

# FE Week

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WORKPLACE FUNDING**

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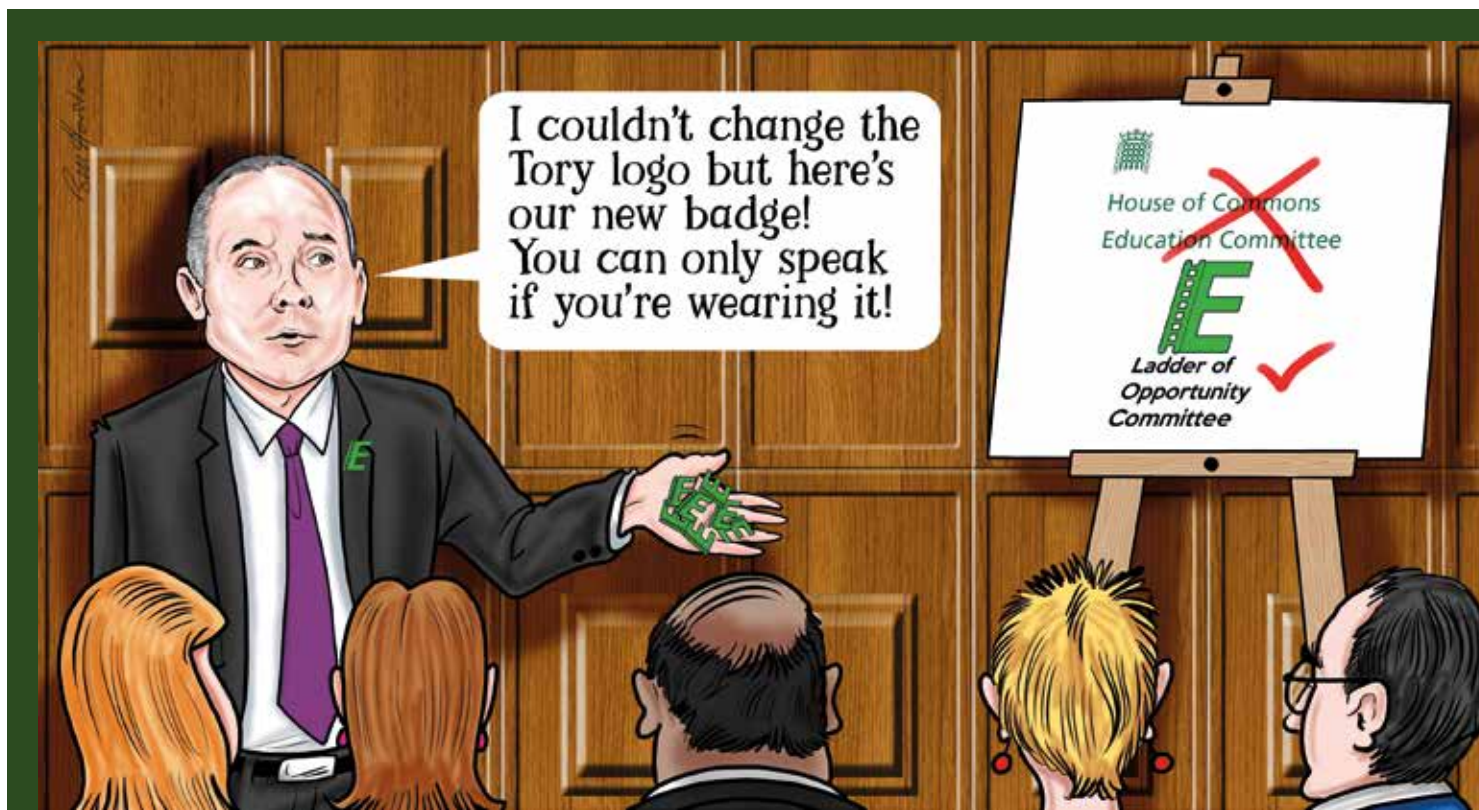
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Exclusive PAUL OFFORD @PAULOFFORD

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## NEWS

# Satisfaction still highest with private providers

BILLY CAMDEN  
@BILLYCAMDEN

Private training providers have maintained their near 10-point lead over colleges in the government's annual learner satisfaction survey, which was published this week.

The Department for Education released the results of its annual survey, which had 364,589 respondents, representing 18.2 per cent of all learners, on June 13.

Private providers scored 90 out of 100 for their overall satisfaction rating from students compared with 80.9 for general FE colleges.

This is nearly the same result as last year's, but this time colleges' scores shifted upwards by an average of 0.5 points, while private providers went up by 0.4.

Overall learners' satisfaction increased by just over one per cent from a score of 86.6 to 88.

Three providers received a perfect score of 100, all of which were private training providers.

The learner satisfaction survey took place

between October 31 last year and April 7, and is comprised of 12 questions with six response options ranging from 'extremely likely' to 'extremely unlikely'.

Only providers with sufficient numbers of responses were included in the results.

Results revealed that learners attending general FE colleges are less likely to recommend their learning provider (78 per cent) than learners attending private providers (88 per cent) and those at other public funded FE institutions (93 per cent).

A high level of learner recommendations appeared to be associated with providers with top Ofsted grades.

Eighty five per cent of learners at providers rated 'outstanding' or 'good' would

recommend their institution, compared with 77 per cent of learners at providers who were rated as 'requires improvement' and 74 per cent of learners at providers who were rated as 'inadequate' by Ofsted.

Meanwhile, more students studying lower-level courses appear to prefer their providers than those on more advanced levels.

Ninety two per cent of learners studying at level one or below said they would recommend their provider, compared with 83 per cent of those studying at level two and 78 per cent of those on courses level three or above.

The survey also showed that students living in the areas of highest deprivation were slightly more likely to recommend their

provider than other learners – 86 per cent compared to 81 per cent of those in the least disadvantaged areas.

The report also found that 16- to 18-year-old apprentices were slightly less likely to recommend their provider than adult apprentices, with 82 per cent likely to do so compared to 88 per cent among the older age group.

Results also showed most apprenticeship framework areas were highly rated by learners compared with classroom-based study in equivalent subject areas.

Female learners were much more likely to recommend the learning provider than male learners – 87 per cent compared to 79 per cent.

## Providers with a perfect score

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# Ofsted budget to fall by almost £15 million

BILLY CAMDEN  
@BILLYCAMDEN

Ofsted's inspection budget is expected to fall by nearly £15 million over the next three years, despite more than doubling the number of providers in scope for inspection.

The education watchdog released its annual report and accounts this morning.

Since 2010/11, Ofsted's financial resource has been reduced by over £54 million. It currently sits at £141,685,000 but this is expected to fall by 10 per cent to £127,100,000 up to 2019/20.

The accounts also revealed that its recently departed chief inspector Sir Michael Wilshaw

received a bonus of between £15,000 and £20,000.

FE Week has analysed the Ofsted accounts for previous years and it is believed this is Sir Michael's first bonus.

Its chief operating officer Matthew Coffey, a previous director of FE and Skills, was this year given the highest bonus of between £20,000 and £25,000.

The heavy decrease in Ofsted's inspection budget is happening over repeated warnings from the new chief inspector Amanda Spielman that the watchdog faces a "real challenge" following the influx of new apprenticeship training providers.

Published in March, the Register of

Apprenticeship Training Providers first held 1,473 organisations who were given the green light to deliver apprenticeships from May and which were therefore in scope for inspection from Ofsted.

RoATP was updated in May, adding 421 providers, and now sits at 1,894 who are in line to be inspected, more than double the number there were before the introduction of the new register.

Ms Spielman initially raised concern in an interview with FE Week editor Nick Linford in March, shortly after RoATP was first published.

She described the issue as a "big problem" in an interview with Laura McInerney, the

editor of FE Week's sister paper Schools Week, at the Festival of Education and Skills last month.

But she also revealed that she doesn't expect the inspectorate to need more money to deal with the issue, saying she would retain the same number of employees to work in the post-16 system.

After being asked how the inspectorate is coping with the new providers, Ms Spielman said: "As you can imagine it is something that we have got live discussions with government about to make sure that we have [enough cash] and understand where the apprentices are actually being trained to make sure we prioritise the places where there are significant numbers.

"There is a real challenge. We have got some unpredictable movements in where the apprentices are over the next couple of years so we will be doing our best to make sure that we track and put our inspection resource into the right places."

Ms McInerney then asked if as a result of the scale of these new providers, there would be a risk that money or staff will have to come over from Ofsted school inspectors to deal with the influx, or if the inspectorate would get more resource to deal with the issue separately.

"Well there are the same number of bodies in the post-16 system so in the first instance it is thinking about how to allocate it to make sure we are putting the effort where people are," Ms Spielman said.

Ofsted was not approached for comment.



Amanda Spielman



Michael Wilshaw

## NEWS

# Influential review of 'modern work' calls for more flexible training

PAUL OFFORD  
@PAULOFFORD

A hotly anticipated government review of employment practices has called for apprenticeship and loan funding to be made available for “modules” and “flexible” courses.

Matthew Taylor, the chief executive of the Royal Society of Arts, was asked by the prime minister to “develop proposals to improve the lives of this country’s citizens” through the workplace.

His final report raised concerns about the large numbers of “atypical workers” – particularly those from smaller businesses – who are missing out on state-supported training due to heavy policy focus on the apprenticeship levy.

Mr Taylor recommended that from 2020, which is the deadline the government set in 2015 to reach three million apprenticeship

starts, the levy should be used for more flexible off-the-job training other than just apprenticeships.

The report stresses that “in-work learning is about more than apprenticeships”, and that employers regularly suggest in surveys that “modules of learning can be more valuable and flexible than full qualifications”.

“Following the delivery of the three million apprenticeships that it is committed to,” it added, “the government should consider making the



Matthew Taylor

funding generated by the levy available for high-quality, off-the-job training other than apprenticeships.”

It did recognise the number of apprenticeships starts as “important”, but adds: “We should consider the total amount of training that employers do and who gets what training.”

