

FE Week

IT'S THE YOUNG WHAT SWUNG IT



**Labour's
free education
pledge boosts vote**



**But...Conservative
government survives
despite loss of majority**

GENERAL ELECTION SPECIAL EDITION: REACTION ON PAGES 3, 4, 6, 7, 8, 9, 10 AND 11

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JUNE 22-23, 2017

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Edition 211



Driving the quality of apprenticeships in England



Status of current apprenticeship standards



Why are there still so many apprenticeship standards awaiting approval for delivery?



University consults on stealth takeover of struggling Lambeth College



£35k-a-year private school seeks £3.50-an-hour apprentice



Contributors



MARK DAWE
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JOE DROMEY
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ELECTION RESULT SPECIAL

Conservatives expected to plough on with skills agenda

FREDDIE WHITTAKER
@FCDWHITTAKER

The Conservatives look set to continue with their skills agenda after Theresa May managed to secure a deal to form a new government following a disastrous election for her party.

As FE Week went to press at noon on Friday, the Conservatives had 318 seats while Labour had 261, meaning that neither party had an overall majority in the House of Commons.

The prime minister is expected to be given permission by the Queen to form a minority government with support from the Northern Irish Democratic Unionist Party, which won 10 seats yesterday, but there are still doubts over her future resulting from the disappointment and anger over the election results in her own party.

The deal means it is highly likely that the expansion of the apprenticeships programme and the introduction of new T-levels will remain key planks of the party's skills plan, not least because their implementation started before the election was called.

Shane Chowen, an FE Week columnist, said that he expected the Conservatives to continue with their proposals.

"There was very little that was actually

new in the manifesto," he said. "None of it is so controversial that the Tories will be worried about the political capital they might have lost."

However, Mr Chowen did speculate that FE could slip down the new government's agenda as the focus increasingly turns to Britain's impending exit from the European Union.

"I don't think that is a good thing," he said, adding that FE and skills are "fundamental" to the success of a post-Brexit Britain.

Despite its boost in the polls, Labour would only be given the opportunity to form a government – which would need the support of numerous other smaller parties – if May failed to make her deal with the DUP work, an outcome which now looks unlikely.

Many pundits are putting the unexpectedly large Labour vote share – bigger than that achieved by Tony Blair in 2005, Gordon Brown in 2010 and Ed Miliband in 2015 – down to high turnout among younger voters.

Education and skills were also central to Jeremy Corbyn's manifesto: the Labour leader pledged a new "national education service", including proposals to scrap FE fees for adult learners. A promise to scrap university tuition fees is likely to have played a part in attracting younger voters.

Sally Hunt, the general secretary of the

University and College Union, said it looked like young people in particular "have been inspired to vote in greater numbers in this election with a number of seats in towns and cities with universities and colleges changing hands".

"This is really encouraging and a vindication of all those, including UCU, who worked so hard to encourage young people to register to vote, and to vote for the first time," she said.

Writing exclusively for FE Week, David Hughes, the chief executive of the Association of Colleges, said he was "proud" of the work that colleges across the country have done to "encourage voter registration as well as running hustings and debates to engage students in politics".

"It is one good example of the role colleges play in helping to build a more inclusive society. Who knows, we may even see voting from age 16 in the future?" he said.

The apparent high youth turnout has also been welcomed by the National Union of Students.

"Last night's reported turn out of young people in this election is a testament to the work of students' unions and a clear sign students and young people care about politics and care about the future of our society," Shakira Martin, the union's president-elect, told FE Week.



Theresa May leaving Number 10 on election day

May's 'strong and stable' leadership was a cheap slogan – and her failures should be a warning to leaders everywhere, says Shane Mann

Theresa May deserves this result. I hope it will be a learning opportunity for the many and not the few: the prime minister has failed as a leader. The mantra of "strong and stable" leadership is nothing more than a cheap slogan. Her premiership will be defined by arrogance and naivety, and as an affront against democracy.

Since the referendum last June I have refrained from throwing my computer at the wall on countless occasions, infuriated by the behaviours of Number 10, such as blocking my journalists from accessing ministers to ask questions to which the sector deserves answers. When Team May entered Downing Street, Schools Week and FE Week teams noticed a distinct quietening of communication with the press. Countless media bids to interview ministers and senior civil servants were rejected due to "diary commitments".

I knew first hand that ministers wished to speak and have an open dialogue, but the powers that be had other ideas.

When the general election was called, it was made clear to my team that all political enquiries were to be directed via Conservative Party HQ. FE Week readers will know from last week's edition that we attempted on multiple occasions to interview the skills minister Robert Halfon; requests that were continually rejected. In our general election supplement published in May, we



SHANE
MANN

Managing director, Lsect

May suffered from arrogance

depicted a gagged Justine Greening in the space reserved for a Conservative comment piece, when both Labour and the Lib Dems managed to supply a comment regarding their education manifesto pledges.

“The naughtiest thing May has ever done is lie to the country

None of these problems existed before; sure we had to pester, but we always got a reply. We as the media had fair opportunity to scrutinise and ask questions. This evasion of scrutiny was perpetuated with lack of

detail in the manifesto, refusals to speak to journalists, pathetic answers on the campaign trail and sending your number two to the leaders' television debate.

When the election was called, at first I could appreciate the prime minister's aim. It was right for her to call an election. The country needed to be heard; we had a new, unelected prime minister and were still are on the brink of an enormously challenging departure from the EU. But what made me uncomfortable was Team May's belief they could seize an enormous majority, of the like that no party should have.

Ultimately, what this election has shown is how out of touch the prime minister and her team had become from the country.

There is a lesson here for all leaders and aspiring leaders in our sector. I've met with May-eque, Corbyn-esque, and even Farron-esque leaders in our sector. Thankfully on the way I've also met with lots of inspiring,

decent, in-touch leaders – who make you wonder why they aren't running the country.

This election has cemented my firm belief that to lead you must bring all of your team with you, and be open and transparent, and welcome their questions. Where leaders in our colleges and providers have created gilded offices and long narratives of their own achievements before their institutions', they have typically fallen on their swords, either through a poor Ofsted, financial chaos or some personal scandal. Take note: simply saying you want something is just the beginning. Leaders must inspire and embrace all of their staff – even the annoying ones, just as decent constituency MPs do weekly.

Now I am not saying that Corbyn has shown the competence to lead the country. He is still far from perfect, and I am sceptical of the team around him. I had little faith in Corbyn when the election was called and I felt sad for MPs such as Wes Streeting, who was doing incredible work in his constituency, Ilford North, but with polls stacked against him it didn't look good.

But what Corbyn has shown in abundance is compassion and determination and maintained a fair amount of openness with the press.

The football season is over, but fear not, one of the greatest theatrical sporting occasions is upon us this weekend as we watch the prime minister duel with her own comrades to keep the keys to Number 10. One thing is certain: the naughtiest thing May has ever done is lie to the country about her ability to provide strong and stable leadership.

ELECTION RESULT SPECIAL

Education ministers retain their seats

PAUL OFFORD
@PAULOFFORD

All the key education figures from Labour and the Conservatives have been re-elected, while long-time FE champion Vince Cable has made a welcome political comeback.

Robert Halfon, apprenticeships and skills minister ahead of the general election, and his shadow Gordon Marsden were returned as MPs for Harlow and Blackpool South with increased shares of the vote.

Justine Greening, education secretary, narrowly held her Putney seat, with schools minister Nick Gibb also returning to parliament, along with Labour counterparts Angela Rayner and Mike Kane.

There was also good news for former business secretary Sir Vince, who told Liberal Democrats' conference delegates in 2014 that he was responsible for blocking moves in 2010 to enforce drastic funding cuts for "post-school" training.

He was returned as MP for Twickenham with a 9,762 majority.

Sir Vince - who's claim about saving the sector from mass cuts was stood up by senior sources - has retained links to the sector, and since November been leading a research project for the National Union of Students into how FE reforms should be tailored for learners.

After his re-election, the 74-year-old praised the influential youth vote, saying: "We've all underestimated the force of the younger generation. They really turned out in massive numbers."



Justine Greening

Education secretary
Constituency: Putney
Majority: 1,554 (3.3%)
Result: 20,679 (-9.7%)



Nick Gibb

Schools minister
Constituency: Bognor Regis and Littlehampton
Majority: 17,494 (34.1%)
Result: 30,276 (+7.6%)



Robert Halfon

Skills minister
Constituency: Harlow
Majority: 7,031 (15.7%)
Result: 24,230 (+5.2%)



Angela Rayner

Shadow education secretary
Constituency: Ashton-under-Lyne
Majority: 11,295 (28.4%)
Result: 24,005 (+10.6%)



Mike Kane

Shadow schools minister
Constituency: Wythenshawe and Sale East
Majority: 14,944 (32.6%)
Result: 28,525 (+12.1%)



Gordon Marsden

Shadow skills minister
Constituency: Blackpool South
Majority: 2,523 (7.2%)
Result: 17,581 (+8.5%)

CONSERVATIVE MANIFESTO FE PLEDGES

The nation may face an uncertain short-term political future, following a better than expected Labour election performance that denied Theresa May an overall majority.

But the Conservatives are still the largest party and best-placed to form a government, which is why FE Week thought it was important to recap below on their key manifesto commitments for FE below.

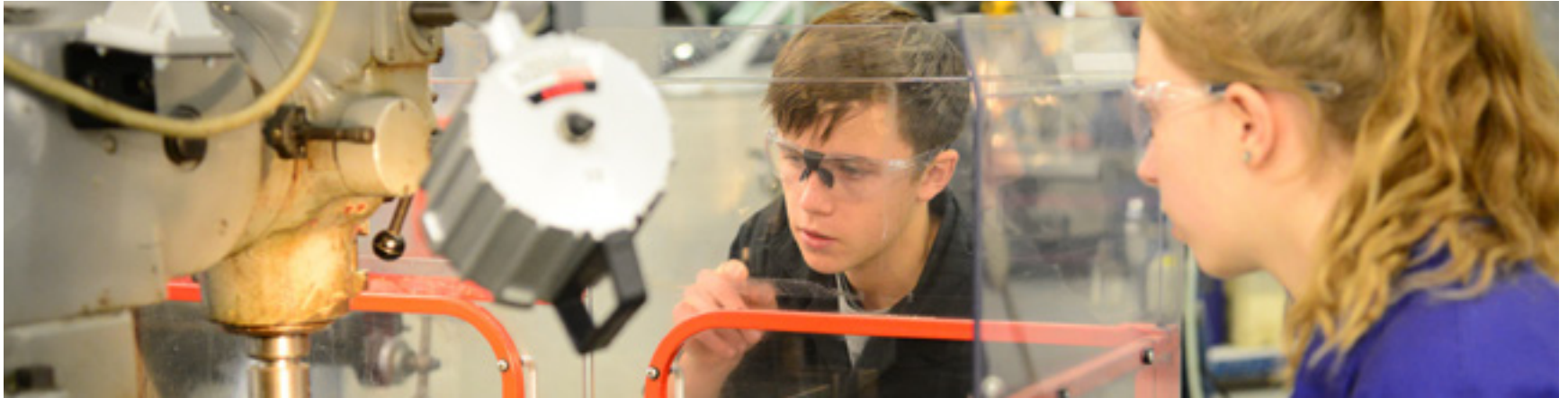
We have also focused in more detail - over pages seven, eight and nine - on what we consider to be the most pressing issues.

Those are respectively technical education plans, which largely enjoy consensus support, the planned doubling of the immigrations skills charge, and calls for more information on the surprise Conservative pledge to allow levy funds to be spent on payroll.

