



# FEWEEK

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EDITION 288



From top-left to right: All 185 general further education principals at time of going to press in alphabetical order by first name

# DIVERSITY DIMINISHING

- **The number of BAME college principals falls to 7% with three out of nine regions in England all white**
- **AoC admits problem and launches new steering group**
- **Call for ETF to 'urgently support' more BAME leaders**
- **DfE says it is 'vital' FE bosses reflect those they serve**

Exclusive

JESSICA FINO [JESSICA.FINO@FEWEEK.CO.UK](mailto:JESSICA.FINO@FEWEEK.CO.UK)

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MEET THE TEAM

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



**Shane Mann**  
MANAGING DIRECTOR  
@SHANERMANN  
SHANE@LSECT.COM

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



**Billy Camden**  
CHIEF REPORTER  
@BILLYCAMDEN  
BILLY@FEWEEK.CO.UK



**Jessica Fino**  
SENIOR REPORTER  
@JESSFINO  
JESSICA.FINO@FEWEEK.CO.UK



**Fraser Whieldon**  
REPORTER  
@FRASERWHELDON  
FRASER@FEWEEK.CO.UK



**Simon Kay**  
DESIGNER  
SIMON@FEWEEK.CO.UK

THE TEAM

INTERIM COMMISSIONING EDITOR

Helene Mulholland  
Nicky Phillips  
Simon Kay

SALES TEAM LEADER

ADMINISTRATION  
EA TO MANAGING DIRECTOR AND FINANCIALS  
Bridget Stockdale  
Georgina Heath  
Victoria Boyle

HEAD DESIGNER  
DESIGNER

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# £5,000 phone bill for college boss – but still hiding cost of international flights

**BILLY CAMDEN**  
**BILLY@FEWEEK.CO.UK**

The principal of a college engulfed in quality and financial concerns racked up a £5,000 phone and data bill in four years, figures obtained by the local Portsmouth newspaper The News reveal.

The expenditure by Stella Mbubaegbu at Highbury College, which one union has said sends a “damaging message” to staff, comes as *FE Week* continues to battle the college to reveal its spending on first-class flights.

A Freedom of Information request for this material, as well as all spending on the college’s corporate card, was submitted by this publication in October but has been refused so far.

Leaders claim the request is “vexatious” and “manifestly unjustified”, but the Information Commissioner’s Office is pressing the college to release the figures, which are of public interest.

From a previous FOI, *FE Week* found that Mbubaegbu used college cash to pay for a first-class return flight from London to Dallas at a cost of £4,132.

The data obtained by The News only lists two flights: one from London to Texas in June 2014 costing £2,860, and another for two people in October 2017 costing a combined total of £1,050 taking them to Saudi Arabia – with a note stating the flight was an “upgrade”.

The total bill on Mbubaegbu’s phone and iPad has been built up since 2014 on trips to Saudia Arabia – where the college runs Jeddah College – and Nigeria, where the college’s lawyers are trying to recover a long-running £1.4 million debt, as revealed by *FE Week* in January.

Other calls and expense claims were made to Abu Dhabi, Italy, Ireland, Portugal and the Netherlands.

A Highbury spokesperson said the international work earned the college more than £1 million in 2017-18 alone.

The college, which crashed two grades

from “outstanding” last year, axed its A-level provision earlier this month due to financial pressures, which put 13 jobs at risk.

Its accounts for 2017-18 show a £2.48 million deficit, and board minutes from March 2019 state that the college’s last pay award to staff was “in January 2013”.

University and College Union regional official Moray McAuley, said: “Holding down staff pay while racking up thousands of pounds worth of expenses on international ventures sends a damaging message that it’s one rule for staff and another for the principal.”

“The college should ensure that staff are its top priority when it comes to spending in the future.”

The FOI data shows how a three-second phone call on September 18 last year in Saudi Arabia cost the college £34.

A £512 bill was clocked up in a single day on calls and data in America.

Claims for taxi fares were also racked up in New Orleans and Orlando in America, Sao Paulo in Brazil, Hong

Kong, Rotterdam, Stuttgart and the Netherlands, dating back to 2014.

A Highbury College spokesperson said the FE sector has received a real-term cut in income from government-funded training of more than 30 per cent over the past decade, and colleges have been “encouraged by the government to seek out new markets and business opportunities, both in the UK and internationally”

“Highbury College’s international work has been successful in achieving that goal, earning more than £1 million from such activities in 2017-18 alone,” she added.

“It is inevitable that costs will be incurred to develop new business by staff at the college, but these costs are closely monitored and Highbury College reviews all contracts regularly to ensure our activities achieve value for money.”

Highbury College has been subject to widespread media attention following its decision to block *FE Week*’s website after we revealed its debt in Nigeria at



Highbury College

the beginning of the year.

The college’s attempt to suppress the report from its staff led to the story being published to a wider audience, following articles by the Press Gazette, Private Eye and Portsmouth’s The News.

It also attracted heavy criticism from top sector officials, including skills minister Anne Milton and Ofsted chief inspector Amanda Spielman.

Following the condemnation, the college unblocked access to *FE Week* a week later.

## Eleven T-level colleges sharing £9m from DfE’s capital fund to upgrade facilities

**BILLY CAMDEN**  
**BILLY@FEWEEK.CO.UK**

The first batch of colleges that will receive cash from the government’s T-levels capital fund have been revealed.