The review, written with the help of a panel of experts, also found that “concerns have been raised about ensuring sufficient public resources are available for apprenticeships and workplace training in small and medium-sized enterprises, and the impact the levy might have.

“SMEs are more likely to have workers in atypical employment arrangements, so it is important that there is sufficient focus on non-levy apprenticeships,” it said.

The levy is only paid by employers with a payroll of more than £3 million, and while training needs for such large employers is covered from that pot, concerns have been raised that training with smaller employers is being neglected.

FE Week reported in April on the “derisory” government funding providers will receive to deliver apprenticeships to non-levy payers between May and December, which left many providers fearing for their futures following cuts of more than 80 per cent compared with the previous year.

The panel heard concerns about “the inability of atypical workers to benefit from the apprenticeship levy, which is a key plank of the government’s skills policy”, because apprentices “have to be employed and commit

to the programme for a minimum of 12 months”.

And “whilst there have been recent welcome changes to allow apprenticeships to be completed part-time, substantial issues remain”. For example, “apprenticeships are prescriptive about how the 20 per cent of off-the-job training requirement training may be delivered”.

The report also discussed the perceived lack of flexibility with FE loans, saying: “While work has become more flexible, too often learning and skills does not match this. For example, advanced learner loans, which require some people to take out university-style loans for training, are only open to full qualifications.

“Since their introduction, learning covered by these loans has fallen by one third and the budget has been consistently underspent”.

In addition, it warned that funding rules mean that someone who has worked for much of their working life, but who now needs to retrain, is unlikely to get much help or support.

Mr Taylor recommended that lessons should be learned from the “failings of Individual Learning Accounts”. This scheme was scrapped in 2001 after abuse by unscrupulous providers led to a reported £67 million fraud – with poor planning and risk management by the government cited as to blame.

However, the report claims: “The government should explore a new approach to learning accounts, perhaps with an initial focus on those with a long-working record, but who need to retrain and those in receipt of Universal Credit.”

# All three Tees Valley merger proposals fall through

JUDE BURKE  
@JUDEBURKE77

All three mergers proposed by the Tees Valley area review have now fallen through.

News of the breakdown in talks between Middlesbrough College and Redcar and Cleveland College came in a newly published FE commissioner report.

This failure means that of the 39 firm recommendations for mergers made in the first three waves of the area reviews, 14 have so far either fallen through or changed significantly.

Two weeks ago, FE Week reported that the link-up between Darlington College and Stockton Riverside College had been called off, while a partnership between Hartlepool Sixth Form College and Hartlepool College has also fallen by the wayside.

Richard Atkins’ visit to Redcar and Cleveland College in March was prompted by the “breakdown in February 2017 of merger discussions between the two colleges”.

The college, which was given a grade three by Ofsted in October 2015 and has a notice of concern for financial health from the Education and Skills Funding Agency dating from March 2015, was only taken out of its previous intervention in October 2016 on the condition that the merger went through.

The report, published in early July, noted: “The breakdown in preparations for merger with Middlesbrough College reflect in part, the challenges faced by both parties in securing a thriving FE presence in Redcar, whilst addressing the risks posed by the challenging financial position as well as ongoing work required to improve quality.”

He recommended the college undergo a structure and prospects appraisal to “identify and confirm a sustainable solution” – which could include reopening discussions with Middlesbrough.

But Zoe Lewis, Middlesbrough’s principal, told FE Week that the college, which is also rated grade three, had “declined the offer to participate” in the SPA, although she had given the FE commissioner and the ESFA “a copy of our earlier proposal, should they wish to consider it”.

She said the proposal, prepared jointly by both colleges in February, “reiterated Middlesbrough College’s commitment to stabilise Redcar College’s financial position, to raise student numbers over the longer term and improve the quality outcomes for students studying there”.

“The Redcar and Cleveland College board declined this proposal at that time, pending a review of other options available,” she said.

Ed Heatley, Redcar and Cleveland College’s principal, confirmed that merger talks with Middlesbrough College “are no longer in

process”.

“Redcar is currently in talks with a number of other potential merger partners, who have visited the college and will be presenting proposals in the coming weeks,” he said.

Mark White, Stockton Riverside’s chair of governors, and Pat Howarth, the Darlington chair, said in a joint statement that their decision not to merge, which was announced in late June, had been taken after “careful

consideration and detailed discussions”.

And Hartlepool SFC rejected a merger with neighbouring Hartlepool College, and now plans to join forces with Sunderland College.

No one has revealed the reason for this change of plan, despite repeated enquiries by FE Week.

Reports into the fourth and fifth waves of the reviews, which completed earlier this year, have yet to be published.



Redcar and Cleveland College

Middlesbrough College



**Hayley Simpson**  
BTEC Sport Student  
of the Year 2015

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## INVESTIGATES

# Advanced learner loans: Big issue

## Sharp rise in loans for EU students before Brexit

BILLY CAMDEN  
@BILLYCAMDEN

There was a sharp rise in the number of EU students taking up advanced learner loans this year despite the looming spectre of Brexit, government statistics show.

Figures for take-up of all FE loans were released by the Department for Education last week, and the overall picture showed starts had gone up compared with the same period last year – to 73,500 from 56,100.

This was expected because the government last year extended the age range for students to be eligible to apply, down to 19 from 24.

More interesting was the percentage increase for EU (non-UK) learners.

The figures, which are taken from loans starting in August 2016 to April, show that 12 per cent (8,800 of 73,500) of starts came from EU learners, up from 9.8 per cent in 2015/16, and 7.6 per cent on the year before that.

This is despite concerns that the rights

of non-UK residents will be affected by Brexit, following Britain's vote to leave the European Union on June 23 last year.

Government officials have however moved to assure EU learners on loans provision that they will be allowed to complete their courses.

Jo Johnson, the universities minister, said that EU nationals or their family members who are currently in FE and are eligible to receive loans from Student Finance England, will "continue to remain eligible for these loans and grants until they finish their course".

He added that these eligibility rules would also apply to EU students who are starting in either the 2017/18 or the 2018/19 academic year.

"SFE will assess these applications against existing eligibility criteria, and will provide loans and/or grants in the normal way," he continued.

"These eligibility criteria set out that for students beginning study any time after August 2016, EU nationals must have been

resident in the UK for at least five years or be EEA migrant workers in order to apply for a maintenance loan."

Mr Johnson also said the migration status of EU nationals in the UK is "being discussed as part of wider discussions with the EU".

A DfE spokesperson declined to release any more details.

The Conservative election manifesto promised a "major review of funding across tertiary education as a whole".

It is likely that advanced learner loans will be a central feature in this review owing to the troubles the DfE has had with them over recent years.

The Education and Skills Funding Agency has previously recognised it has a problem overseeing loans-funded provision, particularly where much of it is subcontracted.

Since August 2016, the ESFA has banned new subcontracting contracts for advanced learner

loans, with a complete ban coming into force from August this year.

In addition, growth requests for advanced learner loans were paused in September last year, while in November the SFA introduced caps for how much loan money can be allocated to a provider; for example where an approved loans facility is £500,000 or less, a maximum growth limit of £250,000 will apply.

The DfE would not be drawn on whether advanced learner loans would be considered in the forthcoming funding review.



## Is ESFA breaking repayment promise?

BILLY CAMDEN  
@BILLYCAMDEN

Learners stuck with heavy loans debt but no qualifications, after a training provider went bust, are still being forced to make repayments, even though the government promised these would be deferred.

The situation has been brought to FE Week's attention by nine learners affected by the demise of Hampshire-based Edudo Ltd, which we reported in February had left 100 students out of pocket and unable to complete courses after it entered voluntary liquidation in January.

This was one of a series of FE Week revelations that have demonstrated how hundreds of learners have been left high and dry in similar situations.

Our #SaveOurAdultEducation campaign for justice on their behalf appeared to have enjoyed some success in persuading the government to defer their repayments for a year.

But Lukasz Pacuk, a 34-year-old former carpentry learner with Edudo, has now told FE Week: "I still have a big loan, no certificate, and have lost three years of studying time. Nobody contacted us about stopping the loan payments."

"These people [the eight other former Edudo learners] are in the same situation

and are harmed like me," he said.

"I've had a loss of health, stress, and money is still being taken out of my account."

FE Week has seen evidence that the nine former learners, all from Poland, are still having loan repayments taken out of their pay packets. They claim to have had no contact from either the government or the Student Loans Company to discuss deferment arrangements.

The nine, who say they were part of a bigger group of around 70 people, explained they took out advance learner loans with Edudo in 2015, amounting to £4,170 each.

They began working towards an NVQ level two in wood occupations-site carpentry, but were later told to go for level three.

Mr Pacuk claimed that Edudo assessors said that as 80 per cent of the group did not speak English, the course would take longer than the original agreed finish date of June 2015.

After completing his NVQ training, Lukasz claimed he was visited by a number of assessors on his building site, with the latest one coming in October 2016, who told him he would receive his certificate in December.

But as revealed by FE Week, Edudo, which was allocated £500,500 in advanced learner loans by the ESFA as of September last year, sold its "assets and business" to Learning Republic Group Ltd in November 2016, before entering voluntary liquidation.

The Department for Education said it was unable to comment on individual cases, but would be seeking to address any issues identified.

Edudo's former boss Ronan Smith, who didn't respond to repeated requests for comment this week, is the only director listed on Companies House for Learning Republic Group.

The Education and Skills Funding Agency has previously told FE Week that Learning Republic is not a provider on the register of training organisations, and does not hold a loan agreement with them.

The provider therefore cannot complete training of former government-funded Edudo learners.

FE Week has been demanding that loans debt for learners such as Lukasz should be written off since January, when we revealed how hundreds had been left with debt but no qualifications through the demise of London-based John Frank Training. Similar problems followed when Edudo and Focus Training & Development Ltd went out of business.

FE Week saw a letter in April sent to a number of students affected by provider collapses, which told them that the government would "defer your repayment status for one year".

The Student Loans Company declined to comment this week on why this has not happened for former Edudo learners.

## SLC boss suspended pending investigation

The boss of the Student Loans Company has been suspended pending an investigation.