- National Productivity Investment Fund, including £250 million in funding for skills by 2020
- Double the immigration skills charge for business employing skilled workers from outside the EU
- Establish new institutes of technology, backed by leading employers and linked to leading universities, in every major city in England
- Launch a major review of funding across tertiary education as a whole
- Deal with local skills shortages and ensure that colleges deliver the skills required by local businesses through skills advisory panels and

- local enterprise partnerships
- Deliver commitment to create three million apprenticeships for young people by 2020
- Allow large firms to pass levy funds to small firms in their supply chain
- Introduce a UCAS-style portal for technical education
- Introduce significantly discounted bus and train travel for apprentices
- Introduce a new right to request leave for training for all employees
- Introduce a national retraining scheme, with the costs of training met by the government
- Introduce a right to lifelong learning in digital skills

- Replace 13,000 existing technical qualifications with new qualifications, known as T-levels
- Increase the number of teaching hours by 50 per cent, to an average of 900 hours per year
- Invest in FE colleges to make sure they have world-class equipment and facilities
- Create a new national programme to attract experienced industry professionals to work in FE colleges
- Make a modern technical education available to everyone, throughout their lives, to provide the skills they need



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ELECTION RESULT SPECIAL



DAVID HUGHES

Chief executive, Association of Colleges

Young people engaging in politics is only a good thing

This election has shown that voters are hopeful about the future – colleges can work with that, says David Hughes

After Leicester City, Brexit and Trump I had thought that the surprises were over – that was until the exit poll last night. Once again, politics seems to have changed in front of our eyes.

The only certainty now is that it is wise not to make predictions. The only other thing I am certain about is that I am glad I decided to write this after the results came in, otherwise there might have been some frantic rewriting required.

Throughout this short election campaign, our message at AoC has been simple: For the UK to succeed in a post-Brexit world, this country must be more self-sufficient in skills. As a country we need to develop a culture of lifelong learning and make this the norm in all communities, for all people.

Young people and adults deserve more opportunities and better funding to support their transition to work, retraining, progression to higher level jobs and skills. We have also made clear that colleges are more than ready to make this a reality, but to deliver, colleges need to have the right investment.

The results of last night, I believe, give me optimism that this message resonates with the British public.

The gains made by the Labour Party appear to be built on a rejection of the austerity politics that have seen public services, including post-16 and adult skills, starved of investment.

The funding rate for 16- to 18-year-olds is still 20 per cent below the rates for 11- to 16-year-olds and we have lost over a million adults from learning every year.

The way our political system works, we know that the next government will have to recognise all this. If it is Conservative-led, it will be facing a more confident opposition buoyed by the support for its manifesto commitments. A second election in the autumn, if we have one, would see the main political parties all keen to work out what a more confident electorate wants. Expect a more explicit debate about the right balance between lower taxes and better public services. Yesterday that looked to be impossible, now it looks probable.

Overnight, our politics has shifted while most sensible people were asleep.

Early indications also suggest there has been a very strong turnout from young people.

This is good news – engaged young people participating in our democracy, hopeful about the future, should please everyone.

I am proud of the work that colleges across the country have done to encourage voter registration as well as running hustings and debates to engage students in politics.

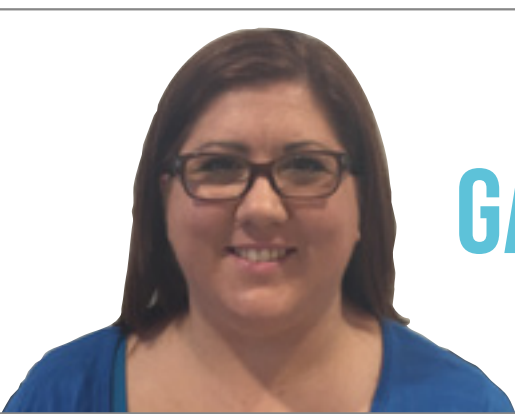
It is one good example of the role colleges play in helping to build a more inclusive society. Who knows, we may even see voting from age 16 in the future?

Our politics has shifted whilst most sensible people were asleep

For all of us in the post-16 world though, we need to keep all of this in perspective. The government faces tough economic times; Brexit negotiations will be complex, diverting and potentially damaging; public spending will still be very tight if tax returns to the Treasury fall; and there are a whole raft of policy changes halfway through implementation which need urgent attention.

The uncertainty and instability of this result, as I write, might cause problems for all of us as decisions get delayed or deferred. The careful and private work we do with civil servants never really stops, so we will be focusing a lot of our efforts on supporting them to keep decisions on track, to prioritise where ministerial time is spent and to support colleges to continue to deliver to young people and adults.

But I don't want to be gloomy – this election has shown that many voters want hope, positive ideas and proposals. We can work with that. Colleges are all about making hope a reality for students and communities.



GEMMA GATHERCOLE

Head of Funding and Assessment, Lsect

Did Brexit impact the election results?

The effect Brexit had on the results varies wildly from place to place and can't be distilled into a simple conclusion, says Gemma Gathercole

In the early hours after an election and before the results come in, you hear various commentators coming up with their own ideas about what has happened with the vote. In the aftermath of an election result which has delivered a hung parliament, those debates will certainly continue.

One of the stories of election night will be the massive fall in the UKIP vote share, down 10.8 per cent in the popular vote.

The implications of Brexit and how that affected the election result should not be underestimated, but as with the referendum result itself, it's difficult to come to a single definitive conclusion.

In polls conducted by YouGov since the referendum there's been a largely consistent picture of those who think Britain was right or wrong to vote for Brexit. When Article 50 was triggered, 44 per cent thought Britain had been right to vote for Brexit, and 43 per cent thought it was wrong. YouGov pinned these narrowing figures on those who didn't vote in the referendum being more likely to favour remain. However, in poll figures released on June 7, both were tied at 45 per cent.

So can we assume that voters' views on Brexit played an important part in their decisions at the general election?

Let's examine the results in a few seats. Although the referendum results weren't taken at constituency level, we can work from the closest overlapping areas.

Despite being knocked from its traditional first-seat-to-declare position, the result for Houghton & Sunderland South gives us an insight. Although the seat remained Labour, the vote saw a significant increase (11.3 per cent) in favour of the Conservatives. While not mapped to constituency boundaries, the Sunderland referendum vote was 61.3 per cent in favour of leaving the EU. This suggests that at some level, Brexit may have impacted the overall vote in Sunderland, despite the seat not changing hands.

In Sheffield Hallam, Nick Clegg lost a seat that has been held by the Liberal Democrats since 1997 to Jared O'Mara from the Labour party. The Lib Dems presented the most pro-EU option in this election. While Sheffield as a city voted narrowly (51 per

cent) in favour of leaving the EU, the Labour vote gain in this seat was +2.6 per cent. While still comfortably in third place, the Conservative vote increased by 10.2 per cent. Could this indicate a lack of appetite among Clegg's constituents to continue fighting the referendum result?

In Cambridge, a seat won by the Liberal Democrats in 2005 and 2010, and a city that voted overwhelmingly in favour of remain, the Liberal Democrat vote share actually decreased. The Conservatives made little headway, with an increased Labour majority

Brexit will still be front and centre

being the headline.

There are 650 seats in parliament and we don't have the space to go through all the results, but here are just a couple more to paint a larger picture.

The Lib Dems retook Bath and North East Somerset from the Conservatives, after Bath recorded almost 60 per cent in favour of remain.

Bristol voted in favour of remain by over 60 per cent. Yet Bristol North West was a Labour gain with an over 16 per cent increase on their vote and a fall in the Conservative share.

So the referendum and party responses had no impact?

It would be difficult to argue that. After all, one of the stories of election night will be the fall of UKIP's vote share. However, there hasn't been a universal swing back to another party.

And there's another referendum that seems to have had a significant impact on the results: the proposed second independence referendum in Scotland. The resurgence of the Conservatives in Scotland and the return of Labour seats, a net loss for the SNP of 21 seats, suggest a rejection of another referendum. Sometimes more voters are like Brenda from Bristol!

With voting patterns varying hugely from place to place, it may be that the only conclusion is that there's no easy conclusion. There will be many factors that we'll debate over the next weeks and no doubt Brexit will still be front and centre.

Widespread support for T-level vocational reforms

JUDE BURKE
@JUDEBURKE77

A commitment to reforming vocational qualifications first made 11 months ago is still well placed to form a central plank of the new government’s drive to create a “world-class technical education”.

The Conservatives’ election manifesto pledged to replace “13,000 existing technical qualifications with new qualifications, known as T-levels, across 15 routes in subjects” and to “increase the number of teaching hours by 50 per cent to an average of 900 hours per year”.

They also vowed to “make sure that each student does a three-month work placement as part of their course”.

The commitment to transforming technical education – through plans first announced in July 2016 and backed by extra funding in this year’s spring budget – enjoys widespread backing, so looks set fair for implementation.

Professor Alison Wolf, a government skills adviser, said she was “delighted to see a strong focus on technical education, and continued support for T-levels”.

And, writing for FE Week, Catherine Sezen, the Association of Colleges’ senior policy manager for 14-to-19, said that “investing in and raising the profile of skills” was “welcome.”

“Ensuring that key stakeholders, particularly students, parents/carers and employers are aware of the best route to a specific occupation can only be a good thing,” she said.

But while the increased focus on technical education had almost universal support –

the Labour party manifesto said “we share the board aims of the Sainsbury review” – some have raised concerns that the focus on T-levels will lead to other areas of 16-to-19 education missing out.

James Kewin, the deputy chief executive of the Sixth Form Colleges Association, urged the government to increase funding for all learners in this age group.

“The government was right to identify that students studying technical courses require additional support to succeed, but the same is true of young people studying A-levels and applied general qualifications – particularly disadvantaged students,” he said.

And David Hughes, AoC’s chief executive, said the new government’s commitment was a “great first step” but warned that education for other 16- to 19-year-olds was “severely underfunded”.

These 15 high-quality routes were first officially unveiled in the government’s post-16 skills plan in July 2016 – though FE Week first exclusively reported on them in May 2016.

The plan took forward the recommendations from the independent panel on technical education, chaired by Lord Sainsbury.

These proposals, which were “unequivocally” accepted by the government, are to cover the 15 sector areas where “there is a substantial requirement for technical knowledge and practical skills” to progress into employment.

These include catering and hospitality, creative and design, engineering and manufacturing, and social care.

The intention is that 16-year-olds will be “presented with two choices: the academic or the technical option” in the form of

these 15 routes covering “college-based and employment based (apprenticeship) education”.

Each of the routes will have a ‘common core’ which will include English, maths and digital skills as well as a “specialisation towards a skilled occupation or set of occupations.”

Learners will also undertake a “high-quality, structured work placement” in addition to “work-taster or short-duration work experience opportunities”.

The expectation is that 11 of the routes will be available through two-year college courses, with the remaining four likely to be available via apprenticeships only.

The first of the routes is expected to be ready to deliver from 2019, with all the

pathways in place by September 2022.

At the time the skills plan was first published, the government said the new routes would be developed “where that is possible within current budget restraints”.

But in his spring budget in March chancellor Philip Hammond announced an additional investment of £500 million by September 2022.

And it was then that the government first committed to increasing the number of teaching hours in these new technical routes by 50 per cent.

These measures were widely hailed across the sector, with Carolyn Fairbairn, the CBI’s director general, describing Mr Hammond’s announcements as a “breakthrough budget for skills”.

