May as very low.

On June 19 we reported on figures showing that there were 2,850 employers posting 16,750 vacancies at the time – compared with 3,490 employers posting 17,310 vacancies last May.

Together with the latest data from the FE and skills July statistical first release, this strongly suggests providers and employers rushed to start apprenticeships before the new rules and funding regime kicked in.

The official figures for apprenticeship starts in May, June and July this year will not be announced until the publication of the government’s next statistical first release in October.

FE Week asked the Association of Employment and Learning Providers about the apparent jump in the number of

apprenticeship starts in the lead up to May and what may have caused it.

Its chief executive Mark Dawe said the requirement for small- and medium-sized employers to make a mandatory financial contribution from May 1 had been a factor.

“Of course the final quarter’s data will show us the impact of the levy and more crucially the fallout from the non-levy funding allocations and the requirement for small- and medium-sized employers to make a financial contribution,” he said.

“Fortunately the new skills minister has acted very quickly and positively on the non-levy allocations and we should hopefully get things back on track before the end of 2017.

“The massive jump in higher apprenticeship starts should reduce concern that the government’s reforms are just about the pursuit of quantity over quality,” he added.

“However we still think quality would be better safeguarded if every apprenticeship

included a qualification. By definition, degree apprenticeships have one, and it’s an elitist bias for them not to be included at all levels.”

Apprenticeships and skills minister Anne Milton said: “What a fantastic achievement to have now reached over a million apprenticeship starts since May 2015.

“This, and the fact that we have the highest number of apprentices on record, means more people than ever before are benefitting from life-changing skills.”

She continued: “Our reforms to apprenticeships and technical education are all about giving people a real choice so they can have a successful working life.

“I am determined that we continue to work hard to make this a possibility for everyone.”

A Department for Education spokesperson said: “It is right that employers take the time to plan their apprenticeship programmes properly to take full advantage of the new opportunities available and consider how best to use their levy investment.”

All age apprenticeship programme starts by quarter (provisional)

Academic year	August to October (Q1)	November to January (Q2)	February to April (Q3)	August to April (year to date)
2015/16	164,000	107,600	112,900	384,500
2016/17	164,900	109,800	165,600	440,300
Increase	900	2,200	52,700	55,800
Increase	1%	2%	47%	15%

Source: DfE Statistical First Release figures published in July 2017 and June 2016

OPERATIONS MANAGER

Salary: £39k-£42k f/t pa plus performance pay of up to 10% and benefits package

Location: 1 x based North Yorkshire / 1 x based West Yorkshire



YH is an owner managed company that has been in business for over 32 years. We have a reputation for providing high quality training and learning to all our customers, and as such, make a real difference to people and businesses across the region. We are responding positively to all Government training and employment initiatives particularly the growth of apprenticeship and the introduction of the levy.

As a vibrant and growing company, we have an exciting opportunity for **2 x Operations Managers** who will be paramount to the company's ongoing development plans.

The successful candidates will lead YH towards further development, through innovative growth focused strategies in relation to Apprenticeships and other provision delivered through the Education and Skills Funding Agency (ESFA) contracts, whilst being responsible for the management of specific geographical locations where YH centres are based.

You will drive forward YH's strategic plans for development as well as being accountable for the overall performance and development of the Learning Centres in the area specific to the role, ensuring all targets and objectives are met.

You will have knowledge and experience of working with Education and Skills Funding Agency (ESFA) contracts at a senior level. You will be able to demonstrate how you have succeeded in developing business within Apprenticeships/other ESFA provision, and managed contracts and budgets efficiently as well as implementing successful growth strategies.

In return for your hard work and commitment, we can offer a competitive salary package and excellent career development opportunities.

For an informal discussion/information pack on this role please contact **Frank McMahon**, Managing Director on **(01723) 357732**, frank.mcmahon@yh-group.co.uk; or **Jo Sellers**, Employee Development Manager on **(01723) 357780**, jo.sellers@yh-group.co.uk.

Closing date for applications is 31st July 2017 with interviews to be held in August.

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.