Steve Lamey was suspended from the organisation, which administers the government's advance learner loans, on July 11.

An SLC spokesperson said: "The Student Loans Company, in consultation with the Department for Education, took the decision to suspend the chief executive pending an investigation into concerns which have been raised.

"The suspension is a neutral act and does not imply wrongdoing. As the matters leading to suspension are now subject to an independent investigation, it would be inappropriate to comment further at this time."

The DfE would not provide any further comment.



Steve Lamey

# es now and looking to the future

## Corbyn demands end of FE loans in new Labour push

JUDE BURKE  
@JUDEBURKE77

The government will be pressured by Labour in the coming months to scrap advanced learner loans, its leader Jeremy Corbyn has told FE Week.

And the party confirmed it will also look into ending historical FE loan debts, in a welcome boost to our #SaveOurAdultEducation campaign demanding action for learners left with huge debts and no qualifications.

In an exclusive interview, FE Week asked Mr Corbyn if Labour planned to campaign for an end to FE loans, as well as higher education.

"We will be pushing the government in parliament on this," he said. "We will be really raising the whole question of university and FE loans.

"If we don't properly fund our FE system,

if we don't give students parity of esteem between going to university and vocational education, then we all lose out."

Mr Corbyn previously indicated, in an interview with music magazine NME, that his party would consider wiping all existing student loan debt if it got into power.

Shadow education secretary Angela Rayner was asked about this proposal – which goes further than the party's election manifesto pledge to scrap university tuition fees – by the BBC's Andrew Marr on Sunday, July 9.

Ms Rayner said Mr Corbyn had only indicated it was an "ambition" at present, but, she added, "I like a challenge. We've got to start dealing with this debt crisis that we're foisting on our young people. It's not acceptable."

Meanwhile, the Labour press office told us that "Labour is committed to scrapping student fees for both FE and higher education, and restoring university

maintenance grants and the education maintenance allowance.

"Additionally, we acknowledge the need to address historical student debts. A Labour government will consider the scope for this depending on economic circumstances at the time."

The party's general election manifesto pledged to campaign for "free, lifelong education in FE colleges, enabling everyone to upskill or retrain at any point in life".

The recently appointed Conservative skills minister Anne Milton has been tasked with leading a review of funding across tertiary education.

When the review was first announced in the party's general election manifesto, it prompted speculation that it might include a rethink on the controversial loans.

Advanced learner loans were first introduced in 2013 for learners

aged 24+ at levels three and four, but were later expanded in 2016 to cover all learners aged 19+. However they continue to suffer from low take-up.

Loans allocations for 2016/17 stand at £335 million. The latest figures from the Student Loans Company show that just £146.9 million was paid to providers between August 2016 to April 2017 on behalf of 73,500 learners starting courses in 2016/17.

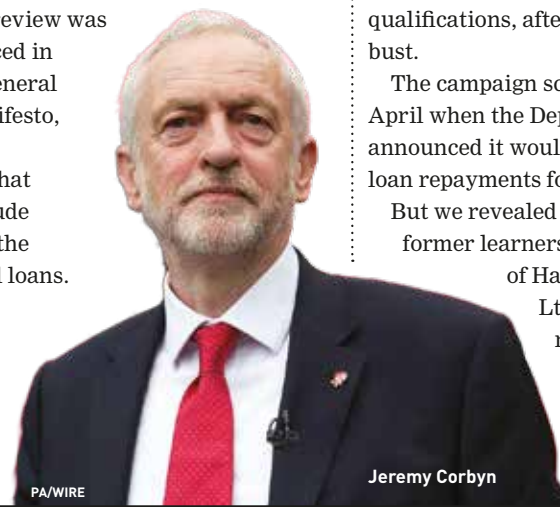
FE Week's #SaveOurAdultEducation campaign, launched in the Houses of Parliament in February, calls for debts to be written off for hundreds of former learners who were left with huge loans debts but no qualifications, after their providers went bust.

The campaign scored a partial victory in April when the Department for Education announced it would defer affected learners' loan repayments for a year.

But we revealed this week that at least nine former learners affected by the demise

of Hampshire-based Edudo Ltd are still having to make repayments (see page 6).

The Department for Education was unable to comment on this ahead of publication.



PA/WIRE

Jeremy Corbyn

## Learner loan enrolment figures for UK and EU (outside UK)

### UK nationals

Academic year	Learner loan starts (as at 30 April in academic year)	
2014/15	44,800	92%
2015/16	50,600	90%
2016/17	64,700	88%

### EU (outside UK)

Academic year	Learner loan starts (as at 30 April in academic year)	
2014/15	3,700	8%
2015/16	5,500	10%
2016/17	8,800	12%

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## NEWS

# Ofsted still not investigating subcontractors despite rule change

PAUL OFFORD  
@PAULOFFORD

FROM FRONT EXCLUSIVE

Ofsted has completely failed to act on a change in its rules that allow it directly to inspect subcontractors despite an embarrassing succession of major scandals, an FE Week investigation has discovered.

Monitoring subcontracting is a huge and increasingly thorny issue – there were 1,200 subcontractors accessing an eye-watering £693 million in government funding as of January. Of these, 161 had a contract worth £1 million or more, the highest of which is Learning Curve with over £10 million.

The former Skills Funding Agency had been warning as long ago as 2010 that the arrangement was “prone to mismanagement and abuse”, words which proved prophetic after the sector was wracked by a string of scandals involving providers with huge government skills contracts.

Ofsted finally took action last year by inserting a line into its handbook stating that it “reserves the right to inspect and grade any subcontractor” in their own right for the first time.

However, FE Week has found that not a single subcontractor inspection had yet taken place.

The new chair of the education select committee, the former skills minister Robert Halfon, expressed concern with the situation, saying: “The issue of subcontracting and inspection of quality is incredibly important. I hope that Ofsted will make every effort to inspect subcontractors in the same way they inspect other providers.”

An Ofsted spokesperson told FE Week: “We already inspect subcontractors and their education and training provision, as part of the inspection of their main contractors.

“While we have not inspected any subcontractors as a separate entity yet, where necessary, we reserve the right to do so.”

Mr Halfon would not be drawn on whether he would consider launching a select committee enquiry into subcontracting.

His former counterpart, the current shadow skills minister Gordon Marsden also weighed in, and said he hoped Ofsted would make more of an effort.

“I know that the new chief inspector Amanda Spielman has taken a strong interest in apprenticeships and FE, and it is to be hoped that this subcontracting issue will form part of Ofsted’s closer engagement with the sector,” he said.

Ofsted has so far only directly inspected prime contractors involved in government-funded provision, and may visit and or comment in general terms on their subcontracted provision.

But there was increasing concern before the rule change that this allowed substandard and corrupt providers to pass under the radar, while some companies were found to be actively maintaining subcontractor status so as to avoid an inspection.

One example FE Week uncovered of the inspectorate’s questionable approach to subcontracting was at grade two-rated NCG.

Ofsted’s report on its most recent inspection of what is one of the country’s largest college groups lavished praise last September on its “rigorous” contract management for subcontractors, noting that the group decommissions those “who do not respond quickly enough to improvement plans”.

But it said nothing about the quality of teaching among those subcontractors.

FE Week asked Ofsted, via a Freedom of Information request, for the names of the

## Summary of subcontracting in numbers:

> Total lead providers	472
> Total subcontractors	1,200
> Average subcontracts per lead	2.5
> Total subcontracting arrangements	2,873
> Average subcontracts per lead provider	6.1
> Total subcontracted	£692,730,886
> Average subcontract value	£241,117

Source: ESFA List of declared subcontractors as of January 2017

subcontractors that inspectors visited during the inspection.

The response was that none were visiting, and admitted: “I can confirm that, having checked the evidence from the inspection and spoken to the relevant inspectors, we do not hold any information about any subcontractors being visited during the inspection of NCG.

“The management of subcontracted provision was discussed with the college during the inspection.

“Visits to subcontractors may not be a key focus on inspection dependent upon the provider and the size and scope of this provision.”

Geoff Russell, the then-chief executive of the Skills Funding Agency, wrote in 2010 to John Hayes, the skills minister at the time, concerned about the risks of fraud. The letter was leaked to FE Week and reported on at the time.

“Subcontracting is the area most prone

to mismanagement and abuse, and is responsible for about 70 per cent of our current investigations,” wrote Mr Russell at the time.

We also reported in July 2014 how the Skills Funding Agency had indicated to the BBC’s consumer affairs programme Face the Facts that it wanted closer Ofsted focus on subcontractors.

It spoke out following the demise of major subcontractor Bright International Training Ltd, and the results of a four-month investigation by the relevant awarding organisation concluded there had been evidence of malpractice resulting in at least 225 learners losing their qualifications.

The agency told the BBC: “We are in discussion with Ofsted about the possibility of having more focus on the large subcontractors.

“Our priority is to ensure learner interests are protected and safeguarding public funds.”

35. Inspectors will not include provision that the provider operates under subcontracted arrangements on behalf of other providers.

36. Ofsted reserves the right to inspect and grade any subcontractor and its provision as a separate entity against this framework and handbook.

37. Any provision that is part of a pilot scheme or European Social Fund (ESF)-funded provision that does not support a mainstream programme such as apprenticeships or traineeships is normally out of scope for inspection.

Top five subcontractors by value	Total value of subcontracting	Subcontracts
Learning Curve (JAA) Limited	£10,348,804	26
Babcock Training Limited	£8,321,589	2
Prospects Training International Limited	£8,263,426	12
The Colleges' Partnership Limited	£7,975,698	1
Go Train Limited	£7,161,305	2

Source: Source: ESFA List of declared subcontractors as of January 2017





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# Date revealed for revised 2014/15 achievement rate publication

**ALIX ROBERTSON**  
@ALIXROBERTSON4

**EXCLUSIVE**

Long-awaited revised achievement rates for individual providers will be published on July 27, FE Week can reveal.

The Department for Education released the 2015/16 National Achievement Rate Tables for individual providers on June 15 after what they described as



closing significant “loop-holes” – but failed to provide comparable figures for previous years, as they normally would as reported on the front page of edition 212 (see below left).