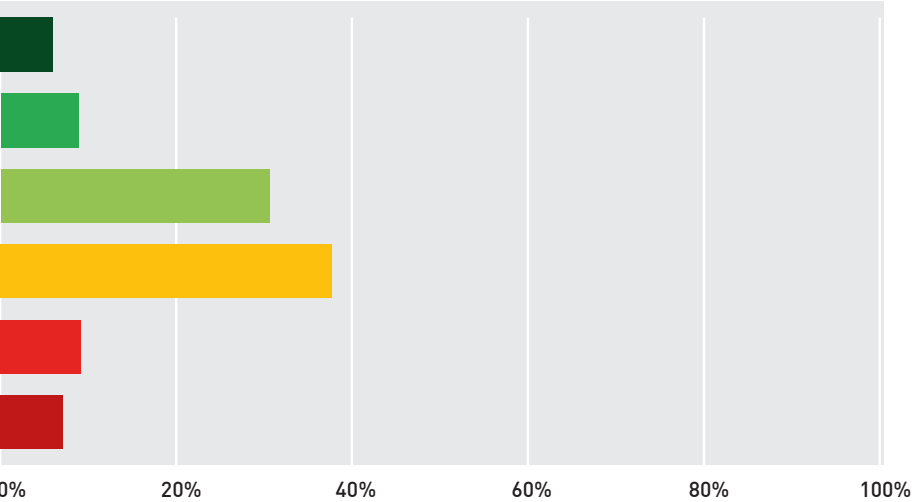


SURVEY RESULTS

On the 22 May FE Week surveyed readers and 698 responded. Here’s what they thought of the Conservative manifesto pledge.

Key to survey responses			
<div></div>	Agree very strongly	<div></div>	Disagree
<div></div>	Agree strongly	<div></div>	Disagree strongly
<div></div>	Agree	<div></div>	Disagree very strongly

Replace vocational qualifications with T-levels that have 50% more teaching time



DIVIDED OPINION



Catherine Sezen

FOR

Ensuring that students, parents/carers and employers are aware of the best route to a specific occupation can only be a good thing – though comprehensive, impartial careers guidance will be essential.”



James Kewin

AGAINST

While there is unquestionably a need to strengthen technical education in England, this should not be instead of – or potentially at the expense of – what the government’s Skills Plan defines as ‘the academic option’.”

What now for plans to double immigration skills charge?

BILLY CAMDEN
@BILLYCAMDEN

The Tories will want to press ahead with plans to double the immigration skills charge for businesses employing skilled workers from outside the European Union, should they form the next government. The party had pledged to push it up from £1,000 to £2,000 per employee, and seems set to keep its word.

The charge was only introduced two months ago, after being recommended last year by the Migration Advisory Committee, a quango sponsored by the Home Office.

The idea was to help reduce the reliance on skilled migrant labour by encouraging businesses to upskill UK workers.

But questions have been raised about how the extra money generated will be spent.

Alex Balch, a senior lecturer in international politics and European integration at the University of Liverpool, said: “The Conservatives promised that it will be invested in ‘higher level skills training for workers in the UK’. Beyond this, there has been little detail about how it would be ring-fenced or precisely where it would be spent.”

According to the MAC’s analysis, the original £1,000 charge would raise over £200 million every year, so £2,000 would bring in significantly more.

But Mr Balch warned even if all the funds raised were allocated to training, “this would not be enough to solve the country’s skills problem”.

“This really is a case of the Emperor’s

new clothes for FE,” he added.

“The sector has lost out comparatively to schools and higher education for decades, and the idea this could be redressed by a charge on immigration of high-skilled workers is frankly absurd.”

Mick Fletcher, founder of the Policy Consortium, backed the manifesto pledge “if” it results in new money for FE, “but that is a big if”.

FE Week reader Pete Laguardia added: “This is totally ridiculous to support this xenophobic Conservative proposition.

“I’m a Canadian working in UK and I’m not a worse human being than you. I teach your kids and pay taxes like everyone. Don’t you have better things to do than divide families and disrupt workplaces?

“Brexit has already done so much damage, why do want to make it even worse?”

FE Week asked the Conservatives before the election for details on how proceeds of the charge increase would be spent to upskill UK workers. A spokesperson said only that the party would set its plans out “in due course”.

She added: “We are clear this funding should go towards training in the existing workforce to improve skills in the economy and reduce the reliance on skilled migrant labour.”

Mark Dawe, the chief executive of the Association of Employment and Learning Providers, called for the money raised to go towards underfunded small and medium-sized employers’ apprenticeships.

Steven Woolfe, an independent member of the European Parliament for North West England, came out firmly in support of



the pledge, saying: “In many respects, our immigration policy has been filling in the gaps for many flaws within our education system.

“The reality is, our education system is failing to create a workforce for the UK in the 21st century. This needs to change and reinvesting the funds from this charge into more skills training is a good start.”

Mr Woolfe added that it was “important to note” that the charge “does not stop the

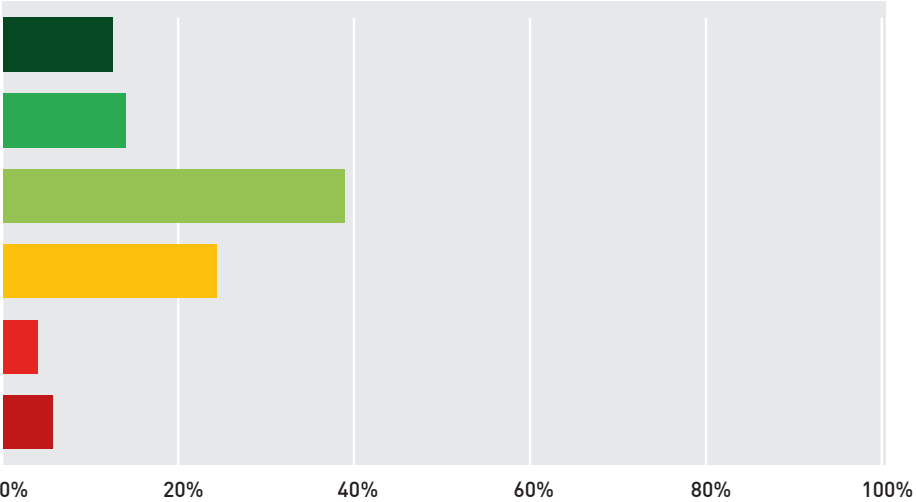
right of UK companies to hire migrants from abroad, but provides an incentive to recruit directly from talent pools in the UK”.

“This charge will not stop doctors or nurses coming to the UK, nor workers from some other skill sectors where we have a short-term shortage, but it will ensure that a company has to explore every avenue before deciding to employ someone from abroad.”

SURVEY RESULTS

On the 22 May FE Week surveyed readers and 698 responded. Here’s what they thought of the Conservative manifesto pledge.

Double the Immigration Skills Charge to £2,000 to reinvest in FE and skills



DIVIDED OPINION



Steven Woolfe

FOR

Those that want a complete open border are just as wrong as those that want to pull up the drawbridge. I want to see an immigration system that strikes the right balance and incentivises businesses to employ home-reared talent.”



Alex Balch

AGAINST

Immigration is not the reason the UK has a skills problem, just as it has not made welfare or our public health system unsustainable. It does exactly the opposite. The evidence is that immigration makes a massive contribution to the UK’s fiscal wellbeing.”

Sector demands clarity on pledge to use levy funds on payroll

PAUL OFFORD @PAULOFFORD
JUDE BURKE @JUDEBURKE77

The Conservative pledge to allow companies to spend their levy funds on payroll surprised and puzzled in equal measures during the election campaign – and the sector will now want more information if it is to become policy.

The party’s manifesto pledged to “help workers to stay in secure jobs as the economy changes” by introducing a national retraining scheme.

It explained: “Under the scheme, the costs of training will be met by the government, with companies able to gain access to the apprenticeship levy to support wage costs during the training period.”

It appears then that use of the levy to support wage costs will be restricted to this fully funded national retraining programme, and will focus on people that lose their jobs to help with retraining.

However, Conservative headquarters would not confirm this, or provide any more information on the scheme – despite FE Week lodging questions with five separate press officers this week.

One reader voiced a concern shared by many providers, when he said: “The key issue is apprenticeships should be about growing new talent into the business, and not a way to increase numbers by converting existing employees into apprentices to draw down money.”

Professor Alison Wolf, the government adviser who first proposed the levy, admitted to being stunned by the pledge. “Like everyone else, I’m totally

puzzled by the apparent commitment to let businesses spend their levy on the wages of people ‘retraining’ – not even of apprentices, just ‘re-trainers’,” she said. “It could swallow the whole levy up, at speed.”

The pledge prompted wider concerns about extra strain that would be placed on levy funding, which is also expected to pay for apprenticeship training in smaller and medium sized employers not subject to the charge.

Only businesses with a payroll over £3 million have to pay into the levy.

“The levy is going to transform skills and productivity among large employers, but growth in the economy is heavily

dependent on SMEs,” AELP boss Mark Dawe told FE Week.

“The proposed wage subsidy will place further strain on the levy, unless the government guarantees a £1 billion annual budget to train the apprentices of non-levy paying employers.”

It comes after lead providers learned in April that their allocations for apprenticeships with smaller employers, for May to December this year, amounted to a fraction of costs of their previous delivery. FE Week subsequently reported on providers being driven out of business as a result of this “horror show”.

AoC chief executive David Hughes agreed

that more information was needed about the pledge.

He said: “We called in our manifesto for more flexibility with use of levy money, because apprenticeships aren’t the solution to all skills issues in the workplace, all the time.

“At some point in the next couple of years, the levy will need to become more flexible in terms of how employers can use it – that’s what’s needed to meet, for example, pre-training, retraining and supply chain training needs.

“I’m therefore pleased that this indicated the government is looking to be less rigid, but we need to see a lot more detail. We must always have the main emphasis for the levy on training not wages.”

Martin Doel, a former AoC boss who now works for the Further Education Trust for Leadership, urged caution.

He told FE Week that any changes to levy policy should be made in a “considered, evidence-based and focused way, before we understand the consequences of policy changes already underway”.

Neil Carberry, the CBI’s director for people and skills, insisted that allowing firms more flexibility over how they spend their levy funds was “a change to be welcomed, and will help build a higher performing system”.

Sally Hunt, University and College Union general secretary, also described the national retraining scheme as a “promising proposal”, but described the levy wages pledge as “concerning”.

“The government must not let employers off the hook in paying for the skilled workforce upon which they rely,” she said.

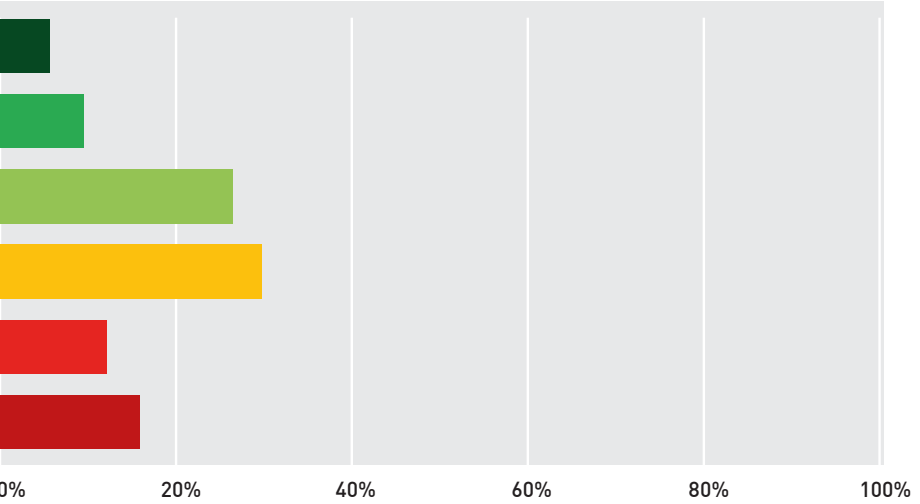


SURVEY RESULTS

On the 22 May FE Week surveyed readers and 698 responded. Here’s what they thought of the Conservative manifesto pledge.

Key to survey responses			
<div></div>	Agree very strongly	<div></div>	Disagree
<div></div>	Agree strongly	<div></div>	Disagree strongly
<div></div>	Agree	<div></div>	Disagree very strongly

Allow employers to use their levy to pay apprentices’ wages



DIVIDED OPINION



Neil Carberry

FOR

The definition of training cost needs to change. While we might not have chosen learner salary cost as our first priority, the proposal at least shows parties are thinking about repairing the mistakes of 2015.”