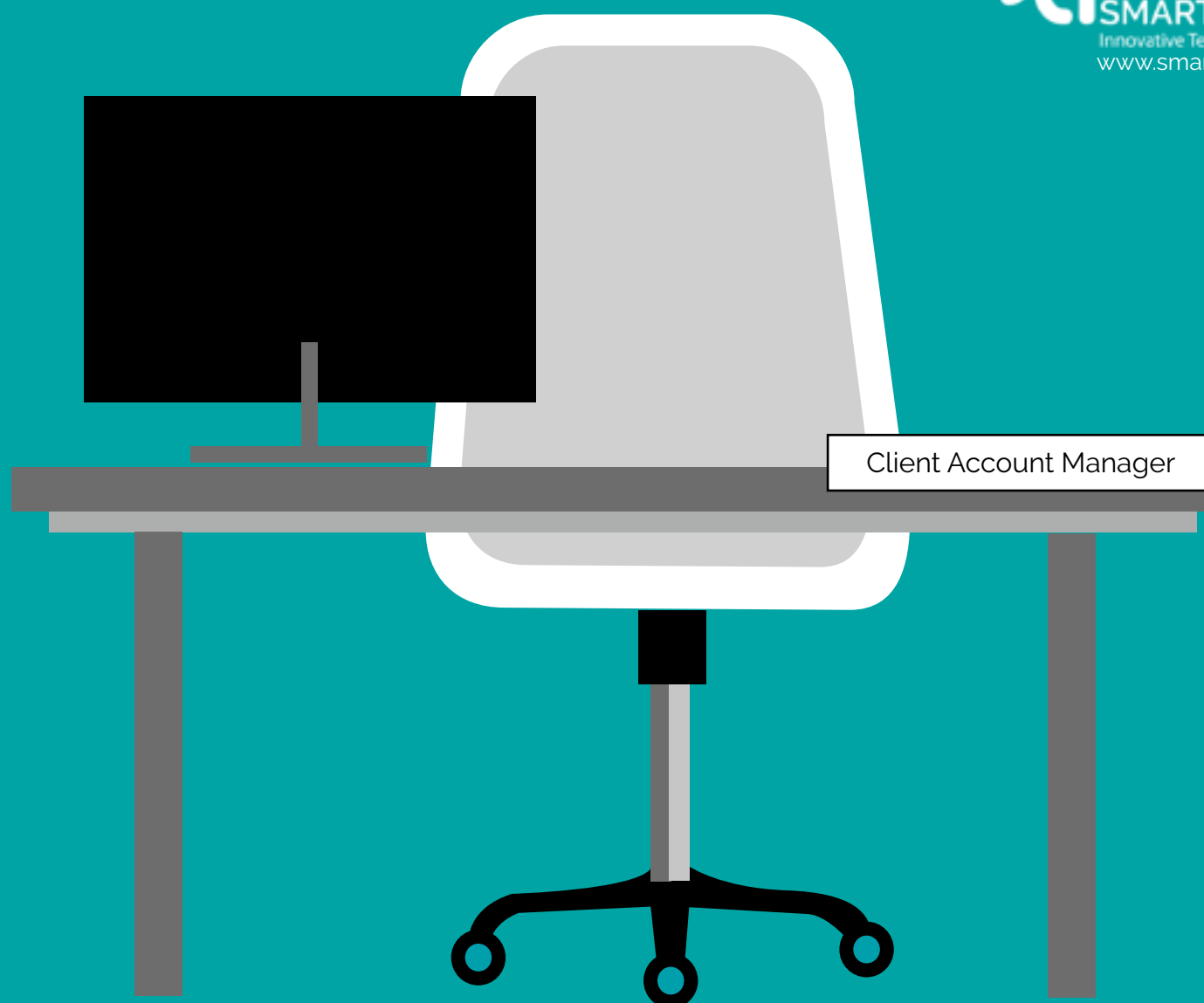
The College is positively committed to safeguarding and promoting the welfare of young people and vulnerable adults. Employment is subject to a satisfactory DBS Enhanced Disclosure from the Disclosure and Barring Service.

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 – Friday 4th August





More than just a desk job.

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.

You won't be sat at a desk all day as a Client Account Manager - you'll be out with your clients, maintaining and expanding relationships with your existing clients to ensure the wider use of SmartAssessor within all curriculum areas.

Main Duties & Responsibilities:

- Proactively maintain monthly client contact
- Hold quarterly Formal Review client meetings: onsite or via Smart Room
- Identify 'At Risk' client accounts and notify Client Director
- Maintain an accurate client account record in Salesforce
- 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



PETROC™

Petroc is one of the South West's leading colleges, committed to raising the aspirations, knowledge and skills of individuals, communities and businesses in Devon and beyond. Operating from three campuses, two in North Devon (Barnstaple) and one in Mid Devon (Tiverton), Petroc reaches out to a large rural community across the whole county.