Despite failing to publish the revised figures for 2014/15, the DfE statisticians did admit that when the figures were recalculated to remove the loop-holes, some providers saw their 2014/15 achievement rates fall by over 20 percentage points.

This prompted concern of a cover-up, with a prominent independent statistician called for an investigation in a story on the front page of FE Week.

FE Week also asked for the missing data via a freedom of information request submitted to the DfE on June 15.

The DfE confirmed the following week that it had U-turned on this and was now assessing how it can publish extra information that “allows for some comparability at provider level” for earlier years based on 2015 to 2016 methodology, and it would announce a date for when this would be provided “as soon as possible”.

FE Week has now received the FOI response 20 working days after the request – which did not provide the requested data, but said it would be made public at the end of this month.

It read: “The department intends to publish

the information as additional information to the ‘national achievement rates tables transparency data 2013 to 2014 and 2014 to 2015’ publication on July 27, 2017.”

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

At the time our FOI was submitted, Jonathan Portes, an independent expert in government statistics and a professor of economics and public policy at Kings College London, called for an investigation into the DfE’s failure to be forthcoming with the necessary data, which he described as “incomprehensible”.

The department said in the FOI response it would not directly pass on the requested data to FE Week, ahead of July 27, due to an exemption under section 22 of the FOI Act 2000, which “provides for information to be exempt from disclosure where the information is held by the department with a view to its publication by the department or any other person at some future date”.

The additional data is needed

because in February the DfE revised its NART figures for 2015/16, causing at a national level a fall of nearly five percentage points in recorded achievement rates, after it admitted closing a series of “loopholes” in the way numbers are reported.

Three months on, it published the revised figures for individual providers – but refused to publish the revised figures for 2014/15.



# Milton acknowledges ‘frustration’ over delayed pay survey results

**JUDE BURKE**  
@JUDEBURKE77

Fears are growing over the state of apprentices’ pay, as the results of a major survey are still nowhere to be seen a year after the research concluded.

The apprenticeship pay survey, was designed to establish whether apprentices are being paid what they should, and was announced in May 2016 – but there’s no word on when results will be published.

A parliamentary question on its whereabouts, tabled by the shadow skills minister Gordon Marsden, yielded no further information – nor did FE Week’s own enquiry to the new skills minister, Anne Milton.

The all-party parliamentary group on apprenticeships has meanwhile launched its annual report, in which it calls for more flexibility in apprentices’ pay, at a House of Commons event attended by both Mr Marsden and Ms Milton.

The minister was unable to name a date

for when the results might appear – but acknowledged that many were “frustrated” by the delay.

“I’ve been in post for nearly two and a half weeks, so I’m afraid that the best you can get from me at the moment is ‘in due course’,” she said.

“I wish I could say next week, or the week after, but I simply can’t at the moment.”

The apprenticeship pay survey is meant to help the government monitor whether employers are paying apprentices at least the national minimum wage – which is currently £3.50 an hour.

Interim “high-level” results were released in October as part of a report for the Low Pay Commission, the independent body that advises the government on minimum wage levels.

These indicated that the proportion of apprentices earning below the NMW had gone up, but despite this the full findings have not so far materialised.

FE Week learned in April that the researchers who carried out the work handed a final draft of their report to the government way back in January.

Mark Winterbotham, the director of the firm which carried out the survey, told FE Week at the time that he didn’t know why it hadn’t yet been published.

He described the project as a “large-scale survey of 9,422 apprentices, conducted by telephone from early June 2016 to the end of July 2016”.

He insisted his organisation had handed the final drafts of the reports over to the government in January, but admitted he had “not had any communication since early March” with the research team at the Department for Business, Energy and Industrial Strategy, which replaced BIS in July last year.

Mr Marsden’s parliamentary question to the secretary of state for BEIS, Richard Harrington, asked when he plans to publish the findings of the survey.

In response, he was told only that it would be “published in due course”.

The APPG report recommended that pay for apprentices should be far more flexible, increasing in line with their experience and level of qualification “to ensure that the apprentice route is attractive to as many people as possible”.

A spokesperson said that the plans are “intended to be something that can help create parity of esteem between apprenticeships and other routes, for example graduate schemes”.

There was a relatively modest increase to the apprentices’ minimum wage in April this year, lifting it from £3.40 to £3.50 per hour, though this represents a significant increase on the £2.73-an-hour rate in 2015.

The LPC has been consulting on the impact of the increases, to inform its recommendations for this year’s rates, which will be published alongside the next budget, expected in November or December.



# ESFA reveals timescales for provider access to £50m work placement pot

**ALIX ROBERTSON**  
@ALIXROBERTSON4

Further details of a £50 million pot for 'capacity building' work placements was announced by the Education and Skills Funding Agency.

Education secretary Justine Greening confirmed the investment would be made available from April 2018 to fund high-quality work placements, when speaking at the Business and Education Summit in London last week.

Additional ESFA guidance uploaded on July 13 on gov.uk included a timeline for implementation and claims the funding will support "a significant step change for the sector".

It will be used to deliver "occupationally specific" work placements of around three months for each T-level, "to ensure young people secure the workplace behaviours and the technical skills relevant to the occupation that they are studying towards".

Once the government has identified which providers will be eligible for the

funding, they will be invited to "submit an implementation plan" which "outlines their intentions" and sets out "how the available funding will be used during the 2018 to 2019 academic year".

They will be expected to outline "short-term and longer-term plans for expanding work placement provision to meet the future demand for T-level delivery", the guidance says.

Completing the implementation plan satisfactorily will be one of the conditions of securing any of the funding.

The announcement on gov.uk also indicates the ESFA anticipates that "the majority of funding will be used on building capacity with a commitment to commence an agreed number of work placements early to help ensure that the sector is ready".

Further details will be issued by the ESFA in September to explain the government's expectations for work placements, the assessment criteria for completing implementation plans, and more information about the funding formula.

Implementation plans should then be submitted by the end of October, to be



reviewed by the Department for Education from early November through to mid-December.

The guidance says successful institutions will then be notified by the end of December and any institutions with incomplete implementation plans will be asked to resubmit by the end of January 2018.

These will then be reviewed by the end of February, when the allocation amounts will be finalised for each provider.

Institutions will be written to in order to confirm the allocation they will receive, and will be expected to "build the work placement funding offer into their funding strategies" in March.

The funding will finally be released between April and June 2018, with the first placements delivered in the autumn of that year.

The £50 million funding should then increase until the 2020/21 financial year, the ESFA anticipates, as the number of placements also increases.

The ESFA adds in the guidance that it "will be working with sector bodies over the summer and refining our approach", but "further details are not available until we issue the September guidance".

However, questions, comments or concerns can be submitted via an online enquiry form available on the gov.uk website.

NOT TO BE MISSED

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## NEWS

# Battle to scrap the apprentice

AGAINST  
20% RULE



**SUE  
PITTOCK**

CEO, Remit Training

## Allow homework to count as part of 20%

Off-the-job training rules are inflexible and hard to enforce. They need urgent reform, argues Sue Pittock

Who first thought up the 20 per cent off-the-job training requirement, which is now an ESFA funding rule? It seems that policymakers felt that something like the old-style day release from a local college would still be relevant in 2017 to apprenticeships across all sectors.

Don't get me wrong. At Remit Training, we love the change in focus from assessment to high-quality teaching and learning that enriches an apprentice's experience. It allows us to build some great programmes, and it's a positive change from the previous, restrictive focus on assessment. But just because a standard stipulates 20 per cent off-the-job training, it isn't necessarily going to improve quality. To make a difference, the emphasis must be on a programme's overall quality, not an arbitrary percentage.

We would like the government to relax the policy to allow the learners to do some of this learning as homework. No other education programme omits homework as a set criteria, right from school through to further and higher education. Why should apprenticeships be any different?

With ministers remaining steadfast in their belief in social mobility, i.e. if a young person from a disadvantaged background wants to put some extra hours in to get on or to improve their English and maths, surely the manner shouldn't be prescribed? Instead, this newly-published official guidance insists that any out-of-hours learning must be formally recognised, usually as time off in lieu, while English and maths are both excluded from the off-the-job definition.

Some apprenticeships that are vital for the economy, such as health and social care, need additional funding to accommodate the 20 per cent requirement. It is no cheaper to deliver training for a programme that attracts £3,000 of maximum funding than to deliver some of the IT programmes that attract £15,000 of funding. If the government was serious about parity across all apprenticeships, this element would be funded as a fixed cost per annum.

We need to discuss the needs of the employer

and combine this with a mix of blended learning; in most cases we don't need to do a full day of off-the-job training in a classroom. An employer may want a face-to-face visit, or online learning, webinars, time for writing assignments, or even to build part of their programme around mentoring.

“**Either the 'off-the-job' label should embrace all training or it needs a new name**”

Once we have mapped out all the months with the detail of the programme, we can place this document in the learner's base file to show how we plan to deliver 20 per cent off-the-job training. The employer and learner can then see what they are committing to and agree this as part of the contracting process. This is the evidence we all need to have ready for any ESFA audit.

Ofsted was clear again at the AELP conference that it is not prepared to audit hours, but will dig into teaching and learning if it feels that learners are receiving a poor experience. It doesn't care whether these hours are paid or unpaid – considering this irrelevant to the quality of the learning.

Anne Milton, the new skills minister, took just two weeks to fix some elements of the apprenticeship reforms that had gone wrong. Now she needs to take a hard look at the 20 per cent requirement. I wonder which Whitehall room this concept was invented in and whether anyone involved in on-the-ground delivery was part of the discussion?

Either the 'off-the-job' label should embrace all training and learning, no matter what time of day, or it needs a new name. In the meantime, the main message is that off-the-job training in itself is not going to go away. Embrace it, have some fun and deliver some fantastic apprenticeships.

## Guide to off-the-

As of May 1 anyone that starts an apprenticeship – whether on a framework or new standard – must now receive at least 20 per cent off-the-job training, according to new Education and Skills Funding Agency rules.