Martin Doel

AGAINST

To be a game changer, levy policy needs to be stable and subject to only incremental, well-considered change, rather than spasmodic development based on self-interested lobbying.”

Continue with the target of 3m apprenticeship starts by 2020



FOR

MARK DAWE

CEO, Association of Employment and Learning Providers

Starts, not completions, are the correct target

Fears over quality are misplaced: three million is a modest target, but the right one, claims Mark Dawe

The Conservatives were right to retain their 2015 pledge of three million apprenticeship starts by 2020. Even without the subsequent levy-related reforms, the original target was always going to be a fairly modest goal, especially if we recall that there were over 2.5 million starts during the coalition government of 2010-15.

Nor does the three million figure present the scale of challenge, or tension over quality, that some observers want us to believe. Three quarters of apprenticeships are delivered by independent training providers, and the latest Ofsted annual report found that 82 per cent of ITPs were good or outstanding. The government's own 'Get in, Go far' campaign also rightly stressed the positive outcomes that apprenticeships generate for both employers and young people.

The worries about using starts as a target have been overstated. We are not suggesting that they represent the ideal measure of success, but a switch to a programme completions target would be a mistake.

Since the May administration entered office, ministers have referred to apprenticeships as a "ladder of opportunity" and a driver for social mobility, and AELP has always stressed the programme's importance in terms of social inclusion. If we moved to a completions target, then employers and providers would shift their recruitment of apprentices to only those most likely to complete, when presently there are thousands of young people who start an apprenticeship from a position of disadvantage who then make amazing progress and go on to build a successful career for themselves.

In the same vein, ministers deserve credit for recognising that level two apprenticeships provide a vital starting point for many young people and the social mobility agenda demands that there should be no departure from this policy. If the new ministers get a grip on the current reform issues after the election, employers and young people can look forward to benefiting from quality apprenticeships up to level seven.

The Conservative manifesto started by setting out 'five giant challenges' that Britain has to meet and we believe that skills and apprenticeships have a fundamental role to

play in overcoming all of them as follows:

- The need for a strong economy: Improved productivity through increased skills
- Brexit and a changing world: Support many industries in replacing their workforce by making lower-level skills training available
- Enduring social divisions: Availability of training opportunities no matter where you live, whatever your starting point
- An ageing society: Making retraining and apprenticeship opportunities available to anyone whatever the size of employer
- Fast-changing technology: Proper investment in digital skills development at all levels, embedded in all programmes.

“**AELP is pressing for guaranteed support in the non-levy-paying business community**

The emphasis on making opportunities available wherever you live is why AELP is pressing for properly sustained and guaranteed support in the non-levy-paying business community – which is not just a reference to apprenticeships. But above all, the three million apprenticeships target should not be achieved with apprentices only employed by levy-payers. We need guaranteed apprenticeship funding for non-levy-paying SMEs of at least the current level of £1 billion per year and the non-levy-payers on the apprenticeship system as soon as possible in order to generate a genuine employer-led system. An immediate review of the impact of employer contributions on the SME apprenticeship starts is also required.

On quality, the Institute for Apprenticeships should work with key stakeholders to ensure that all existing and new apprenticeship standards are fit for purpose, their assessments are valid, reliable and available, and there is adequate funding to deliver a quality programme. Until these criteria are met, apprentices shouldn't be started on new standards.



AGAINST

JOE DROMEY

Senior research fellow at IPPR

This is a bad policy which focuses on quantity alone

The three million target mostly fosters growth at level two, and gives little progression, argues Joe Dromey

The Conservative manifesto again included a commitment to deliver three million apprenticeships by 2020. It's easy to see why. It is clear and comprehensible pledge which works well for a party seeking to rebrand itself and pitch for the votes of ordinary people. But it is a bad policy which risks driving a focus on quantity alone, potentially at the expense of quality.

Even before the recent reforms to the apprenticeship system, there were concerns about the focus on quantity over quality. The growth in apprenticeships in recent years has been driven by a surge in the number delivered at lower levels. Most apprenticeships are at level two, and 94 per cent are below level four. While the numbers of higher and degree-level apprenticeships is growing, they are a fraction of the total.

The labour market returns for vocational qualifications at level two are relatively poor. We may be less concerned about poor wage returns for low-level apprenticeships if they lead to higher-level qualifications, but for too many the level two apprenticeship is the end.

In seeking to make the system more employer-led, the government has introduced the levy, which will raise £3 billion from large employers by 2020/21, delivering a huge boost to employer investment in apprenticeships. At the same time, the government has put employers in charge of designing apprenticeship standards and removed the requirement for apprenticeships to contain a recognised qualification.

The levy is a welcome recognition of the need to intervene to boost employer investment in training. UK employers invest far less in training than our EU neighbours, and investment has declined. However, there is a risk that under the new system employers will seek to recoup their levy funds by rebadging existing training as low-level apprenticeships, which offer limited benefit to the individual, and limited progression.

Labour committed to keeping the apprenticeship levy, but not the target. It would double the number of apprenticeships delivered at level three. In 2015/16, there were 191,000 apprenticeship starts at this level, 37 per cent of the total. They have also pledged to guarantee trade union representation on the Institute of Apprenticeships.

Whoever forms the next government

needs to focus not just on the quantity of apprenticeships, but on the quality of training and how employers are using skills in the workplace to boost productivity.

“**While employers should be given a role in shaping the system, employees deserve a say too**

The arbitrary target should be abandoned, with the focus shifting to quality and progression. The government should drive up both the proportion of apprenticeships delivered at level three, four and above, and ensure that level two leads to career pathways and higher qualifications. There should be robust monitoring and reporting of outcomes following apprenticeships, to ensure that they are delivering strong wage returns and progression to higher level qualifications.

We also need to look again at the governance of the system. There are benefits in an employer-led approach and it might work well in high-skill sectors with a strong sense of occupation formation and a collective commitment to training the next generation of employees. However, it is less likely to work in the low-skill, low-productivity sectors which account for much of the growth in apprenticeships, and much of the low-quality provision.

As part of a modern industrial strategy, we must develop strong sectoral institutions to drive a collective commitment to skills. These institutions should support demand for, investment in, and use of skills as part of a drive to boost productivity. While employers should be given a role in shaping the system, employees deserve a say too, both at sector level, and in relation to the way standards are set through the Institute of Apprenticeships.

We should learn from the most successful apprenticeship systems on the continent, which are characterised by a social partnership approach, with government, employers and unions working together to ensure the system delivers high quality training that works for all. While employers are vital in shaping the system, employees must be given a voice too.

ELECTION RESULT SPECIAL

Introduce significantly discounted bus and train travel for young apprentices



FOR

FRANKIE LINN

Leadership team, National Society of Apprentices



AGAINST

VERITY O'KEEFE

Head of education and skills policy at EEF

Politicians are listening!

The Conservative manifesto commitment to an apprentice travel discount has been a pleasant reminder that sometimes politicians listen, that sometimes including the apprentice voice in meetings doesn't have to mean tokenism, and that all those meetings and emails and trips to London might actually be worthwhile.

Of course the money it'll save will be useful but the most exciting thing about this announcement is that we know that when we get apprentices together to speak to decision-makers, things can change.

In 2014 one of the first things we did as the National Society of Apprentices was to ask apprentices about travel. The message came back loud and clear: they were paying too much. Back in 2014 it was £24 a week and we can't imagine it's got any cheaper.

This means that working 35 hours a week for £3.50 an hour, travel consumes 25 per cent of an apprentice's weekly wage.

Essentially that works out as working until your morning tea break on Tuesday just to pay your bus fare.

Discounted bus and train travel is a change that will make a big impact on younger apprentices, who are more likely to be paid £3.50 an hour. We'll know exactly how many that is once last year's apprenticeship pay survey is finally published (cough, cough). This change means that fewer apprentices will have to rely on a second job, or worry as much about getting into debt.

Apprentices are a pretty positive, proactive bunch, but 40 per cent of us regularly worry about money. We'll have to wait and see exactly how the transport offer pans out and how it compares to the new MY Travel Pass in Wales and the changes afoot in Scotland. That said, when many of us are paying a quarter of our wage getting to work, a little help won't go amiss.

Don't just pay for the bus

The manifesto pledge to support apprentices with discounted train travel is hard to argue against – but does it go far enough?

We think not. The pledge seeks to solve the problem of young people being put off from taking an apprenticeship because they can't afford the travel. However, the real issue is the paltry wage of just £3.50 per hour.

If the next government really wants to put apprenticeships on the map and demonstrate to school leavers they are a viable, credible career pathway to quality employment, they must pledge to raise the apprentice pay immediately.

The apprentice rate is currently set at £3.50 per hour, which applies to people under the age of 19 or in the first year of their apprenticeship. Any apprentice outside these parameters is paid their age-specific rate.

This is easy to understand if the apprenticeship is 12 months long, where no matter their age, the apprentice is entitled to £3.50 per hour. Not so easy when your apprenticeship, as is the case in engineering, lasts for four years. An apprentice starting aged 25 would be eligible for £3.50 per hour their first year, but that would increase to their age-specific rate of £7.50 in the second year.

So why not make it easy and simply pay apprentices their age-specific rate from the start? Those employers that do recruit apprentices aged 16 would pay £4.05 until they turned 18, which is not a huge hike from the current apprentice rate.

And if the apprentice rate is to achieve what it was introduced to achieve – to strike the balance between a minimum wage level that prevents the exploitation of apprentices and wage costs being so high that they reduce the opportunity for employers to offer young people training and employment – then this is a fair argument.

So, by all means offer discounted travel for apprentices, but a real boost to apprentice pay would more than pay for the bus.

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INVESTIGATES

Why are there still so many apprenticeship

ALIX ROBERTSON
@ALIXROBERTSON4

Employer groups have complained about the “inordinately long time” it has taken to develop the new apprenticeship standards, some of which were first published over two years ago but are still unready for delivery. FE Week analysis has found that 16 apprenticeship standards published on the gov.uk website between April 2014 and March 2015 have still have not had an assessment plan passed by the Institute for Apprenticeships, meaning they cannot be finally approval for delivery.

This process seems actually to have slowed

“
I am absolutely amazed that I have still been able to maintain the interest and support of the employers in my group for this length of time, but their frustration is now at a critical stage

since the Institute took responsibility for the standards, with the number of new assessment plans approved per month rising from two to six between January and March this year, but dropping back to just one in April when the IfA

began its work. A further three assessment plans were published in May, but there have been none so far in June.

Keith Donnelly, a business development manager at facilities and construction services company Carillion and a trailblazer lead for two construction apprenticeship standards, told FE Week: “It has taken an inordinately long time to get our carpentry/joinery apprentice standard and assessment plan developed, approved and ready for use.

“In my opinion the main reason for the delay has been that the official guidance and rules surrounding the content and structure of assessment plans have continually changed over the last few years.”

He continued: “I am absolutely amazed that I have still been able to maintain the interest and support of the employers in my group for this length of time, but their frustration is now at a critical stage.”

FE Week enquiries revealed employers working on the beauty professional apprenticeship standard were similarly exasperated.

Hilary Hall, who is chief executive of the National Hairdressers’ Federation, said developing the standard itself had been “a relatively quick process”, but “developing assessment plans has turned out to be much more time-consuming”.

“There have been many policy changes and changes to the approval criteria, which has meant a considerable amount of reworking,” she said.

“For all the trailblazer groups who started in the early phases, there has been the added complexity of wholesale changes to funding mechanisms.”

She added that although “employers are supposed to be ‘in the driving seat’”, changes to government policy have “continually got in the way”.

A separate spokesperson for the beauty trailblazer group said despite the “frustration” caused by “a number of policy changes in recent years”, it remains “committed to quality apprenticeships that deliver value”, adding: “We have submitted to the Institute at the end of May and now await the outcome.”

FE Week put the concerns raised by the trailblazer groups to the IfA and was told the organisation is “looking at the end-to-end process as part of the development of our new website”.