We provide an exceptional range of further and higher education programmes which, in line with our vision, will equip our communities for the future, economically, socially and culturally.

We have many things to be proud of at Petroc. Our students consistently produce record-breaking results and progress onto the country's leading universities, further training or employment. We have enviable learner success rates placing us in the top 9% of colleges in the country for A Levels and Applied General & Technical courses. Our learners are at the heart of everything we do and we are proud of their successes.

Petroc is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The College Recruitment and Selection Policy and Procedure seeks to support this agenda through the selection stages and pre-employment checks.

Petroc is committed to Equality and Diversity and promoting Equality and Diversity and expects all staff and volunteers to share this commitment. The College Recruitment and Selection Policy and Procedure seeks to support this agenda through ensuring that at all stages of recruitment and selection are non-discriminatory and individuals are employed or promoted regardless of gender, marital status, age, ethnic origin, religion or belief, sexual orientation, disability or previous criminal records.

Please visit the Petroc College website to view the job description, closing dates and to complete the online application form: www.petroc.ac.uk

Petroc is looking to appoint the following:

Department Manager - Lifestyle, Care and Foundation Learning

Full time, Permanent

Location: North Devon Campus - Barnstaple

Salary: £45,505

Employment Lead - SLDD

Full time, Permanent

Location: North Devon Campus - Barnstaple

Salary: £23,196 - £25,251

Lecturer - Architecture and the Built Environment

Full time, Permanent

Location: North Devon Campus - Barnstaple

Salary: £23,196 - £33,225

Lecturer - Motor Vehicle

Full time, Permanent

Location: North Devon Campus - Barnstaple

Salary: £23,196 - £33,225

FE Week

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She will advise you on the best formats and channels to get your recruitment opportunities out to the sector.

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Lecturer in Maths

Salary: Up to £32,475 Permanent

Hours: 37 hours weekly

Based in East Cheshire, Macclesfield College is a leading provider of Further Education and Higher Education in the North West of England.
In 2015 Macclesfield College won the ‘Best company to work for’ Silver Award at the North East 2015 Cheshire Business Awards.

Our mission is simple- “Empowerment through learning”.

A fantastic opportunity has arisen at the College for an enthusiastic and inspiring Lecturer in Mathematics.
You will be an inspirational lecturer who has a proven record of delivering excellent standards of teaching and learning using innovative strategies to engage learners to fulfil their potential.
You will have a degree in Mathematics or equivalent qualification and possess a current teaching qualification to the required national standards (or have a willingness to undertake a formal teaching qualification in a timely manner).
Ideally, having a good understanding of quality assurance and assessment you will also be able to evidence your continuous professional development. Excellent teamwork and organisational skills is essential.

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

The positions will close at **9.00 am** on the closing date.

Please email the completed forms to
recruitment@macclesfield.ac.uk

Closing date for applications: 14 July 2017

To apply please visit **www.macclesfield.ac.uk/vacancies** and follow the instructions to complete the application form.



Adult Skills and Community Learning Tutor - English

Salary: £21,493 - £25,068
Hours per week: 37 / Fixed Term until 31July 2018
Location: Wellington House, Barnsley, South Yorkshire



We’re making lots of exciting changes here at Barnsley. But through it all, our commitment to ensuring access to learning opportunities for adults remains. That’s where you come in, delivering a professional English curriculum offer from entry level to level 2 to support the skills development and qualifications acquisition of adults aged 19+ across the communities of Barnsley.

Creativity, ambition and a focus on people. That’s what matters at Barnsley Council. Our award-winning council is on an exciting journey of change. It’s all about putting local people at the heart of everything, listening to and doing good for our communities. We’re now more innovative, more efficient and provide better value for money. The changes are clear to see - from new businesses and jobs, to improving school results and to museums being recognised for their community engagement.

Shape a better future with us

We’re thrilled to have achieved Investors in People (IIP) Gold status for how we lead, support and develop people. Now we’d like you to be part of our success and help us take change further. Join us on our journey to a brighter future. By working together, with each other and with our communities, we can take pride in improving lives. Let’s make a better Barnsley for everyone.