The requirement, which was first announced back in 2013, is one of the government's core principles for protecting the quality of the apprenticeship programme.

'Off the job' is defined as: "Learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship.

"This can include training that is delivered at the apprentice's normal place of work but must not be delivered as part of their normal working duties."

Guidance published by the Department for Education in June stipulated that "each apprentice should have a commitment statement that, among other information, outlines the programme of training that the apprentice should receive" and which "should set out how the provider intends to fulfil the 20 per cent off-the-job training requirement".

And the provider must submit evidence that the training is being delivered in order to draw down apprenticeship funding.

But actually working out what counts as 'off the job' – or even how much there should be – is far from simple.

The percentage is calculated on the basis of an apprentice's contracted hours of work, spread over the duration of their apprenticeship.

For example, if someone is on a two-year

AGAINST  
20% RULE



**MARK  
DAWE**

CEO, AELP

## The mandatory 20% is a throwback

The 20 per cent rule should be immediately reviewed as a universal requirement, suggests Mark Dawe

AELP totally supports the drive to ensure high quality apprenticeships with proper progress in knowledge, skills and behaviour enabling progression from one level to the next. We just don't believe that the off-the-job element of the programme should necessarily comprise 20 per cent of working hours across all standards.

The reforms have put employers in the driving seat and the new standards are designed by employers for employers. Levy-payers are now funding the programme as well, so employers should arguably have the biggest say on what they can offer.

Let's be clear: since the apprenticeship legislation of 2009, off-the-job training has been a mandatory requirement for any

apprenticeship. But as Tom Richmond reminds us, civil servants allowed themselves to be persuaded in 2013 that the old-style equivalent of a weekly day release to college means that the requirement should comprise 20 per cent of working hours. Yet the 20 per cent is still an arbitrary ESFA funding rule which can be amended at any time.

Different levels in different sectors need different approaches. In some cases, such as dental nursing, working with a supervisor demonstrating on state-of-the-art machinery and explaining the theory behind it is better than sitting away from the workplace being pummelled with some unrelatable theory.

A mandatory 20 per cent doesn't offer any correlation with the quality of the provision actually being delivered; it is simply a blunt broad-brush stick to be used as a compliance measure – in essence a requirement of

# Apprenticeship minimum training rule

## job training rule

apprenticeship and has an employment contract for seven hours a day, five days a week, for 46 weeks that adds up to a total of 3,220 contracted hours over the two years.

So the minimum amount of time they should spend in off-the-job training would be 644 hours, or the equivalent of one day per working week.

But this does not have to be undertaken at set times: "It is up to the employer and provider to decide at what point during the apprenticeship the training is best delivered."

Nor does it have to be delivered in a set format.

For training to count towards the 20 per cent rule, it must teach "new knowledge, skills and/or behaviours that will contribute to the successful achievement of an apprenticeship".

It must also be "directly relevant to the apprenticeship" and could include teaching of theory, practical training or time spent completing assignments.

Training can be carried out at the apprentice's normal workstation, as long as they are learning new skills – "it is the activity, rather than the location" that counts.

And some – but not all – off-the-job training can be delivered via distance learning.

No training the apprentice does in their own time counts towards the 20 per cent rule – except in exceptional circumstances, and only if the apprentice is given time off in lieu – nor do performance reviews.

And any English and maths training doesn't count either – if it's needed, it must be on top of the 20 per cent.

funding by government. From public platforms in recent weeks, it appears that Ofsted shares our view, and senior officials have confirmed that they have absolutely no interest in auditing the number of hours being chalked up for this purpose. ESFA audits mean however that employers and providers will still have to keep evidence that the requirement is being met.

We must go back to the employer-driven principles behind the reforms. In trailblazer employer groups, there are already credible vehicles which should be given the flexibility and responsibility to define the required level of off-the-job training which is right for apprentices to acquire the skills, knowledge and behaviours for individual standards in each specific sector.

We need to act quickly on this because employers are already telling their training providers that the rule will limit both their participation and appetite to embrace apprenticeships. Many thousands of organisations now have no option but to pay the levy, but then they see yet further additional cost in losing employees one day a week. We speak to employers who have to backfill positions as cover and even extend contracts to provide additional working hours in which to shoehorn in the 20 per cent training time.

In some sectors, the employment costs and tight margins mean that employers can't afford to cover the cost of unproductive hours along with the other demands of having apprentices. Are we really going to stop an apprenticeship even when the provider, employer, and learner agree an alternative approach which meets with the government inspectorate's approval?

Furthermore, what about the fact that it costs the same to have someone teaching the apprentice whether the funding is £2,000 or £9,000 a year. The funding does not support the 20 per cent requirement.

“**A mandatory 20 per cent doesn't offer any correlation with the quality of the provision**”

As the Taylor review has recognised this week, low-wage sectors are the ones that often most need skills development, especially in the light of Brexit, and these sectors often contribute most to social mobility. Therefore we shouldn't be pricing them out of apprenticeships.

Opposition to 20 per cent might be less vehement if the rule wasn't fixed on contracted working hours. All other forms of education where the state is making a financial contribution encourage young people to do homework but apprenticeships appear to be singled out for off-the-job learning to be part of a 35-hour working week.

The 20 per cent rule should be reviewed as a universal requirement and reconsidered in relation to each sector's needs.

FOR  
20% RULE



TOM  
RICHMOND

Sixth-form college teacher and former senior adviser to skills ministers Nick Boles and Matt Hancock

## 20% off-the-job training should be the bare minimum

The countries with the best apprenticeships in the world have far more training than we do in the UK, explains Tom Richmond

Now that Ofsted expects numeracy to be embedded across the curriculum, let us take this opportunity to practise a little maths ourselves.

Say an apprentice is employed for 35 hours a week, seven hours a day. If they spend one day each week training off the job for a full year, that equates, excluding holidays, to just over 300 hours of training. And because the government is clear that an apprentice must spend a minimum of 20 per cent of their employment on off-the-job training, this means that every apprentice needs to spend well over 300 hours of every year of their apprenticeship engaged in learning away from their job.

The AELP is crying foul, claiming this 20 per cent rule is too crude a method to raise quality and that such a simplistic measure cannot be used to hold providers to account. It also cites a lack of willingness among some employers to release apprentices for this amount of time. On all three counts, the AELP is correct – but its complaints should nonetheless be ignored.

As far back as 2013, the government has insisted that all apprenticeships produced by their ongoing reform programme must involve at least 20 per cent off-the-job training. Leaving aside the absurdity of civil servants taking four years to explain what 20 per cent actually means, last month's long-awaited guidance was a welcome attempt to steady the ship.

Denmark, Germany, Switzerland and the Netherlands are often cited as the gold standards of apprenticeships. Although each system has unique elements, they share an unwavering commitment to extensive training both on and off the job – with the latter taking up around a quarter to a third of an apprentice's working week.

This helps to put our paltry expectation of 20 per cent into perspective. Through varying combinations of 'day release' and 'block release' delivery models, continental apprenticeships promote high expectations and standards alongside more commitment from employers, apprentices and providers.

The overriding problem with the current

debate over the 20 per cent rule is that the debate should never have happened in the first place. If ministers and civil servants had been brave enough to reject the dreadful new apprenticeship standards that barely require any training whatsoever (the hospitality team member and delivery driver standards spring to mind, among many others), we would not need to have this discussion.

Contrast the poorest standards with new apprenticeships for automotive engineers, construction surveyors and welders, and you begin to understand why 20 per cent off-the-job training looks unachievable for weak standards while remaining well below what is needed to deliver the more impressive ones.

“**Expecting apprentices to be away from the workplace as part of their training is desirable**”

In short, any respectable apprenticeship will require hundreds of hours of training away from the workplace because it is related to a skilled occupation requiring substantial and substantive training (the government's words, incidentally, not mine) that easily surpasses the mandated minimum of 20 per cent.

If there are any employers that take issue with their apprentices having to acquire a wider range of knowledge and understanding during their course, or if any providers are unable or unwilling to train their apprentices, then we should politely wave them goodbye and focus instead on employers and providers whose actions demonstrate that they value high-quality provision.

The 20 per cent off-the-job rule is far from perfect, but it must be protected in order to protect apprentices from the worst of what our apprenticeship system has to offer.

## EDITORIAL

## What are Ofsted waiting for?



After several scandals involving large subcontractors that left learners out of pocket and without certificates, Ofsted rightly realised they had a blind spot.

They realised it was farcical to be undertaking full inspections on tiny prime providers with fewer than 50 learners whilst the multi-million pound subcontractors with thousands of learners remained off their radar.

But in the past year they haven't undertaken their first full inspection of a subcontractor. Also concerning is that Ofsted didn't visit a subcontractor when inspecting NCG; which they list as having subcontracting arrangements with 11 providers.

If I was being generous I would blame the government for reducing Ofsted's budget, but is the inspectorate using the limited resource they have wisely?

Twelve hundred subcontractors with hundreds of thousands of learners and over half a billion pounds of public money.

It's time Ofsted not only conducted a thematic review of subcontracted provision, but inspected the largest multi-million pound subcontractors.

Waiting for a scandal, as in the case of Bright, is too late for the inspectorate to make any positive contribution.

No excuses I'm afraid. Ofsted, on this issue, requires improvement.

**Nick Linford, Editor**  
news@feweek.co.uk

**HALFON COMMITTEE ELECTION TWEETS:**

**Louis M M Coiffait** @LouisMMCoiffait

Predict Robert Halfon will be cracking as Ed. Cttee Chair, gamekeeper now poacher @halfon4harlowMP

**Bob Harrison** @bobharrisonset

Wish @halfon4harlowMP well in his job as Chair of Education Select Committee...hope he holds @educationgovuk and Ministers to account

**Spencer Pitfield** @SpencerPitfield

@halfon4harlowMP as Chair of Education Select Committee will make sure ALL young people get the very best educational chances! @ToryWorkers

**Ben Wood** @Ben\_Wood\_RE

I'm a long time fan of the very sensible @halfon4harlowMP and I'm pleased to see him elected as Chair of the Education Select Committee

**Stephen Daisley** @JournoStephen

Good to see @halfon4harlowMP elected chair of education select committee. The PM's poor judgement shouldn't see his abilities go to waste.