A spokesperson said the site, which will be independent from gov.uk, will “improve the visibility of standards and assessment plans that are available or in development”.

“This will also speed up the process through web based development and submission processes,” she said

Of the other standards first published two

“
There have been many policy changes and changes to the approval criteria, which has meant a considerable amount of reworking

or more years ago, the security first line manager and the building services engineering craftsperson standards are now close to being ready.

Donna Allan, the chair of the security standard’s apprenticeship working group, and head of learning and development for security company G4S, said: “The standard is in place

and we are working with assessment bodies and qualifications regulator Ofqual to allow learners to start by September.”

Lindsay Gillespie, a skills development and policy coordinator at the Building Engineering Services Association, who is the trailblazer contact for the sector’s craftsperson standard, said on June 6 that it had “recently received final sign-off from the IfA”.

“It has a further check to go through due to the general election, but should be published shortly,” she added.

Kristin Watson, director at EY and a trailblazer contact for the professional accountant standard, told FE Week that although the level seven standard had been designed “some time ago”, the trailblazer committee had been “working on other levels in the meantime”.

She added that it had been revised “quite significantly”, but the team was “close to finalising” the work.

Meanwhile, a spokesperson for People 1st, an employment and learning organisation which has been involved in developing apprenticeships for in the hospitality sector, said the trailblazer group had been developing seven new standards in total and had prioritised level two and three standards, which have gone live.

“The level four hospitality manager assessment plan is subject to some final revisions in response to industry feedback and is currently being brought in line with the new IfA guidance.”

She said the group intended to submit this standard to IfA for approval “at the end of June”, followed by the assessment plan for a level four senior chef culinary arts standard in July.

The trailblazer contacts for six further construction industry standards and one in the fire and safety sector (see table) had not responded by the time of going to press.

Case study: two years and seven months of waiting

The level three early years educator apprenticeship standard has faced particular difficulties since it was first published in November 2014.

The standard initially required English and maths GCSE at grade C or above, but a sector campaign called #SaveOurEarlyYears was launched in April 2016 in an effort to prevent this. Led by groups such as the awarding organisation Cache, it called for level two functional skills to be accepted as an alternative qualification for entry onto the apprenticeship.

A consultation was subsequently launched in November 2016 by Caroline Dineneage, then secretary of state for women, equalities and early years, into which literacy and numeracy skills are required for EYEs.


She then gave her support to the campaign and it ultimately succeeded. In March this year the government confirmed it would broaden the apprenticeship standard to accept level two qualifications including functional skills.

But these changes undoubtedly had an impact on the process for the standard. In February, shortly before the government’s U-turn, the employer-led early years apprenticeship trailblazer group was disbanded by the Department for Education, due to what a spokesperson described as “slow progress”.

Fay Gibbin, training manager at the Busy Bees Training Academy, is now part of the new childcare apprenticeship trailblazer group. She told FE Week: “The assessment plan for the EYE level three apprenticeship standards is due to be submitted to the sector for consultation in July, which all employers will have the opportunity to provide feedback and help shape the assessment plan. “Consultation and gathering feedback from industry professionals around the changes is an important part of developing any set of standards.”

IFA proposals to tackle the delays

- Clearer expectation-setting at the outset, including the Institute and trailblazer signing up to an ‘Expectations of the role’ document.
- Review of proposals, standards and assessment plans submitted for approval to identify those that require additional work. These will be provided with additional support to address each of the areas before they are reviewed by route panels.
- Flexibility for trailblazers to submit their assessment plan alongside, rather than after, their standard, if this is what would work best for them. This will halve process time.
- An offer for the trailblazer chair to participate in the approvals meeting to answer questions in the moment. Tailored support for trailblazers, including access to assessment specialists when needed.
- Digital notification of progress and next steps.

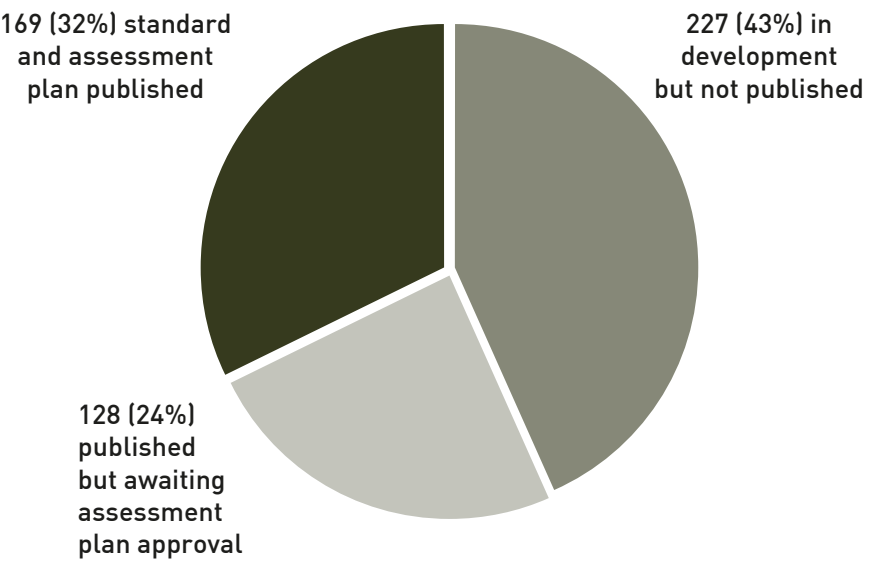


Standards awaiting approval for delivery?

Standards longest with no assessment plan

Apprenticeship Standard	Level	Days still not approved
Professional accountant	4	1153
Early years educator	3	939
Senior chef culinary arts	4	939
Building services engineering site management (degree)	6	912
Civil engineering site management (degree)	6	912
Construction assembly technician	2	912
Construction design management (degree)	6	912
Construction quantity surveyor (degree)	6	912
Construction site management (degree)	6	912
Beauty professional	2	912
Building services engineering craftsperson	3	819
Advanced carpentry and joinery	3	819
Carpentry and joinery	2	819
Business fire safety advisor	3	819
Hospitality manager	4	819
Security first line manager	3	819

Status of current apprenticeship standards



Assessment plans that took a year or more to approve after standard was published

Apprenticeship standard assessment plan	Level	Days until achieved approval
Chef de Partie	3	757
Building Services Engineering Installer	2	747
Hair Professional	2	743
Facilities Management Supervisor	3	708
Composites Technician	3	707
Senior Chef Production Cooking	3	665
Highway Electrician / Service Operative	3	646
Construction Steel fixer	2	634
Airside Operator	2	625
Highway Electrical Maintenance and Installation Operative	2	619
Professional Accounting Taxation Technician	4	617
Adult Care Worker	2	590
Lead Adult Care Worker	3	590
Travel Consultant	3	590
Retail Manager	4	575
Aviation Maintenance Mechanic (Military)	2	553
Furniture Manufacturer	2	545
Hospitality Supervisor	3	545
Retail Team Leader	3	545
Software Tester	4	526
Retailer	2	519
Associate Ambulance Practitioner	4	510
Cyber Intrusion Analyst	4	497
Digital Marketer	3	497
Aircraft Maintenance Certifying Engineer	4	477
Data Analyst	4	470

Apprenticeship standard assessment plan	Level	Days until achieved approval
Infrastructure Technician	3	470
Unified Communications Trouble Shooter	4	470
Embedded Electronic Systems Design and Development Engineer	6	456
HM Forces Serviceperson (Public Services)	2	456
Survival Equipment Fitter	3	453
Advanced Butcher	3	444
Healthcare Assistant Practitioner	5	434
Healthcare Support Worker	2	434
Transport Planning Technician	3	426
Engineering Design and Draughtsperson	3	412
Commis Chef	2	412
Hospitality Team Member	2	412
Land-based Service Engineer	2	406
Land-based Service Engineering Technician	3	406
Rail Engineering Operative	2	399
Rail Engineering Technician	3	399
Sports Turf Operative	2	395
Junior Management Consultant	4	391
Bus and Coach Engineering Manager	4	383
Bus and Coach Engineering Technician	3	383
Heavy Vehicle Service and Maintenance Technician	3	383
Housing/Property Management	3	379
Food and Drink Advanced Process Operator	3	370
Food and Drink Process Operator	2	370
Food Technologist	3	370

University consults on stealth takeover of struggling Lambeth College

JUDE BURKE
@JUDEBURKE77

A struggling London college is preparing to hand control of how it is run over to a university, via a highly unusual move that does not require government approval.

The planned changes – which are currently under consultation and come months ahead of a planned formal merger – will see Lambeth College’s principal stripped of many of her responsibilities, and at least half of the college’s governors appointed by London South Bank University.

The changes are being proposed to the college’s instruments and articles of governance, which the Department for Education has confirmed to FE Week don’t need to be signed off by the government.

According to the consultation page on the college’s website, the principal will have “a smaller list of mandatory duties, so that he or she can focus on the effective management of the college, the learners’ experience and a strong link to the university”.

Monica Box is currently interim principal, and responsibilities that she or a successor will relinquish to LSBU include preparing annual budgets, staffing arrangements, and the “strategic direction of the college”, it said.

The university would also take over the balance of power on the college’s board.

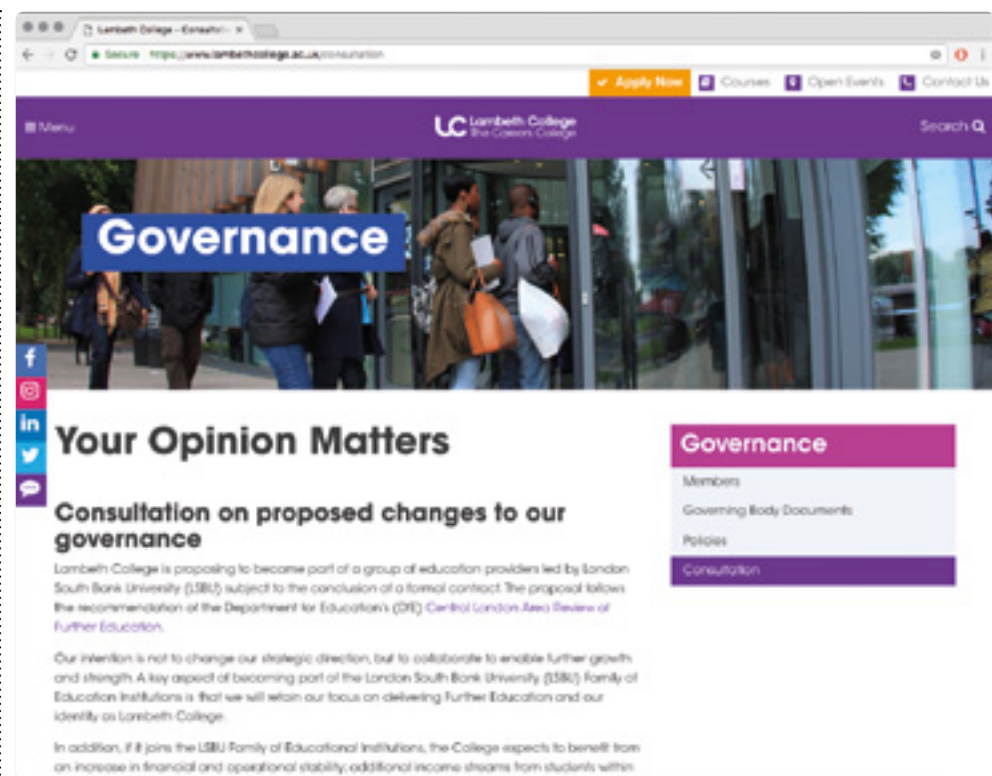
Up to five governors will be chosen from the university’s governors and senior staff, who will be joined the university’s vice-chancellor “unless he or she chooses not to be a governor”.