Your role in our journey

As an English Tutor you will ensure the delivery of effective teaching, learning and assessment to adult learners to help them achieve their goals and develop their skills to enable progression. The progress and achievement of learners is always your number one concern. Your skills and experience will motivate and inspire learners to reach their potential. You will plan and deliver effective learning programmes for diverse groups of learners and promote learning in a positive non-threatening manner and deliver high quality teaching, learning and assessment both centrally in Wellington House and through a range of community based venues. You will work for 40 weeks per academic year.

What you’ll need

To join us, you’ll need a generic teaching qualification such as Cert Ed; City & Guilds OR a Degree plus P.G.C.E. or another recognised other teaching qualification as well as a subject specialist qualification in English. A commitment to and evidence of recent continuous professional development is essential as is significant experience of teaching in an adult and community learning setting. You will also bring to the role a commitment to work flexibly, and an appetite for engaging in continuous training and professional development in this rewarding field of work.

A lot to look forward to

Here at Barnsley, we live and work by four important values: honesty, teamwork, excellent service, and taking pride in what we do. As part of our team, you can be sure we’ll do all we can to support you in being truly excellent. You see, we prioritise learning and enabling you to achieve your potential. So we’ve created a development process that lets you grow in the way that suits you - whether that’s training to be a leader, or learning flexibly online. That’s one of the reasons why we achieved IIP Gold, and why you’ll find your career here inspiring and rewarding.

Apply

To achieve your ambitions while shaping a bright future for our communities, apply now at www.barnsley.gov.uk

Closing date: 21 July 2017, at 23:59

CVs will not be accepted.



Adult Skills and Community Learning Tutor - Maths (2 posts)

Salary: £21,493 - £25,068

Hours per week: 37 / Fixed Term until 31 July 2018

Location: Wellington House, Barnsley, South Yorkshire



We're making lots of exciting changes here at Barnsley. But through it all, our commitment to ensuring access to learning opportunities for adults remains. That's where you come in, delivering a professional Maths curriculum offer from entry level to level 2 to support the skills development and qualifications acquisition of adults aged 19+ across the communities of Barnsley.

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Apply

To achieve your ambitions while shaping a bright future for our communities, apply now at www.barnsley.gov.uk.

Closing date: 21 July 2017, at 23:59

CVs will not be 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

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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

Lecturers in GCSE English



(Full time, Part time, Sessional opportunities)

Salary: £23,364 - £33,275 (Subject to experience & qualifications, pro-rated for part time)

Hours: Full time, Part time, Sessional (Hourly Paid)

Judged Good with a series of Outstanding areas by Ofsted in January 2015, we are committed to achieving excellence for all our students. Inspirational teaching and the dedication of all our staff supports the continuing growth of our student success.

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

Successful candidates must be motivated, possess exceptional organisational skills, work well with colleagues and have a creative and innovative approach to enthuse our students to succeed. Ideally you will be qualified to degree level in English and will hold a full teaching qualification. Candidates will have an innovative approach to teaching and will ensure that lessons are designed to not only develop skills but that they connect to the industry which the students aspire to work in.

Successful candidates should be available to start 29 August 2017 in time for the 2017/18 Academic Year.



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



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English and Maths Lecturers

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.

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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.





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A FULLY FUNDED EDUCATION AND TRAINING FOUNDATION PROGRAMME TO HELP YOU RECRUIT GRADUATES AND EXPERIENCED PROFESSIONALS INTO TEACHING.

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- **Teacher training course fees** leading to a minimum of a Diploma in Teaching (Level 5)
- **A grant of £5,000** per provider for costs incurred by the provider for supporting the trainees
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Simon Feneley-Lamb,
Director of emfec Services

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EXPERTS



FE INSIDER

Shane Chowen is head of policy and public affairs at the Learning and Work Institute

Taking devolution further

Central government agencies have failed to produce a successful skills policy – now it's time for the devolved authorities to take over, argues Shane Chowen

Next to reforming technical education and apprenticeships, the devolution of the adult education budget to newly elected Metro-Mayors is up there as one of the most disruptive policy agendas in further education right now.

The Local Government Association, with research from Learning and Work Institute, has just published a report that proposes taking devolution to the next level.