## Halfon elected chair of education committee

**ALIX ROBERTSON**  
@ALIXROBERTSON4

The former apprenticeships and skills minister and FE champion Robert Halfon has stepped back into the education limelight by winning the election to become the new chair of the education select committee.

He received 261 votes – the largest number in the fifth and final round of voting which took place on July 12.

Speaking of his success the following day, Mr Halfon told FE Week: “I love education, I have a passion for it and I genuinely loved my role looking at apprenticeships and skills particularly.

“This is really a huge privilege and an honour to be doing this, because it allows me to continue to work in the education area.”

The race was a close-run thing, with another former skills minister, Nick Boles, coming second with 213 votes.

Mr Boles actually crept one vote ahead of Mr Halfon in the third round of alternative voting, in which one candidate is knocked out each time, but could not hold his lead.

Discussing his plans for the new role, Mr Halfon said working closely with the members of the committee once they are elected will be “very important”.

“We’ll be a team,” he said, “I think that the education committee has huge potential and I want to use it literally as a ladder of opportunity.”

The metaphor is one of Mr Halfon’s favourite images, used on numerous occasions during his year in the skills minister post to explain how FE boosts learners’ life chances.

There will also be “a huge focus on social justice”, he added, and barriers to achievement should be tackled at all levels – “from nursery school right up to FE, apprenticeships and university”.

Another theme he hopes to address will be “productivity and skills”.

“We face a huge skills deficit in our country, we’re behind many other modern countries including Italy,” he said.

“So what is it that we need to do in our education system? Looking at the role of apprenticeships, T-levels, how they are rolling out the apprenticeship levy, why some university leavers get jobs straight away while students at other universities charging the same £9,000 fees have very poor destination statistics.”

Mr Halfon said underneath these issues it would be important to consider “the resources question”.

“What I want to do is work with the committee members to find out what resources are needed to make these things

happen,” he said.

The committee will be “very evidence-based”, as well as “transparent and open to the public”, he said, stressing the importance of giving those working in the field the chance to bring forward their experiences.

He also intends to look at how the committee can improve its use of social media over the summer.

“Although I’ve been a minister, I’m not an establishment man,” he said.

It’s not about just causing trouble for the government, it’s genuinely about investigating, scrutinising what is going on, and being a powerhouse of ideas.”

Other rivals Mr Halfon faced down for his new post were Rehman Chishti, the MP for Gillingham and Rainham; Tim Loughton, the MP for East Worthing and Shoreham; Stephen Metcalfe, the MP for South Basildon and East Thurrock; and Dr Dan Poulter, the MP for Central Suffolk and Ipswich.

Ian Ashman, president of the Association of Colleges, congratulated Mr Halfon on his new role saying he will “make an excellent chair and hold the government to account effectively”.

Mark Dawe, chief executive of the Association of Employment and Learning Providers, agreed, saying his “passion for apprenticeships and skills is an undoubted advantage”.

### Education Select Committee chair - election results

(single transferable vote)

Total 1st round valid votes: 571

	1st round	2nd round	3rd round	4th round	5th round	
Nick Boles	129	137	153	178	213	
Rehman Chishti	33					
Robert Halfon	136	141	152	185	261	<b>ELECTED</b>
Tim Loughton	101	104	116			
Stephen Metcalfe	63	67				
Dr Dan Poulter	109	112	127	155		
Not redistributed	-	10	23	53	97	



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## Could you lead, shape and inspire at East Riding College?

East Riding College seeks a new Principal & CEO to lead, shape and inspire our vibrant organisation as our long-standing Principal retires after many successful years.

Recently Ofsted-assured as a Good college, with many strengths, and an excellent academic record, we are an impressive college in every aspect, yet we won't rest on our laurels as we strive to become Outstanding in all our delivery and operational areas. We are at the heart of the East Riding Community, with fantastic new college campuses at Beverley and Bridlington. We are financially robust, and keen to continue to build on our reputation, working with many key stakeholders and committed partners.

You may be a Principal already, keen to lead in FE or an aspirational Vice or Deputy Principal, ready for your next move, and keen to put your own stamp on us!

The two College campuses are located in a beautiful part of Yorkshire, serving market and coastal towns as well as a mixed business, agricultural and tourism economy. Candidates will not fail to be impressed by the region, which has much to offer.

In return, we offer a progressive, market rate salary package, a supportive committed Board of Governors, underpinned by superb staff and students who we are justifiably very proud of.

Closing date: Monday 7th August 2017

Our Assessment Centre is scheduled for Friday 8th and Saturday 9th September.



### COLLEGE PRINCIPAL

**Salary £110 - £120k for an outstanding candidate + relocation**

You will be an ambitious FE senior leader, ready and capable of leading us through the next evolution of the sector, navigating it's many challenges, some known, some unknown.

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

To apply for this role or to download an application pack visit: [www.protocol.co.uk/east-riding](http://www.protocol.co.uk/east-riding)



# Excellence in learning to enhance people's lives.

### Leadership and Management Tutor

Salary : £30,000-£35,000 + Potential Bonus and Location Allowance

The role will specialise in the classroom/group delivery of levels 3 & 5 in Leadership and Management. Building on your existing strengths in the delivery of higher level Apprenticeships, you will champion improvements in quality and innovation, in order that we can meet and exceed demands in an ever changing industry.

**Requirements:**

- Competent to deliver up to level 5 qualifications in Leadership & Management
- Working as a tutor/lecturer/assessor of Higher Level Management Apprenticeships
- Occupational competency at a Management level
- Ability to deliver engaging and motivating sessions to students in groups and classroom settings
- Evidence of high quality teaching and learning
- Continuous professional development in Leadership & Management practices
- ICT literate, knowledge of Microsoft packages, e-products, digital learning and webinar based technologies, learning management systems
- Teaching and or Assessor qualification
- Understanding of Learning Management Systems (Canvas, VLE and Moodle)
- Full driving license

### Programme Design Specialist

Salary : £30,000-£35,000 + Potential Bonus and Location Allowance

We're looking for an inspirational individual to work with internal and external stakeholders. You will design effective learning programmes, integrating appropriate Apprenticeship standards and using virtual learning environments where appropriate.

You will also provide proactive expert information, advice and guidance that drives compliance alongside commerciality to employers and colleagues.

**Requirements:**

- Experience of completing organisational training needs analysis with key stakeholders within organisations
- Experience of designing curriculum plans and schemes of work for class and field based delivery
- Excellent report writing skills
- Experience of presenting at all levels
- Understanding of Learning Management Systems (Canvas, VLE and Moodle) and course building
- Full driving license



## Vice Principal Curriculum

£85,000pa, Barnsley

FREEDOM TO INNOVATE - DRIVING EXCELLENCE - HIGH EXPECTATIONS - TRANSFORMING CULTURE

As Vice Principal Curriculum you will take a strategic lead in the development of the college's curriculum portfolio and provide outstanding leadership and coaching to those with responsibility for delivery.

We have retained FE Associates to support us in this important appointment. Potential candidates are encouraged to contact Samantha Bunn for an initial discussion. [Samantha.Bunn@fea.co.uk](mailto:Samantha.Bunn@fea.co.uk) or **01454 617 707**.

CLOSING DATE: **12 NOON FRIDAY 28TH JULY 2017**  
INTERVIEWS: **5TH & 6TH SEPTEMBER 2017**

For more information go to:  
<http://barnsleyleadership.fea.co.uk>



# Curriculum Manager - Professional Business Services



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

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

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

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

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

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

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

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

**Closing date** for applications – Friday 4th August







# Assistant Director - Teaching & Learning

**Salary within the range £40,787 - £44,387**

We have an exciting opportunity for a suitably experienced individual with the vision, passion and ability to progress into a key leadership role within our Languages maths & Adult Studies Directorate. In this role you will have overall responsibility for the identification, development, improvement and co-ordination of all teaching & learning practices across the Directorate and lead and manage a team of staff to achieve strategic and operational objectives. You will also be required to proactively contribute to the development and implementation of the strategic vision for teaching & learning across the College

Educated to degree level or equivalent, you will have experience of effectively managing a team of academic staff and experience of

meeting audit/inspection requirements and responding effectively to recommendations. Sufficient breadth and/or depth of specialist knowledge in teaching, learning and assessment processes to lead development and improvement across the Directorate is essential. You will also be able to provide evidence of consistently delivering high quality teaching and learning over at least the last two years

To apply for this role please visit [www.hughbaird.ac.uk](http://www.hughbaird.ac.uk) or call **0151 353 4449** or e-mail [vacancies@hughbaird.ac.uk](mailto:vacancies@hughbaird.ac.uk). The closing date for this position is Thursday 20 July 2017. Please note the selection interviews will be held on Friday 28 July 2017.

# OPERATIONS MANAGER

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

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



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

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

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

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

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

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

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

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

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# ENGLISH AND MATHS TUTOR

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



**Job Purpose:**

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

**Qualifications required:**

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

**Closing date:** 31st July

**Interviews:** Immediately for the right candidate

**Start Date:** September 2017

**Apply:** Send your CV and cover letter to  
nick@letmeplay.co.uk

## Adult Skills and Community Learning Tutor - English

**Salary:** £21,493 - £25,068

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

**Location:** Wellington House, Barnsley, South Yorkshire



**BARNSELY**  
Metropolitan Borough Council

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

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

**Shape a better future with us**

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

**Your role in our journey**

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

**What you'll need**

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

**A lot to look forward to**

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

**Apply**

To achieve your ambitions while shaping a bright future for our communities, apply now at [www.barnsley.gov.uk](http://www.barnsley.gov.uk)

**Closing date:** 21 July 2017, at 23:59

**CVs will not be accepted.**

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

**Salary:** £21,493 - £25,068

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

**Location:** Wellington House, Barnsley, South Yorkshire



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

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

### Shape a better future with us

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

### Your role in our journey

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

### What you'll need

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

### A lot to look forward to

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

### Apply

To achieve your ambitions while shaping a bright future for our communities, apply now at [www.barnsley.gov.uk](http://www.barnsley.gov.uk).