The college would be represented by an employee and a learner, along with two or three independents, who are expected to be selected from the college’s current governors.

“All other governors of Lambeth College will resign,” the document explained.

Ms Box told FE Week the proposals would “link the college more closely with its chosen strategic partner”.

They would also “enable the college to benefit from the support of the senior management structure within the university”, she said, and would “strengthen the college’s capacity to improve ahead of the



proposed full incorporation into the LSBU family”.

The changes appear to bypass the strict government rules on FE college mergers which stipulate that merger plans must be published – with a notice posted in at least one local newspaper – at least four months before the proposed date of merger.

But Ms Box added that the current consultation, which runs until June 9, “does not stand in place of the formal public consultation” on the college’s merger plans

with LSBU – which do need government approval.

She said the new arrangements were due to take effect from mid-June – months ahead of any consultation on the merger expected in the autumn.

The current consultation comes after a report by former FE Commissioner Sir David Collins, published in March and based on a visit to Lambeth in September, which concluded the college was “no longer sustainable” unless it merged.

Nottingham College mega-merger goes through 10 months late

PAUL OFFORD
@PAULOFFORD

The creation of one of the largest colleges in the country in Nottingham has finally happened - 10 months after the merger was supposed to complete.

The legal coming together of New College Nottingham, rated ‘good’ by Ofsted in January, and Central College Nottingham, which also recently received a grade two from the inspectorate, was confirmed in a joint statement on June 8.

The new body is called Nottingham College, and is set to be one of the largest colleges in the country, in a merger that was originally supposed to complete on August 1 last year.

“Merging two colleges of this size is an extremely complex process, so we have had to deal with a mix of financial and legal processes including many partners and funders to ensure that everyone is on the same page at the same time,” said a spokesperson.

“While it has taken longer than we had hoped, we are now over the line and look forward to the journey to transition to Nottingham College.”

The new institution’s chief executive, John van de Laarschot, was full of enthusiasm for the merger on Thursday.

He said: “Today we begin a radical transformation of post-16 education in

Nottingham.

“We have a unique opportunity to bring students and employers into a single, dynamic learning environment and I want to encourage employers, partners, parents and students to join us as we design a new and very different kind of college.

“We’ve already entered into discussions with representatives of local and national employers to make sure that the Nottingham

College curriculum is designed around their needs for a sustainable and skilled workforce and we will continue to prioritise investment in areas of our business which support the region’s economic growth plans.”

FE Week reported in May last year that Mr van de Laarschot, a former chief executive of Stoke-on-Trent City Council, who had reportedly received a £230,000 voluntary redundancy pay-off from the local authority

just six months previously, had been appointed to lead two merging colleges.

With an estimated annual turnover of over £80 million, a spokesperson said Nottingham College expects to employ 1,500 staff and support up to 40,000 full and part-time students into employment, higher-level apprenticeships or degree courses.

She added that the agreement to merge followed “extensive public consultation last year, as well as subsequent discussions with staff, students, employers and the unions”.

The board of governors will be made up of four members from each of the two pre-merger boards, plus three independent members plus staff and student governors.

Carole Thorogood, designate chair of Nottingham College, said: “I wish to publicly acknowledge the contribution of colleagues and partner organisations who have worked tirelessly to bring this merger over the line.

“The guidance of the Education and Skills Funding Agency, and the partnerships forged with the D2N2 Local Enterprise Partnership, Barclays Bank and Nottingham City Council have been invaluable. But the really exciting work starts now.

“Nottingham College is being built on the very best that Central and NCN have to offer and I want to thank board members, staff, students and partners for their unwavering commitment to moving forward as one team.

“I am confident that our ultimate ambition to create one of the best colleges in the country is now underway.”



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- Engaging with Learners
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- Legal Aspects of Apprenticeship Reforms
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- New providers guide to working within RoATP
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- Pros and Cons of becoming an AAO
- Mental Health
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- What to expect from an Apprenticeship Assessment Organisation?
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- Questions your Apprenticeship Levy paying clients need clear answers to
- Changes to GCSEs
- The apprenticeship journey in a digital age: a toolkit for providers
- College/ITP Partner Working
- SEND at the centre
- Careers Advice

EDITORIAL



Making sense of the unexpected

It was the outcome that (almost) no major political commentators predicted, and the post-election analysis has only just begun.

In this, our election special edition, we've crammed in eight pages of related coverage, and have paid particular focus to Labour's education pledge.

Free universal education, for both higher and further education students, appears not only to have galvanised support for Labour among the 18- to 25-year-olds, but also significantly increased turnout.

David Hughes, writing on page six in FE Week, rightly pays tribute to the role colleges have played in encouraging learners to vote.

And talking to FE Week, Shakira Martin, the incoming president of the National Union of Students, speaks of the hard work of student unions in getting out the vote.

But an increase in the turnout by young people is unlikely to fully explain the unexpected outcome.

On page three, Shane Mann blames "arrogance and naivety" from Theresa May, and on page six Gemma Gathercole considers the role of Brexit in the way people voted.

Having said all this, it seems the Conservatives, despite losing their majority, will receive help from the DUP to form a government with the slimmest of working majorities.

What does this mean for FE?

Key FE and skills legislation and reform is already behind us, so there is likely to be little change in the direction of policy travel, although the pace may falter.

Nick Linford, Editor
news@feweek.co.uk



ELECTION RESULT TWEETS :

Malia Bouattia

@MaliaBouattia

Early reports suggest that 72% of 18-24s voted. Some people are surprised. We are not. #GenerationVote

Debra Kidd

@debrakidd

Extraordinary to see the Education minister @JustineGreening dismiss young people's votes as ill-informed and idealistic. And disappointing.

BroxbourneTories

@BroxTories

Congratulations to Rob Halfon on his victory in Harlow. A great campaigner and servant to #Harlow to have in Parliament @Halfon4Harlow

Jodie

@idkjodz

Really pleased @vincecable is back in Parliament!!!! Does amazing work on further education!!!! #Vote2017

James Ball

@jamesrbuk

Education secretary Justine Greening – the UK's most senior LGBT politician – "just" holds her seat. Majority cut from 9k to 1.5k #GE2017



£35k-a-year private school seeks £3.50-an-hour apprentice

ALIX ROBERTSON
@ALIXROBERTSON4

A private school with annual fees of £35,000 has been branded “a disgrace” by one of the UK’s largest trade unions for offering a rate of just £3.50 an hour for an apprentice to tend its grounds.

Cheltenham College, an independent coeducational boarding school in Gloucestershire, advertised for an ‘apprentice groundsperson’ on the gov.uk ‘Find an Apprenticeship’ website with a September start date.

But despite the 175-year-old school charging annual boarding fees of £34,650 for its secondary level year groups and £35,595 for sixth formers, it is offering far less to prospective apprentices, who would earn a level two diploma in sports turf in return for their work.

Jon Richards, head of education at trade union Unison, described the salary as a “disgrace”, and told FE Week that the college should be “embarrassed” with its offer, asking it to “think again”.

“The apprenticeship minimum rate of £3.50 an hour is a disgrace, especially when the

government is claiming that apprenticeships are no longer aimed at young workers, but are for all,” he said.

“How many of the school’s privileged pupils will be encouraged to take an apprenticeship when they can see the poverty wages on offer?”

In the last academic year, over 200,000 young people under 19 took a funded apprenticeship, according to government statistics.

An apprentice taking up the training offer at Cheltenham College would work a 39-hour week over two years, according to the gov.uk job advert. The minimum wage for all apprentices under 19, or in their first year of the programme, is £3.50 – for those over 21 it is £7.05.

There are no rules preventing employers from paying more.

In the role the apprentice will “prepare surfaces for cricket, rugby, and also maintenance of artificial pitches”, “help the grounds team to keep the college and prep school site to its high standards”, and “learn machinery maintenance and how to operate them”.

Mr Richards said paying just £3.50 an hour for this type of work “makes a mockery of the government’s claim that the apprenticeship

route is valued as equally as the academic route”.

The University and College Union general secretary Sally Hunt said: “Just meeting the absolute minimum requirement is not something any employer should be proud of.

“One would hope schools, colleges, and universities would place a greater value on education and pay their apprentices in line with the national minimum wage.”

From next year the Technical and Further Education Act, which passed in April, will make it a legal requirement for schools to provide “an opportunity” for training providers to “access registered pupils... for the purpose of informing them about approved technical education qualifications or apprenticeships”, in an attempt to encourage more young people to access a vocational route.

Dr Alex Peterken, the headmaster of Cheltenham College, told FE Week that apprentices would be supported to complete their training in 18 months instead of two years if requested.

“The role is advertised in line with government published minimum wage rates in force at the time and is commensurate with other similar posts elsewhere,” he said.

COMMENTS

College pays learners to complete online courses

This is an utterly outrageous use of public money, and the college claim that it “was funded through our course development budget” is a deliberately misleading attempt to pretend otherwise. The fact they have removed their (illiterate) ‘incentive’ from their website, and claimed they won’t do it again, is evidence they know they have been caught out. The ESFA need to look at their rules urgently to ensure the practice is banned.

Another blatant example of a College’s miss use of public funding in order to gain a competitive advantage. If an ITP tried to do this, they’d be accused of fraudulent activity!

Dave Spart

Horror show for degree apprenticeships

As a member of the Sainsbury Review team this is frustrating. Government needs to join this up and stop muddled thinking from determining the future of modern apprenticeships. The expectations and targets for higher level skills development are high. The approach being taken by the ESFA will do little to advance the delivery against the targets set by government, will frustrate small businesses and starve them of the skilled workforce they are looking for and ultimately this will damage the economy.

Steven West

‘Patchy’ progress with work training for special needs

Might the paucity and confusion in careers information, advice and guidance have something to do with this? FE Week is very silent on the state of careers provision in England in recent weeks. Can we please see this feature more prominently? Deirdre

Deirdre Hughes

Be brilliant, deliver prosperity,
live in Cornwall.

Group Director of Curriculum & Quality

As the first choice Further and Higher Education College for more than 35,000 students last year, our award-winning students achieve excellent results from pre-entry through diplomas to masters' degrees. We are the No. 1 provider of apprenticeships in the south west and one of the largest providers of degrees locally. With strong strategic partnerships, The Cornwall College Group plays a pivotal role in the social and economic development of the region.

We are looking for an exceptional individual, probably already leading Curriculum & Quality within an FE & HE organisation, who is keen to develop their wider management and leadership skills. As one of four senior staff, working to the Principal and CE, with a reporting line to the Board, this individual will lead key teams that deliver the strategy of the Group, alongside the management of the Group's Curriculum & Quality and wider learner experience.

An excellent communicator, who fosters a culture of continuous improvement through working with staff and students, you will already have delivered outstanding results. With a strong customer focus, you have a passion for working with learners; delivering quality and innovation; have a commitment to build and sustain high performing teams and can translate changes in the external environment into opportunities for the Group.

Set in one of the most beautiful parts of the UK, you can become a key player in one of the most diverse and forward thinking colleges in the country.

Competitive salary: based on the skills and experience of the successful candidate. For an information pack and application form, please email clerk@cornwall.ac.uk. For an informal discussion, please contact Raoul Humphreys, Principal and CE on 01726 226557 or Ian Tunbridge, Chair of the Board on 01726 226528.

Closing date: 30th June 2017
Interviews: 24/25th July 2017



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THE CORNWALL COLLEGE GROUP

Reaseheath
College



Assistant Principal (Curriculum)

£58,256 - £64,803 PER ANNUM • PERMANENT, FULL TIME

We are looking for an ambitious and results-oriented person to focus on the development and delivery of the curriculum across our College. In your role, you will combine the leadership of substantial Departments with cross-college responsibilities, and shape strategies as a member of our Executive team. This is a superb opportunity to make a significant impact and achieve your career ambitions.

To be successful, you will be educated to degree level and hold a teaching qualification. You will also have a proven track record of working successfully in FE and/or HE and previous experience in a position with managerial responsibilities relating to the highest quality delivery of teaching and learning.