I last wrote about devolution just before the local elections in 2016. Since then we've had the EU referendum, more local council elections, elections for mayors to lead combined authorities and, of course, an unexpected general election.

We now have metro mayors in the West Midlands, West of England, Tees Valley, Liverpool City Region, Greater Manchester and Cambridgeshire and Peterborough, each with just a couple of years to plan for devolved adult skills funding in 2018/19.

George Osborne, when chancellor, fronted the Cities Devolution Act 2016 which paved the way for these powers to be devolved to major cities and city regions, saying at the time that this would give them "levers to grow their local economy".

So these mayors now have an opportunity to do things differently, to come up with new models and ways of commissioning and integrating local services, including skills, health, policing, transport and employment. This is exactly what the Learning and Work Institute has been spending a lot of time thinking about and a new report for the Local Government Association published last week proposes a radical new approach for truly integrated local skills and employment services.

I don't say radical lightly. For years, central government departments, primarily but not exclusively the Department for Education and the Department for Work and Pensions, have not worked together towards a common skills policy. LGA has found 20 funding streams, managed by eight central government agencies, worth more than £10 billion a year for employment and skills. The Social Mobility Commission's recent work looking at the last 20 years of social mobility

policies shows very clearly that this overly centralised multi-agency approach is not delivering the outcomes people need and on which our economy increasingly relies.

“ This approach goes far beyond what any political party offered at the last election

We believe that good local control, with the right accountability to central government over budgets, policy, objective setting, partnerships and service design and delivery can help to match the skills people need to deliver the strong national economy of the future. By 2024, our research has shown, there will be short of four million high-skilled people and have an over-supply of two million people with intermediate skills and six million with low skills.

'Work Local' is one proposed new model, out for consultation, which introduces a one-stop service that brings together localised support services including adult skills, careers services and employment support, and makes full use of local assets including schools, colleges, libraries, universities and JPC centres, with a clear offer for individuals and employers.

This model, unlike the current system, provides a new level of flexibility to providers based on what works in their area and what works for the different types and needs of people they serve.

We've proposed a careful timetable leading up to the first trials taking place in 2022.

It's a bold change, but change is needed. This approach goes far beyond what any political party offered at the last election but we believe this is essential in equipping colleges and training providers with the means to provide the education and training they know will best serve their communities without the silos and conflicts embedded in the systems we've got now.

Do take a look at the proposals and respond to the consultation by September 5.



PAULINE BAYLISS-JONES

Principal, National Star College

Quick-fix approach to SEND is poor strategy

There has been a marked increase in refusals to assess young people for education, health and care plans. Fixing this will require a shift in attitude from government, says Pauline Bayliss-Jones

The latest government figures about learners with special educational needs and disabilities (SEND) make for sombre reading.

In 2016 the number of requests for education, health and care plans refused by local authorities rose by of 35 per cent from the previous year.

Yet the figures still don't tell the human cost of a system that is struggling and, in the end, letting down some of our most vulnerable young people.

The Children and Families Act, which still remains aspirational in its objectives, became law in 2014. It introduced EHC plans – legal documents that would represent the realistic ambitions, aspirations and needs of young people aged between 0 and 25.

To get that extra help in education – i.e. the funding – you need an EHC plan. But the figures released by the Department for Education revealed that 10 local authorities refused more EHC needs assessments in 2016 than they actually carried out.

In total, local authorities turned down 14,795 requests for an assessment – an increase of more than a third on 2015. Just 56 per cent of assessments were carried out within the required 20-week timeframe.

This leaves many vulnerable young people in limbo – young people who may not have the cognitive understanding of the delays and how to manage their anxiety. Many do not find out if they are successful in their funding until August or even September. One National Star student found out that her funding application had been successful a week before college began.

That was after her request had been rejected two by local authority panels, she had been rejected by her local mainstream college and her family had hired a lawyer. The process took six months and that young woman found the uncertainty of her future so stressful that she required prescribed anti-depressants.

Last year National Star supported 11 students who went to tribunal in their battles

to get funding. Ten were settled before the hearings were held – often on the day of the hearing when the barristers met in a room to talk.

Since the introduction of the Children and Families Act there has been a marked national increase in the number of tribunals for post-16 students.

And when it comes to post-16 and post-18, the SEND reforms are not sufficiently robust. An Ofsted thematic report last year found that too many young people with SEND are poorly prepared for adult life.