**Closing date:** 21 July 2017, at 23:59

**CVs will not be accepted.**



## OUTSTANDING English and Maths staff WANTED!

**Location:** Huddersfield and Dewsbury

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

**Hours:** Variable

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

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

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

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

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

Please visit [www.kirkleescollege.ac.uk/jobs](http://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](mailto:mharte@kirkleescollege.ac.uk) or Matthew Knight (Curriculum Team Leader – maths) – [mknight@kirkleescollege.ac.uk](mailto:mknight@kirkleescollege.ac.uk).

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





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## EXPERTS



## PAUL KESSELL- HOLLAND

Head of partnerships, Education  
and Training Foundation

# Teaching is at the heart of the skills plan

**In order to deliver the skilled workers our economy needs, education and industry need to forge closer links, says Paul Kessell-Holland**

The rapid pace of change in technical education shows no signs of slowing. There has been an endless succession of commissions, reports, recommendations and plans, with the over-arching theme being 'we need more engineers/scientists/technicians but where will these people come from?'

New technical workers are a fairly straightforward economic need, but there are a range of challenges inherent in fulfilling it. We clearly require a greater number of skilled staff in a range of industrial and technical disciplines, but this means we need to get more young people interested in following a career in these fields, and to retrain people established in other areas of employment. And this means we need to provide them with a robust, relevant and comprehensive technical education.

Education providers are, in the main, reporting that recruitment to science engineering and technology courses is growing – the lure of well-paid jobs with a career path as well as a resurgence of interest in industry and manufacturing is persuading more young people to train. Unfortunately this is only exacerbating a separate problem – where do the teachers come from?

Traditionally many of the teaching staff at colleges have come from industry, and this is one of the great powers of the technical and vocational training sector: it means relevant and up-to-date knowledge in the classroom, and a real understanding of the world of work. However, this steady stream of career changers is not enough to meet demand any longer, and we need to begin to grow wider and deeper recruitment plans if we are to meet demand. The Education and Training Foundation is working with a range of organisations on a number of pilot programmes to see how best to establish a larger pool of technical teaching talent and source new staff.

Crucially, these programmes need to do more than simply supporting the recruitment of individuals. For example, professional engineers are experts in their field; they understand only too well the need to remain

up to date in their chosen discipline. Education is no different, and without a strong understanding of educational practice many new entrants to the profession struggle to get across their depth of knowledge in their subject.

Others may have substantial academic and theoretical knowledge but lack the key industrial experience that makes their teaching come alive and feel relevant for learners. This is why in all our teacher recruitment programmes we combine initial teacher training to an appropriate level with a wider experience of industrial updating or work shadowing, to ensure everything in the classroom reflects the world of work wherever possible. By building and maintaining local partnerships with industry the ETF is working to ensure every young person studying technical disciplines does so with teachers who know their subject, and know how to teach it in equal measure.

Professionalising teaching is an important aim. The professional standards for teachers and trainers underpin all our work, providing a common language for education professionals to discuss what they do in the classroom. The Society for Education and Training is a constantly growing professional body which supports this agenda on a whole career basis. Qualified Teacher Learning and Skills provide a real pinnacle achievement for technical teaching staff wanting to demonstrate real professional skill.

“**Professionalising teaching is an important aim**”

Behind all this activity lies a simple equation: the more professional the teaching workforce, the better the teaching. The better the teaching, the better the outcomes for learners. The more success our learners experience, the more will remain in education and the higher their achievements. The economy needs these young people, and the economy needs their teachers to be ready and well equipped for the challenges to come.



## ADRIAN ANDERSON

Chief executive, University Vocational  
Awards Council

# High quality means higher-level apprenticeships

**If we really want to develop our economy, we should focus more on the top echelons, suggests Adrian Anderson**

At the recent AELP June conference there was a lot of talk about the value of intermediate apprenticeships and the importance of not equating quality apprenticeships with those at a higher level. But let's be quite clear: if the purpose of apprenticeships is to raise productivity and enhance social mobility, England's apprenticeship programme must have a significant focus on higher-level skills provision.

From a productivity standpoint, ask any economist and they will emphasise the UK's acute need of a highly skilled workforce to compete with our OECD and BRIC competitors. If you have these skills, you're also likely to earn more. For these reasons, apprenticeships have been positioned as England's flagship skills programme, but look at the current figures on delivery and it's clear how much the focus of apprenticeship delivery has to change.

In the 2015/16 academic year there were 509,400 apprenticeship starts. By level, this was 57 per cent at level two, 38 per cent at level three, two per cent at level four, three per cent at level five and just 0.2 per cent at level six. The top five starts by apprenticeship framework were: health and social care (85k), business administration (50k), management (46k), hospitality and catering (32k), and customer service (26K)

The apprenticeship reforms and the levy, however, herald a clear and significant shift upwards in apprenticeship levels. Employers have taken a lead through the trailblazer process to develop apprenticeships that are needed by the economy.

NHS trusts, with massive levy bills, have developed degree apprenticeships in nursing. Degree apprenticeships are also being developed by local authorities for social workers and by police forces for officers, occupations vital to the provision of high-quality public services. Surely no one could disagree with a substantial focus and public sector levy spend on degree apprenticeships in nursing, social work and policing?

In the private sector let's hope our post-Brexit car industry makes extensive use of the manufacturing degree apprenticeship and our lights are kept on by the nuclear industry combatting chronic skills shortages through investment in the nuclear engineering degree apprenticeship. Through investment

in the digital solutions higher and degree apprenticeships we'll have a better chance of overcoming the cyberattacks that have featured in the news in recent months.

And yes, there are some occupations where intermediate apprenticeships should be valued. No one would doubt the case for apprenticeships in butchery, bakery or carpentry, for instance. My point is that the current balance in apprenticeship provision is wrong and there's been far too much focus on the generic lower-level apprenticeships in questionable job roles. Wasn't this also a conclusion of the Richard review?

“**Shouldn't the skills sector embrace rather than resist change?**”

From a social mobility standpoint, the argument is also clear-cut: intermediate apprenticeships do help many young people enter the labour market. But don't we need clear work-based progression routes to higher level occupations, ideally through higher and degree apprenticeships, for the system to make a major contribution to social mobility? Shouldn't one of the ambitions of the reforms be an employer-funded debt-free route from apprenticeships to the professions, in which individual learners, particularly from disadvantaged backgrounds, earn while they learn? And if employers want to shift away from some of the old generic level two frameworks, will not the needs of new learners who would, in the past, have followed such programmes be best met by the new T-levels?

Of course, a change in focus could be difficult for some providers – but change will happen. The opportunities, however, are substantial: through the levy there's significantly more funding (40 per cent more!) than in the past for delivery. The government is planning substantial investment in T-levels, which is another opportunity. We're also seeing both independent training providers and further education colleges developing their presence in the higher and degree apprenticeship market. Shouldn't the skills sector embrace rather than resist change and be at the forefront of developing the skills needed by the UK economy?



## EXPERTS

Prison education has been sidelined for too long and major change is needed now, says Rob Mills

The general election brought us our third justice secretary in under two years. And with Dame Sally Coates' report into prison education now a year old, the white paper on prison safety and reform not fully implemented, and the government's commitment to prison reform, which was given prominence in 2016, omitted from the Queen's speech, the sector has been left high and dry.

Two recent reports have, moreover, branded prisoner resettlement services as next to useless. So what will the new secretary of state do now to a rehabilitate a system that is a billion-pound problem?

Of the 94,700 prisoners in education in 2016, 47 per cent had no formal qualifications. Over 72,000 were assessed for English and maths, with 43 per cent found to be working at or below entry level three in English, and 58 per cent at that level in maths. Of the 75,000 prisoners released that year, 75 per cent moved into unemployment and 46 per cent were reconvicted after 12 months. The total yearly cost of reoffending to the tax payer is some £15 billion.

Spending on prison education totaled some £280 million between 2009-2014, but just £131 million has been earmarked for 2014-2020. Since the money spent so far has not resulted in a substantial decline of reoffending rates, a fundamental change needs to occur in terms of the structure and delivery of education, training, skills and employment services in



# ROB MILLS

Specialist education advisor,  
Shropshire Academy & Learning Trust

## How to fix prison training

prisons.

Prisoners enter a system where the landscape of education and employment support is fragmented, and good practice is patchy and inconsistent. The problem with employment support is one of coordination. Over the course of a prisoner's sentence, multiple agencies and individuals are responsible for helping them find work on release, and there is a clear absence of a single point of responsibility and accountability for this, which creates confusion for both prisoners and service providers.

Community rehabilitation companies, which should engage with prisoners on release to find employment, are failing. In a damning report released last month into the 'Through the Gate' resettlement services run by these companies, the HM Inspectorate wrote: "We did not see any cases where

Through the Gate services had assisted a prisoner to get employment after release."

Employment outcomes should be effectively recorded to provide an accurate picture of the value of the programmes being delivered. At present, there is little robust, comprehensive data available that can trace positive outcomes to interventions.

These are what I believe to be some of the most important steps that need taking.

We need a clear 'employment pathway', and to eliminate the duplication and fragmentation of employment services. There should be a single point of contact responsible to coordinate prisoners' journeys upon entry, through education and skills, moving towards rehabilitation.

Employment outcome data should be captured at each opportunity so that the effectiveness of a learner's programme

can be evaluated and where necessary, improvements can be made. Employers should be actively encouraged to support the development of employability skills programmes and to provide training within prisons – thereby encouraging them to employ or at least invite for interview prisoners on release.

“  
**There is a clear absence of a single point of responsibility and accountability**

The approved list of qualifications funded by SFA also needs to be removed, allowing governors and service providers to determine the qualifications and skills best suited to their prison, linked to local labour market demand.

Employability skills are often too narrowly identified with learning skills, and should cover CV writing and literacy and numeracy. True employability skills should encompass the development of confidence, self-belief, resilience and the ability to work with others – skills that are much more valued by employers in helping to secure sustainable careers in an increasingly competitive employment market.