Having developed teams, you will have contributed to strategic improvement within your own organisation and demonstrated innovation. Experience of successful project management, interpersonal skills and vision will also be necessary for an effective leader.

Reasonable relocation expenses will be considered for this role.

For further details and to apply, please visit: www.reaseheath.ac.uk/Assistant-Principal

Closing date: Midnight on Wednesday, 21st June 2017.

Interview date: Tuesday, 4th & Wednesday, 5th July 2017.

Assistant Principal in Adult Learning

We have a unique opening for an innovative and outstanding individual to lead and manage our Adult Learning provision.

You will be committed to making a difference and creating opportunities for growth in individuals, the community and employment.

You will be a vital member of the Executive Team supporting the College's significant progress on the journey to "Good" and beyond.

Start Date: As soon as possible
Salary: Up to £61,954.00
Contract: Full Time and Permanent
Expiry Date: 16 June 2017 at 12pm



For more information or to apply visit our Education Week Jobs webpage or email recruitment@waltham.ac.uk

If you would like to have an informal discussion about the role please contact Veronica Clarke on 020 8501 8154

Waltham Forest College



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We are an Ofsted grade 2 training provider experiencing considerable growth, partnering with organisations including the NHS, Servest, TC Facilities Management and Hitachi Capital.

We are looking for:

A Programme Design Specialist with the main purpose of this role is to work with internal and external stakeholders designing effective learning programmes integrating appropriate Apprenticeship standards and other resources as required by the company. Provide proactive expert information, advice and guidance that drives compliance alongside commerciality to employers and colleagues.

You will receive:

A competitive salary, Perkbox, RAC cover, competitive mileage rate, a supportive and friendly working environment, a generous bonus and more. Competitive Freelance rates for those that are self-employed.

Requirements:

An Assessing Qualification (A1/PTLLS/TAQA/CAVA) and confidence in the delivery of functional skills maths, English up to Level 2.

Interested? Email your CV to joinus@qube-learning.co.uk.

*Based on our 2016 Employee Survey.



HEAD OF SCHOOL FOR ADDITIONAL LEARNING SUPPORT

(Paddington Green Campus)
£47-48k per annum

Providing hundreds of courses to thousands of students every year, London's top vocational college is seeking a strong leader for the role of Head of School for Additional Learning Support. Candidates will be experienced further educational professionals with a successful track record of leadership. You will need to be highly organised and able to provide a timely and responsive service to students, staff and external bodies.

FE Associates have been appointed to support us in securing the right individual for this important leadership role. Potential candidates are encouraged to have an initial discussion with **Samantha Bunn** (samantha.bunn@fea.co.uk or **01454 617 707**).

For more information go to www.fea.co.uk/jobs

Closing date: 26th June 2017



Protocol Excellence in FE

Director of Finance - Attractive Salary and Benefits

Be part of an exciting newly merged college!

The pace and volume of change facing the Further Education sector is considerable and the college is also undergoing considerable change, hence the need for a "change agent". The college finance team requires a leader, to ensure it achieves it's financial KPI's and operates effective systems and processes to provide accurate and timely management information to support key decisions across all sites.

The Role

Reporting to the Vice Principal (Corporate Services) you will be a member of the College Senior Leadership Team and will work closely with the College Executive.

You will be a positive team player and clear thinker, supporting the college to deliver its strategic plan. Leading and bringing teams together is key, as is a proven track record in managing high performing teams. Experience of the introduction of financial systems would also be an advantage.

Applicants should either be a fully qualified accountant with circa 2+ years post qualified experience, or an experienced manager qualified by experience.

Closing date for applications is Monday 19th June 2017

Assessment to be held at West Cheshire College, Ellesmere Port - Tuesday 27th June

To download the application pack visit www.protocol.co.uk/cheshire
For a confidential discussion about the role
contact Ian Sackree: 07795 271559 or David Beynon: 07970 042334



Assistant Principal Curriculum

Salary: £47,801 - £50,702
Permanent, Full-Time

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

The Assistant Principal Curriculum is a new and strategically important position. The successful candidate will lead the following areas: the whole College curriculum, business development, quality assurance and improvement, and teaching and learning. The Assistant Principal will be an effective self-starter with the ability to lead a team and deliver exceptional outcomes for our student body.

Candidates may have a confidential discussion with Paul Di Felice, Principal, on 07815 707786

For an application form and further details contact
Lesley Tooke by email on ltooke@ruskin.ac.uk.

Closing date: Midday on Friday 16th June



ENGINEERING TUTORS

Start date: Monday, 21 August 2017
Salary: £26,119-£39,023 per annum
12 weeks holiday per academic year, Teachers' Pension Scheme

The JCB Academy has been delivering apprenticeships since 2013 and will have 170 engineering apprenticeship starts in summer 2017. Our programmes focus around engineering specialisms particularly Fabrication and Welding, Mechanical Engineering and Electrical Engineering at Craft, Technician and Engineer levels. Our aim is to give all learners the skills and attributes that add value to both themselves and their employers as soon as possible.

This is an exciting time as we move away from delivering frameworks and prepare to engage in delivering apprenticeship standards. To support this we are due to move to a bespoke facility with brand new state of the art Mechatronics, Metrology, Engineering Science and CAD facilities.

If you have experience and an engineering aptitude and can demonstrate you have the potential to deliver high quality teaching we would love to hear from you. This may be your first teaching position or you may be an experienced tutor eager for a new challenge and the opportunity to work in a unique environment with fantastic facilities.

For further details, or to arrange an informal visit, contact
Gail Stubbs on **01889 506100** or email recruitment@jcbacademy

*All appointments are subject to satisfactory references and an enhanced DBS check.
The JCB Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*



Programme Manager for Higher Education

Salary: £35,608 - £38,896

Permanent, Full-Time

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

The Programme Manager for Higher Education will lead a strategically vital function in the College. The successful candidate will offer a depth of experience, the ability to lead a team, provide curriculum innovation and embed exceptional practice in teaching, learning and assessment.

Candidates may have a confidential discussion with Paul Di Felice, Principal, on 07815 707786

For an application form and further details contact Lesley Tooke by email on ltooke@ruskin.ac.uk.

Closing date: Midday on Friday 16th June



Programme Manager Further Education

Salary: £35,608 - £38,896

Permanent, Full-Time

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

The Programme Manager for Further Education will lead a strategically vital function in the College. The successful candidate will offer a depth of experience, the ability to lead a team, provide curriculum innovation and embed exceptional practice in teaching, learning and assessment.

Candidates may have a confidential discussion with Paul Di Felice, Principal, on 07815 707786

For an application form and further details contact Lesley Tooke by email on ltooke@ruskin.ac.uk.

Closing date: Midday on Friday 16th June

Become an examiner with Cambridge

Cambridge International Examinations is growing and over 10 000 schools in more than 160 countries are now part of our Cambridge learning community.

We are welcoming new examiners across a wide range of the Cambridge curriculum but are in particular need of examiners for **Cambridge IGCSE**, **Cambridge International AS Level** and **Cambridge International A Level Travel & Tourism** as well as a range of languages. These include Marathi, Telugu, Urdu, Tamil, Sinhala, Hindi, Panjabi, Bengali and Gujarati.

Applicants should have:

- experience of teaching 14-19 year olds
- good IT literacy skills (MS office applications or equivalent)
- successful applicants will require a PC and broadband to allow them to access Cambridge on-screen marking systems.

For more detailed information on the requirements for each role please visit our website.

We offer:

- a powerful insight into the teaching and assessment of Cambridge qualifications
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Subject Team Leader: Maths

Salary: Packages up to £45,000

Hours: 37 hours per week, 52 weeks per year

We have an exciting opportunity for talented, highly motivated and enthusiastic GCSE Maths Subject Team Leaders, to contribute to the delivery of our ambitious vision. The successful candidate will have the ability and drive to inspire diverse groups of young people to achieve their full potential.

We are seeking values based staff, who are committed to our ethos of working in partnership with individual students to ensure each achieves their full potential. In support of this you will plan and deliver inspirational, engaging lessons to ensure our students participate and develop their skills to enable them to progress and achieve.

Candidates should have a relevant professional qualification and experience of teaching in a classroom setting. You will be able to demonstrate the ability to motivate students through the use of varied teaching and learning strategies with an emphasis on student progression and differentiation.

If you would like to have a confidential discussion about this role, then please contact the Recruitment Team on **01908 637269** or by email to **HRCampus@mkcollege.ac.uk**

Website:
http://www.mkcollege.ac.uk/joblist/campus-based-vacancies

Email:
recruitment@mkcollege.ac.uk

Successful candidates will have the following;

- A strong track record of good or better teaching and learning delivery across a range of levels, attaining high quality student outcomes
- A degree or equivalent qualification in related subject
- A recognised higher level teaching qualification
- Strong curriculum knowledge, subject leadership and team working that delivers multiple and diverse teaching methods
- An ability to engage and motivate students to deliver high performance outcomes in a further education environment

Milton Keynes College is a general further education and training provider with campuses at Chaffron Way, Bletchley and Central Milton Keynes. The College is the largest provider of further education and training in Milton Keynes, offering a varied mix of vocational and academic courses to a diverse set of students. The College has a number of commercial outlets which are open to the public including an award winning restaurant, Hair & Beauty Salon, Personal Training Studio, Nursery and Gallery space. Milton Keynes College also has an offender learning contract, providing education within 28 prisons across the country.

We also offer a wide range of benefits to our employees, including: A multitude of training opportunities, Child Care vouchers, Car Salary Sacrifice, Cycle to Work, a number of local discounts in Milton Keynes, LGPS and TPS pensions, free parking at our main campus sites and discount at our onsite Brasserie restaurant and The Graduate Salon.

Milton Keynes College is values led organisation: Integrity, Excellence, Inspire, Respect, Innovate.

Milton Keynes College is a committed "safer recruitment" employer. We take extreme care in ensuring the safety and welfare of children, young people and vulnerable adults. All positions therefore undergo a stringent vetting process to include DBS for all positions.

We want to develop a more diverse workforce and positively welcome applications from all sections of the community.

Lecturer – GCSE Mathematics

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



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

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

Please note only candidates with GCSE experience will be considered to teach on GCSE courses.

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

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

The successful applicant will be required to obtain a satisfactory Enhanced Disclosure and Barring Service check before taking up this post. For more information please click here or **e-mail** hr@havering-college.ac.uk or call **Tel: 01708 462854**.

Unfortunately, CVs alone will not be accepted as a formal application for this post.

Closing Date: 16 June 2017

Interview Date: Expected week commencing 26 June 2017



Teacher in Mathematics

Location: Ashton-under-Lyne, Greater Manchester

Salary: £22,356 - £33,980 per annum

Tameside College is a further education college that offers a wide range of courses including Full-Time, Part-Time, Apprenticeships and University Level.

We believe in excellence and we back that up with high standards, real working environments and great teaching. We also believe that attending college is about more than achieving a qualification, important though that is. That is why we aim to give every person the opportunity to develop their full potential in a supportive and friendly environment.

Joining us as a Teacher in Mathematics (A level), you will teach on a group of programmes with responsibility for the quality of the curriculum, in terms of the planning, preparation, tracking and monitoring of assessments and student performance.

We are looking to recruit an enthusiastic, innovative and highly motivated individual, with a relevant degree in a relevant subject (2:1 or above desirable) coupled with a thorough knowledge of the relevant curriculum. With a successful track record of teaching in a further education establishment and experience of targeting needs of learners and supporting their needs effectively, you will be able to plan curriculum flexibly and effectively with a focus of delivering outstanding teaching and learning and be a strong team player with excellent communication skills.