Nicki sustained a brain injury at the age of 17; when she arrived at National Star she could not safely cross a road on her own or go out independently. Following a period at a specialist college she is living independently, and has just finished two years of mainstream college.

“ This will only happen when the government advocates the importance of long-term gain

But in order for her to access specialist education, her parents were faced with the decision of refusing to allow her to move back home following the accident. They had to prepare a 107-page document and the process took months.

Enabling young people with SEND to achieve their aspirations is what the Children and Families Act was meant to be all about. This will only happen when the government learns that value for money should mean more than just this year's bottom line.

Until then local authorities will continue to struggle with the increased demand for ECH plans and extra funding, with the real losers being the vulnerable young people we should be protecting.

EXPERTS

Ofsted recently lauded the Grimsby Institute Group’s outcomes for 14- to 16-year-old learners as ‘outstanding’. Paul Thundercliffe, headteacher of the school they opened in 2015, explains how they approached the challenge

As 2012 drew to a close, the DfE announced that from September 2013 colleges rated good or better by Ofsted would be able to recruit 14-to 16-year-olds directly, without the need for a written agreement with a school or local authority.

The Grimsby Institute of Further and Higher Education always had good 14-16 provision in collaboration with schools. But although outcomes were strong, GIFHE never reaped the benefit of having those cohorts on roll.

Plans were drawn up, with two very important decisions made immediately. One, that the 14-16 provision would have its own secure site. Two, it would also have its own identity: thus, the Academy Grimsby was born.

Labour market data suggested that engineering and healthcare were the two main areas of growth, in an area scoring high on all key measures on the government’s indices of multiple deprivation.

I took over as head in the January of 2015 and the first two terms were hard. We were running at a loss but slowly the 29 students who greeted me on my first day grew to 35, and then we recruited for the year after.

We had put a lot of stock in big, bold open events, but quickly learned word of mouth was a bigger seller.

One reason I took the job was the new



PAUL
THUNDERCLIFFE

Headteacher, the Academy Grimsby

How to be outstanding

performance measures. Progress 8 enables schools to focus their curriculum on individuals, playing to their strengths. In order to open a 14-16 direct entry provision, colleges had to offer maths, English, science, RE and vocational options. That hit seven out of the eight baskets immediately. Adding an experienced history teacher filled the lot.

“ We took a concept and ran with it

The next thing GIFHE got absolutely right was offering the same pay and conditions as schoolteachers. If we were going to run it as a school then we needed to attract the right

professionals for the academic aspect. The vocational side would be taught by lecturers from Grimsby Institute.

In September 2015 we added geography, Spanish and as a pathway digital and media.

What was most interesting was the spread of ability – students with high prior attainment were taught in the same engineering group as those who had struggled through school. Yet they all made progress and accessed the curriculum.

Our focus on inclusion, small class sizes and personalised teaching enabled TAG to achieve a Progress 8 score of +0.24 in 2016, the third highest in the LA. Indeed our maths Progress 8 score was the highest locally and in the top five per cent nationally.

But these outcomes are only part of the story. We took a concept and ran with it, evolving all the time. We listen to the students and their

parents and give them the education they want.

September 2016 saw 160 new year 10s enter 13 new classrooms and labs, with performing arts now added to the BTEC roster. This cohort is as bright as any I have worked with, their appetite for good teaching and expansive learning is huge. We have another 200 starting in September.

I’ve realised that parents don’t just want academic guarantees or a vocational option. They want their children to have the currency of both. In an uncertain world, the more keys a young person has the more doors they are able to open.

So what is the secret? There isn’t one, but these are some of the key things we have got right that have helped us achieve our ‘outstanding’ rating:

- Employing staff on teachers’ pay and conditions
- Employing staff with more than one subject specialism
- Having one dedicated site
- Involving the stakeholders in everything you do
- Running vocational and academic qualifications in tandem
- Small classes (no more than 18 for core classes) – a personalised approach

As a Grimsby boy, being in charge of the only ‘outstanding’ school in the centre of the community it serves is very special.

I’m very proud of what we have achieved but most proud of our young people. Their attitude, their desire to do well and to prove that choosing this new, untested school was right for them is mind-blowing.



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CAMPUS ROUND-UP *with Samantha King*

Stories from around the world



Around the world in 28 tales: Some of the authors

A group of international students at Derby College have written a book about their memories of home for a local book festival.