**One voice,  
working together,  
for our members.  
For their future.**

## CAMPUS ROUND-UP *with Samantha King*

### Jeremy Corbyn cements his reputation



Corbyn bricks it with Vincent O'Brien

Labour leader Jeremy Corbyn tried his hand at bricklaying during a visit to Barnet and Southgate College.

Mr Corbyn met with students at the college's construction training centre, where he had a go at laying bricks using cement and lining them up to create a wall, under the watchful eye of construction tutor Vincent O'Brien.

Commenting on the Labour leader's bricklaying efforts, Mr O'Brien said: "Jeremy was very good; he picked up instruction and just got on with it. He would make a great bricklaying partner."

Mr Corbyn's visit came following an address at the British Chambers of Commerce earlier

in the day, where he discussed the importance of training to build a high skills economy.

During his trip to the north London-based college, he also took part in a roundtable discussion with a group of apprentices training in health and social care, IT, business, plumbing and hairdressing.

Level 2 NVQ hairdressing student Kayleigh Hopwood had the chance to demonstrate her hair styling skills to Mr Corbyn during his tour of the college's facilities, and said: "I was nervous at first but it was great meeting him. He asked me about my course and what I wanted to do at the end of it. He really showed an interest and made me feel at ease."



Isa Mutlib, right, oversees the trophy design

### Recognising Asian apprentices

A team of apprentices have been commissioned to create trophies for the annual Asian Apprenticeship Awards.

The apprentices from the Midlands-based engineering company Salop Design and Engineering Ltd will design and manufacture the trophies, which will be given to winners.

Salop supplies goods to the manufacturing, automotive and aerospace industries, with clients such as Jaguar Land Rover and Nissan. It won the 'promoting apprenticeships in the workplace' award at the Nachural Summer Business Ball earlier this year.

Now in its second year, the AAA aims to showcase the work of Asian apprentices, and help increase BAME employment by 20 per cent by 2020.

Nominations for the awards are now open, with categories for employers, apprentices, learning providers and schools, and winners will be announced at a ceremony in Birmingham on November 2.

Isa Mutlib, project director for the AAA, said: "Nominating for the awards recognises and celebrates the hard work of talented British Asian apprentices, their employers and learning providers. Not only this, but we are also able to raise the profile of apprenticeships within the British Asian community bringing benefit to the lives of the apprentices, businesses and the economy."

To submit a nomination, visit: [www.asianapprenticeshipawards.co.uk](http://www.asianapprenticeshipawards.co.uk). Applications close on September 11.



Making waves: Lamin (left) with the equipment

### All we hear is radio Gambia

A college is donating radio broadcasting equipment to a remote village in west Africa so they can set up a local community radio station.

The equipment, currently owned by the Heart of Worcestershire College, will be donated to residents in the Gambian village of Kwinella to enable them to communicate more easily.

The donation was the idea of the college's security officer, Lamin Sanneh (pictured left), who visits the village each year to see his mother.

Now, Mr Sanneh is working out a way to train the villagers to use and set up the equipment ready for its arrival in the Gambia in four to five weeks' time.

"I've had the idea of running a facility that will enable the people of my community to communicate with each other when there are no other means of doing so," said Mr Sanneh.

"Setting this station up will mean so much to the local community. I am so grateful to the college who have donated the radio broadcasting equipment to enable me to fulfil this ambition."

### Audio newspaper gets a helping hand

An IT student is helping blind and partially sighted people in Bath and Bristol access a talking newspaper.

Peter Day, a level 3 student from Bath College has been working on a website for charity, Keynsham & District Talking Newspaper, which helps people who struggle with their sight access local news.

It posts subscribers a memory stick each week, where they can listen to interviews, community features and lifestyle articles.

In the newly created website, Peter has uploaded a sample of the articles to raise awareness of the free service to potential listeners and their families.

He said: "The charity wanted the website to be clear and easy to use, allowing people to navigate it themselves. The main challenge was making sure it was readable for partially sighted people, which is why the website is yellow with a large font."

Eighteen-year-old Peter will now help the charity with the upkeep of the new website, and use the experience to help him in his future career.

Mike Crane, chair of KTN, said: "We are delighted with the work Peter has done for us and were very pleased that he was able to attend our recent meeting of volunteers and listeners to present the new website."



Braille-iant work: student Peter Day

CAMPUS ROUND-UP *with Samantha King*FEATURED  
CAMPUS  
ROUND-UP**Grimsby boy dead set on a career in funeral planning**

A former waiter in a Grimsby fish and chip shop is hoping to become a funeral director after taking up an apprenticeship in funeral care. Samantha King reports.

Ryan Coombes spent four years working in his local fish and chip shop before deciding he wanted to pursue an alternative career, applying for an apprenticeship within the funeral industry.

He has now become the 2000th apprentice on the Co-op's apprenticeship scheme in funeral operations and services.

Explaining his decision to move into the funeral industry, 23-year-old Ryan said: "I always felt like there was something more rewarding for me to do out there because I enjoy helping people and this is definitely the business for it.

"I was doing food orders all day and now I'm dealing with the deceased. It's a completely different job.

"My dad moved to the funeral industry after spending 18 years elsewhere and really enjoyed it, and my uncle has also worked in funeral services for 27 years, so it has always been around in the family."

Since its launch in 2013 the apprenticeship scheme has attracted a diverse range of applicants, from classical musicians and plumbers, to detective sergeants and cabin attendants, with approximately 500 new apprentices joining every year. In 2016, there



The place for him: Coombes in the driving seat



was an average of 40 to 50 applicants to the scheme every month.

"I think younger people are more accepting of funerals as a celebration of life rather than simply mourning, and therefore more willing to come into the business," Ryan said. "It is hard to recruit in though as a lot of people think it's a bit morbid."

Delivered in partnership with Learndirect, apprentices can work towards a level 2 and level 3 certificate in funeral operations and services.

Jenny Atkinson, head of HR for Co-op Funeralcare said: "Working within the funeral

industry can be an extremely rewarding and satisfying career.

"Our intention has always been to provide people from all walks of life with the opportunity to develop a worthwhile career in funerals. Providing they possess compassion, empathy, excellent service and organisational skills, we can teach everything else on the job."

Ryan - who has a degree in criminology - is currently receiving training at Kettle Funeral Directors in Grimsby.

"Before I did this job I'd never been further than the outskirts of Grimsby, and this job takes me from Skegness to Hull and Doncaster,

so I've got a lot of experience of driving now," he said.

"One of the main challenges I came across was getting used to driving the ceremonial vehicles. I'm used to driving a Peugeot 108 which is a tiny car."

**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](mailto:samantha.king@feweek.co.uk)



**Tony Batchelor** has been appointed training manager at the British Woodworking Federation, a trade association for the UK's woodworking and joinery manufacturing industry.

In the newly created role, Mr Batchelor will be responsible for working to increase recruitment in the sector, and maintain and develop qualifications.

He will also work within the Centre of Excellence Network - an initiative set up by the BWF and the National Association of Shopfitters - to ensure training providers and colleges are meeting the needs of industry through regular audits.

Mr Batchelor spent his early career in the public transport sector, before working in training and skills, including a spell with the British Council to deliver training on vocational and educational projects in Asia.

The chief executive of the BWF, Iain McIlwee, said: "Perhaps the biggest change the joinery sector currently faces is to the skills landscape.

"Now for the first time we have a dedicated training manager role which isn't split with other responsibilities. Tony is a vital part of our plan to attract talent into our sector."

The deputy principal of Kirklees College, **June Durrant**, has retired this week after 31 years working in further education.

Ms Durrant has spent the last 13 years of her career at Kirklees College, joining in 2004 as head of school, before becoming a curriculum director in 2008 following its merger with

**Movers & Shakers**

TONY BATCHELOR



JUNE DURRANT



MARK EAVES-SEELEY



ANTHONY MELIA

Dewsbury College. She took on her current role of deputy principal in 2014.

Before this she spent 18 years working at Bradford College, of which she was an alumna, having studied A-level biology there in 1986.

"The best thing about my work has always been the people - all the staff and students who I have worked with along the way at both Bradford and Kirklees," she said. "I feel

very privileged to have been able to work in a sector that I know has the power to change lives."

Ms Durrant plans to spend to spend her retirement pursuing her hobbies of crafting, knitting and watercolour painting.

There have been two new appointments at Qube Learning, a provider that specialises in apprenticeships, traineeships, short courses,

e-learning and recruitment.

**Mark Eaves-Seeley** has joined as its learning and development director.

He takes up the position from his previous role as assistant director of partnerships and collaboration at Birmingham City University, which he held for just over a year.

He previously worked at United Learning for nine years leading on learning development and talent provision, holding the role of people development director and then dean from 2013 to 2015.

"I am very excited to be joining Qube at this pivotal point in the apprenticeship agenda," he said. "We have an unprecedented opportunity to improve learning for apprentices and the impact they have in their workplaces."

**Anthony Melia** has been named assistant director of learning and development.

He will take up the role alongside his position as head of quality and compliance at Qube learning, which he has held since 2014.

In his new position, he will be working closely with Mr Eaves-Seeley, supporting the design and implementation of Qube's learning and development strategy.

Mr Melia has over 18 years' experience in the training and education sector, spending a total of 15 years at apprenticeship training provider First4Skills.

"I look forward to working with the team to design and implement high quality learning and development solutions for our students, customers and our internal colleagues," he said.

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## FE Week Sudoku challenge

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

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

**Difficulty:**  
**EASY**

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

**Difficulty:**  
**MEDIUM**

**Solutions:**  
Next edition

## Last Week's solutions

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

**Difficulty:**  
**EASY**

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

**Difficulty:**  
**MEDIUM**

## Spot the difference To WIN an FE Week mug



Spot five differences. **First correct entry wins an FE Week mug.**

Email your name and picture of your completed spot the difference to: [news@feweek.co.uk](mailto:news@feweek.co.uk).

Last Edition's winner: Chris Holt