Closing date for applications : 12 noon on Friday 16th June 2017



Lecturer – Functional Skills Mathematics

Ref: LM/AC

Hours: 36 hours per week 52 weeks per year (fixed term – up to 9 months)

Salary: £20,934 – £36,230 per annum depending on qualifications and experience



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

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

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

The successful applicant will be required to obtain a satisfactory Enhanced Disclosure and Barring Service check before taking up this post. For more information please click here or [e-mail hr@havering-college.ac.uk](mailto:hr@havering-college.ac.uk) or call **Tel: 01708 462854**.

Unfortunately, CVs alone will not be accepted as a formal application for this post.

Closing Date: 16 June 2017

Interview Date: 27 June 2017

Trainee Lecturer – Functional Skills Maths

Ref: AS/MG

Hours: 36 hours per week, 52 weeks per year
(2 year Fixed Term Contract)

Salary: £22,091 per annum



The College is committed to supporting the delivery of maths to FE learners, increasing individual employability skills and the quality of the workforce.

This is a great opportunity for an enthusiastic graduate to pursue a career in education and demonstrate a passion for maths. In return the College will offer a generous starting salary, support in completing their higher level teaching qualification and guaranteed teaching hours. The successful candidate will have the opportunity to work with experienced lecturers delivering functional skills maths and will be supported to succeed in their role with a mentor who will coach the successful trainee teacher in developing their teaching, learning and assessment practices alongside a comprehensive induction to FE life.

To be eligible, you must hold (or be predicted to achieve in the summer of 2017) a level 2 qualification in mathematics as a minimum. You will be a highly self-motivated and driven individual who has a desire to teach, who will possess strong presentation and communication skills.

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

The successful applicant will be required to obtain a satisfactory Enhanced Disclosure and Barring Service check before taking up this post. For more information please click here or [e-mail hr@havering-college.ac.uk](mailto:hr@havering-college.ac.uk) or call **Tel: 01708 462854**.

Unfortunately, CVs alone will not be accepted as a formal application for this post.

Closing Date: 16 June 2017

Interview Date: 28 June 2017



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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





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For more information and a no obligation discussion contact: Judith Richardson on 01454 617707 or Judith.Richardson@fea.co.uk

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CAMPUS ROUND-UP *with Samantha King*

Public service stand up for equality



PC gone mainstream: Representatives from across the public sector

Representatives from the world of policing, politics, education and the armed forces visited Bradford College for a discussion about diversity in the public sector.

The chief superintendent of West Yorkshire, Mabs Hussain, lieutenant colonel Paul Davies of the British Army and Naz Shah, Labour’s parliamentary candidate for Bradford West, were among the panel that spoke to students considering pursuing a career in the uniformed services.

As well as addressing the need for the public services to have the trust of the people they serve, the panel discussed the importance of having staff that reflect the

diversity of the population.

PC Amjad Ditta, a specialist firearms officer with West Yorkshire Police and its positive action co-ordinator, was also on the panel, and explained how he encourages underrepresented groups to apply to join.

“The event was to inspire and motivate our public services students and above all to empower them to make the right choices when it comes to career prospects,” said Lenka Kaur, the inclusion and diversity coordinator at the college.

“It was an amazing opportunity for our students to listen to and engage with such positive role models.”



Viewing platform: Students and organisers present some of the works

Walkden train station gets a makeover

Salford City College students are behind the new steel artwork lining the walls of Walkden train station.

Students on the college’s BTEC art and design course came up with the series of travel-themed designs as part of a community project to improve the appearance of the 120-year old station in Manchester.

The project was conceived by the train operator Northern, the Friends of Walkden Station and Salford City Council, who enlisted the college and its students.

Manchester artist Mark Mennell worked closely with the students and chose a selection of their work which he made into 10 steel panels, which are now displayed outside the station entrance and continue down the stairwell.



The outside view

“Working in partnership with the students from Salford City College really helped the delivery of an extremely important public art commission. Their ability to work as a team, even with these unfamiliar processes and with many high expectations, was truly an inspiration,” said Mr Mennell.

“As a result they have a set of completed artworks that reflect their creativity and hard work. Plus, these new pieces of art will create a much more enjoyable experience for the station’s users.”



The dissection

Live dissection leaves students in bits

An anatomist and team of practising medics have performed a live post-mortem dissection for students and staff at Walsall College.

The four-hour demonstration took place on a specially built artificial human cadaver, which housed real internal organs from a pig.

The event was open to all at the college, but was tailored for students looking to progress into careers in health and medicine, addressing how the body functions in a healthy individual, and what happens when disease takes hold.

Attendees also had a chance to handle

anatomical samples, as well as putting questions to the medic team.

The college’s head of curriculum for health and social care, Jo Parton, said: “We are delighted to have hosted this unique event as it gave our students an opportunity to gain a real hands-on experience of human anatomy from a team of experienced industry professionals.”

Jade Sampson, a 16-year-old level two health and social care student, said: “I found the event really fascinating and I learnt a lot about the role different organs play in our bodies.”

First disabled student parliament in session

A membership organisation for specialist colleges and independent providers has launched a student parliament for disabled learners to discuss the issues that are affecting them.

Natspec’s Student Voice Parliament met for the first time at Queen Alexandra College in Birmingham, with 20 student union representatives in attendance from 13 specialist colleges.

Topics debated by students included adding disability awareness to the curriculum, and the struggles faced on public transport, with many learners complaining about a lack of sufficient wheelchair space on their college commutes.

The issue of funding for education was also brought up, as many students attending specialist colleges are funded by their local authorities.

Cameron McQueenie, a third-year student at Beaumont College in Lancaster, said: “You shouldn’t have to fight for funding for education. An able-bodied person can get an education but a disabled person has to fight for everything.

“This partnership and the parliament will give young people with disabilities a greater sense of power. If we stand together our voices will get louder and louder and the politicians will have to listen.”



Power to the people: parliament in discussion

Cameron McQueenie

CAMPUS ROUND-UP *with Samantha King*

The buzz around insect-themed nail art

FEATURED
CAMPUS
ROUND-UP

A student nail technician has carved out a niche in the crowded nail art market by using dead bugs, insect wings and real snakeskin in her designs, reports Samantha King.

Leanne Douglass, a nail services student at Stockton Riverside College, was inspired to do something different following a module on her course that explored embedding objects into acrylic nails.

The 28-year-old decided to go beyond using glitter and colour sprinkles, instead experimenting with snakeskin – procured from her mum's pet snake.

"My mum keeps snakes, and when one shed its skin I thought I could use it in my nail designs. I'd seen people on Instagram painting snakeskin designs on nails, but not using the real thing."

From there, Leanne spread her wings into embedding dead crickets, locust wings and feathers, after being inspired on her commute to college.

"I got the crickets from a pet shop I was walking past on the way to college," she said. "I saw they were about to throw away these dead

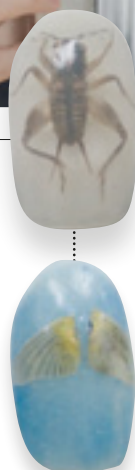


Nailed it: Leanne with her designs

Fly, my pretties: The raw materials

ones, so I asked if I could have them. I told them what I wanted to use them for and the lady working there really liked the idea; she said she wanted to see the nails when they were finished"

Before going into the nail, the bugs go through a complex sanitising process – to the relief of potential customers.



Posting the designs on her Instagram account, feedback on these unique creations has been positive, with one comment reading "they massively creep me out but they've been done really well".

Alongside her course – from which she graduates in two weeks' time – Leanne has been running nail business, Aurora Nails, from

her home in Stockton, which also offers designs featuring sparkles, sequins and hundreds and thousands for the bug-averse customer.

"The crickets and snakeskin are quite a specific market," Leanne said. "So far no clients have asked for the bug nails, but I haven't properly advertised them yet. I'm focusing on finishing my course at the moment."

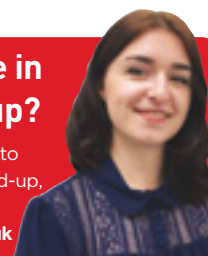
"A lot of people do think it's creepy, but amazing at the same time. It is definitely quite a statement look so people tend to just go for one accent finger rather than a bug on every nail."

The quirky designs have won her a £100 grant from the college's enterprise forum to help her establish her fledgling business and stock up on supplies, after she successfully pitched to a panel of business, university, council and voluntary sector leaders from across the region.

"When I first started training as a nail technician I didn't expect to enjoy it as much as I have. I have fallen in love with it," she added.

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



Steven Foden has been appointed vice principal of the Worthing College in West Sussex.

The college achieved an Ofsted rating of 'good' in its most recent 2016 inspection, following a 'requires improvement' rating.

Mr Foden has served as interim vice-principal at the college since 2016, and now takes it up on a permanent basis with immediate effect.

He will be working closely with the college's principal Paul Riley, whom he says he "relishes the opportunity to work with".

He continued: "I am thrilled and very excited to have been given the responsibility that comes with being the vice principal of Worthing College. I'm relishing the opportunity to work with our principal and all the staff and students to create an exciting and dynamic place to work and study."

Paul Amoo, the college's chair of governors, added: "This appointment means the leadership of the college, from a governance and management perspective, is now in a strong position to take the college forward to reach its goal of becoming an outstanding educational establishment."

The principal and chief executive of Gateshead College, Judith Doyle, has been appointed to the North East LEP's business growth board to represent the FE sector.

The board works with public, private and education sectors across Durham, Gateshead, Newcastle, Northumberland, North Tyneside, South Tyneside and Sunderland local



STEVEN FODEN

authority areas, and aims to create more jobs for the local economy.

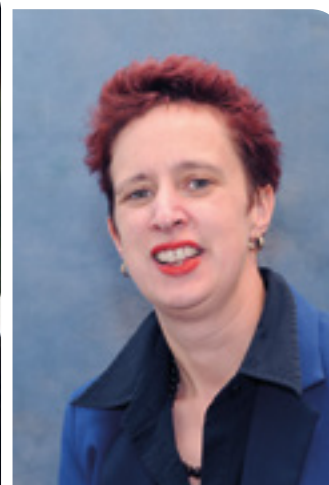
Doyle has been principal of Gateshead College for almost four years. She first joined as a director of teaching and learning and worked her way to assistant and then deputy principal before taking her current job.



JUDITH DOYLE

She said: "I am delighted to join the board and welcome the opportunity to work with such a great team of people who all share a passion and drive to help businesses grow and thrive in our region."

"A strong infrastructure of education, training and skills aligned to the needs of



JULIE KAPSALIS

industry is crucial if we are to achieve our collective ambitions."

Mark Thompson, the LEP business growth board chair, said: "Judith's nationally renowned knowledge of the FE sector and proven experience of managing a large business will prove to be an invaluable asset to our board."

The vice-principal of Chichester College, Julie Kapsalis, has meanwhile been appointed to the Institute of Economic Development's board of directors.

The IED is a professional body representing economic development professionals from both the private and public sectors.

Ms Kapsalis has been co-opted to the board until November 2017, and plans to help build links with Local Enterprise Partnerships, and use her knowledge of skills in the role.

"We have to train young people to give them the skills needed," she said.

"The government's focus on apprenticeships and the new apprenticeship levy is an opportunity to harness growth in this area, but it will mean that colleges and universities have to become more commercially minded and agile in supporting the ever-evolving skills needs of businesses."

Ms Kapsalis has been vice-principal at Chichester College for almost three years, where she oversees commercial business. She is also chair of the Chichester Chamber of Commerce and Industry, and a board member of the Coast to Coast Local Enterprise Partnership.

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TAKING PLACE ALONGSIDE

The Telegraph

FESTIVAL OF EDUCATION

WELLINGTON COLLEGE

PHOTO 1

PHOTO 2

PHOTO 3

PHOTO 4

PHOTO 5

PHOTO 6

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

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

Difficulty: EASY

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

Difficulty: MEDIUM

Solutions: Next edition

Last Week's solutions

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

Difficulty: EASY

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

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: Callum Perry, Cirencester College