The group of 28, who all study the college's Lexis intensive language programme, officially launched their book, entitled 'Stories from Home, Journeys of Hope', at the third annual Derby Book Festival.

Three of the students whose stories are featured in the book, read out extracts at the launch, including 18-year-old Silvania Teixeira (pictured left), who shared a tale of being attacked by a dog near to the Cape Verdean village where she grew up.

The Derby Book Festival has now officially published the students' book, which is on sale for £3, and has been illustrated by art and design students at Derby College.

Derby College's chief executive, Mandie Stravino, said: "We are extremely proud of our students who have worked incredibly hard to produce this book – sharing personal experiences in life which have had a profound impact on them.

"The Lexis students arrived in the UK at various intervals during the last few years. Many have little prior knowledge of English and a few had had no previous formal education."



Straight outta Blackpool: SIXX

New kids on the block

A rock band from Blackpool Sixth Form has won a national student music competition.

The group, called SIXX, is made up of six BTEC level three music students, and took the top spot in Pearson's BTEC Awards 'Showstoppers' Challenge' with their self-penned rock ballad.

Applicants were required to submit a video performance of an original song, with entries judged by Pearson's subject adviser for performing arts, Paul Webster, and the founder and director of talent agency Living the Dream, Zoe Jackson.

As their prize, the winning band – made up of students Liam McNaught, Will Plunkett, Chloe Moyle, Dan Chettoe, Leoni Jane Kennedy and Max Weilding – performed at Pearson's BTEC Awards ceremony, at the Royal Horticultural Halls in Westminster.

Band member Leoni Jane Kennedy, said: "We are so excited to travel to London and perform at the national BTEC awards.

"To be chosen to entertain teachers, students, performers and professionals from all over England is such a great honour. We just couldn't wait to take to the stage."



Line drawings: Students exhibit their winning work

Design goes Underground

Design students in east London are behind a new advertising campaign for Transport for London's new Elizabeth line.

Entries to create artwork showcasing the features of the new trains were submitted by Redbridge College and Barking & Dagenham College, which are both close to a stretch of the new route.

The five selected designs were made by students Hayden Shields, Egle Lenceviciute and Jesse Thraves from Redbridge College, and Jelizaveta Sergejeva and Inga Tenyte from Barking & Dagenham College, who study courses ranging from foundation photography to BTEC graphic design and illustration.

The posters will be displayed on the new trains, which will be 200 metres long and made up of nine carriages.

Miranda Leedham, TfL's head of marketing operations, said: "We wanted to recognise a new generation of Londoners and the part they play in the city's creative life.

"The young people who have created this artwork will be enjoying the benefits of the Elizabeth line for many years to come. They represent the city's future, and I hope they enjoy seeing their artwork when out and about on the network."

The Elizabeth line will run through central London and fully opens in December 2018.

Caring for cats on campus

A college offering animal care courses has teamed up with a national pet charity to open a cattery for homeless cats.

Construction of the new facility at Moreton Morrell College was paid for by pet charity Blue Cross and it will house the stray felines until a new home can be found for them.

The charity also provided training for staff at the college, after approaching them with the idea of opening a rehoming centre due to a gap in their coverage of the Warwick region.

Cats will stay in five double pens, with students on the college's animal care and management courses caring for them under the supervision of their tutors.

Katie Macalister, a regional rehoming

network manager at Blue Cross, said: "Our partnerships with colleges give homeless cats the best chance of finding a new home, while helping students gain first-hand experience of looking after animals. So it really is win-win for all of us – including the cats!"

Level three animal management student Jade Fox added: "It's great having cats at the college. Helping them gives us the opportunity to put into practice everything that we are learning on our course."



Jade Fox with cat, George



A good feline: The centre opens



Man U's class of '92 get back into training

A new programme launched by Trafford College and Salford City FC will allow the UK's top young footballers to pursue a professional career in the game while gaining qualifications along the way, reports Samantha King

Twenty-one aspiring footballers have been selected to take part in Academy 92, an initiative founded by Salford City FC, which is owned by Manchester United's famous 'class of '92' players Phil Neville, Gary Neville, Nicky Butt, Paul Scholes and Ryan Giggs.

The programme will combine coaching and practical football training with further education – with youngsters spending at least two days a week at Trafford College studying for a level three diploma in sports science, alongside an additional A-level depending on the GCSE grades they achieve.

The principal of Trafford College, Lesley Davies OBE explained: "For those young players that have the right entry qualifications and want to do more, we will make sure they can undertake an additional A-level, so that will give them a three A-level equivalent should they want to go on to university in the future. If there are players that need English and maths retakes, we will also provide that.

"We've got a view of what we believe their attainment will be from



Golden generation: Gary Neville (l) and Ryan Giggs with Lesley Davies

their schools this year, but we will tailor the programme to meet the needs of each individual."

The group of 16- to 18-year-olds will study at the college for two years, and can undertake training in areas such as hospitality, business, media and literacy, with specialist staff from Academy 92 delivering football training at a nearby facility.



Davies highlighted the importance of providing a career safety net in the scheme, adding: "Should the students, for any reason, be unable to follow their career aspiration to be a professional footballer, this will give them a safety net of an alternative career.

"It's great if you make it, but if you don't, it gives you the skills and sound education base to go onto something else."

The first cohort of youngsters, who have been selected from across the UK, signed their official contracts at a recent launch event at Trafford College, attended by former United players Gary Neville and Ryan Giggs. The scheme will begin after the summer.

Gary Neville, who spent his entire footballing career playing for United, said: "The football industry is a challenging one which can see players' careers end prematurely. We have teamed up with Trafford College because our beliefs and ethos are the same.

"Their approach is innovative, exciting



and they clearly want the best for their students, as do we.

"Our academy graduates will leave in two years and they may go onto university, have successful playing careers, work within the sports industry, coach or even go into the business sector. Whatever they decide the best option is, they will be prepared and ready to take on that challenge."

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



Steve Hearty is the new director of apprenticeships and standards at the Construction Industry Training Board.

The CITB is a partner in the Sector Skills Council for the construction industry across England, Scotland and Wales, working closely with industry to ensure high standards and fully qualified workers.

In the new role – which has been created in anticipation of an expansion in apprenticeship and services work – Mr Hearty will regularly meet with the Department for Education to ensure that both the government and employers have the information they need to create a T-level for construction.

His role will also see him developing construction qualifications and career pathways in Scotland and Wales.

Mr Hearty said: "I'm delighted to start my new role, and I am looking forward to working with the industry and government across the three nations to ensure the delivery of high-quality construction apprenticeships.

"I'll be focusing on building a strong relationship with the Institute for Apprenticeships and will work collaboratively in developing the new employer-designed standards."

Mr Hearty began in the role on July 1. Angela Foulkes has been appointed principal of the Sheffield College.

Currently the vice-principal for curriculum and support at the Manchester College, she

Movers & Shakers



STEVE HEARTY

will take up her new post on September 4. Ms Foulkes has 25 years' experience in the further education sector, holding senior leadership roles in a range of London colleges and as vice principal at Barnsley College.

Prior to this, she taught English for several years before leading a team focussed on adult education in London.



ANGELA FOULKES

Ms Foulkes says her priority in the new role is to "strengthen the curriculum offer". "I am thrilled to take up this exciting role in a city that I greatly admire and am proud to be part of, and where I already have very strong ties," she said.

She will take over the role from current principal Heather Smith, who is retiring after



IAN HIRST

33 years working at the college.

Paul Corcoran, chief executive of the Sheffield College, said: "Angela brings a wealth of experience, knowledge and expertise as we progress with investment in teaching and learning, and strongly position the college to respond to national changes in vocational education, training and skills."

The UK's only specialist further education construction college, Leeds College of Building, has appointed Ian Hirst as faculty director of construction crafts.

Mr Hirst previously led the craft, construction and engineering department at Oldham College, before joining Greater Manchester University Technical College as assistant principal for teaching and learning.

In his new role, he will oversee courses including bricklaying, painting and decorating, roof slating and wood occupations, as well as heading up the college's 14-to-16 skills academy, which offers local schools construction-related programmes and qualifications.

He said: "I've thoroughly enjoyed the last 12 years working in construction education and felt the time was right to move to the next level. Leeds College of Building is where I aspired to work, because it's the recognised leader when it comes to best practice in construction training and education.

"We're already building on our relationships with local schools across the region by launching a new week-long work experience programme for pupils."

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

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next edition

Last Week's solutions

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

Difficulty:
EASY

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

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: **Michael Riches**