Eleven of them will share £8.65 million to help build new classrooms and refurbish buildings in readiness for the introduction of the new technical qualifications in September 2020.

Further cash from the fund, which totals £38 million, will be awarded to other T-level providers later this year.

“I’m thrilled to announce the first batch of T-level providers who will benefit from the T-level capital fund, so young people will have access to high-quality facilities come September 2020, when the first T-level courses will be taught,” said skills minister Anne Milton.

“I look forward to announcing further allocations of funding soon.”

The 11 providers announced on Thursday include Blackpool and the Fylde College, which will receive £400,000 to invest in “state of the art facilities” for construction students, and Barnsley College, which will



receive £2.2 million to build a new Digital Innovation Hub.

The Department for Education said providers submitted proposals based on their “specific needs” and all received the funding they applied for in full.

The T-level capital fund is being delivered in two parts. The first, launched in January 2019, is for the 2020 providers to refurbish their existing buildings or to build new spaces. These grants are not available to private providers, only colleges and schools.

Following this, funding for specialist equipment such as digital and audio visual kit, will be allocated to providers in spring 2020.

The first three T-levels for digital, education and construction will be

taught from September 2020 by 50 providers.

Also this week, the Department for Education named the 37 colleges to take part in the first round of the phased implementation of the T-levels “transitional” course.

The programme, recommended by Lord Sainsbury in his technical education report in July 2016, will be for 16-year-olds to take if they are not ready to start a T-level at level three, but can “realistically achieve it” by age 19.

It is being developed by the Association of Colleges, following a secretive tender earlier this year.

Visit [www.feweek.co.uk](http://www.feweek.co.uk) to see the list of colleges set to receive capital funding and those in the transition course pilot.

## Engineering Technical Certificate Delivery (Knowledge Element)

A West Yorkshire Training Provider is inviting initial Expressions of Interest for the on-site provision, of the Knowledge element (Technical), tutoring cohorts of circa 200+ Engineering Apprentices for the 2020-2021 Academic Year.

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## News

# Just 7% of college principals are from a BAME background

JESSICA FINO

JESSICA.FINO@FEWEEK.CO.UK

From front

Exclusive

The number of colleges led by a non-white principal has fallen to a low of 7 per cent, new FE Week analysis has revealed.

A number of initiatives to encourage and support Black, Asian and Minority Ethnic (BAME) leadership have stalled in recent years and now four of the nine regions in England have no ethnic minority principals at all.

When shown the figures, the Association of Colleges admitted “there are not enough BAME leaders in FE” and said it has set up an equality and diversity steering group in response.

A series of groups aimed at increasing the number of ethnic minority college bosses have ended in recent times, including the disbanding of the AoC’s BAME Principals’ Group in 2017, the failed attempt to revive the Network for Black and Asian Professionals in 2016, and in 2015 the closure of the Black Leadership Initiative, which was launched in 2002.

Ali Hadawi, principal at Central Bedfordshire College – one of just 13 non-white general FE college bosses of 185 identified in FE Week’s study – said he was “not surprised” by the numbers and called for a “programme that targets the under-represented to understand what holds them back”.

He told FE Week he was “fortunate enough” to benefit from two targeted initiatives during his career which no longer exist and were facilitated by the now-defunct Black Leadership Initiative.

These included a shadowing experience offered by Ofsted for BAME FE staff in 2005 and another shadowing

senior civil servants to understand how policy development works in FE.

Ofsted is currently developing a similar initiative among schools in London, but it won’t be available to colleges.

Hadawi says the sector has shown that it can overcome under-representation problems, considering the current number of female college leaders. Of the 185 general FE colleges in England, 52 per cent (97) are women.

“If we look at the work that was done to enable more women principals, then that worked,” Hadawi said.

“So we have a blueprint as a sector and as a country where that has worked very well. That could be extended [to aspiring BAME leaders].”

Data released by the Education & Training Foundation (ETF) last year revealed that 9.8 per cent of college principals or chief executives were from a BAME background.

The fall this year, to 7e per cent, is likely to have occurred partly because of college mergers.

Pat Carvalho, principal at Harrow College, is no longer listed as the top boss for her institution following its merger with Uxbridge College to become HCUC in 2017. Its chief executive is Laraine Smith.

And while Andy Forbes is still the principal at City and Islington College, he’s not classed as the college’s top leader following its merger with Capital City College Group where Roy O’Shaughnessy is the chief executive.

More recently, Epping Forest College announced that its principal, Saboohi Famili, was leaving her role as a result of its merger with New City College, where Gerry McDonald is the boss.

The proportion of non-white college bosses does not reflect the country’s demographics. The BAME population

stood at 13 per cent at the 2011 census.

“There are not enough BAME leaders in further education, it’s as simple as that,” said Kirsti Lord, AoC’s deputy chief executive. “And this issue goes beyond just leadership roles – there is often a real lack of diversity in governing bodies and the make-up of staffing structures.”

The association told FE Week that its BAME Principals Group was wound up as part of its restructure in years gone by, but its new equality and diversity steering group is aiming to tackle the issue.

It will “keep a focus on increasing diversity in colleges’ workforce and leadership throughout future policy change, recruitment and development initiatives to ensure that this remains at the heart of decision-making and that college leadership is seen as an aspirational, achievable career for all”.

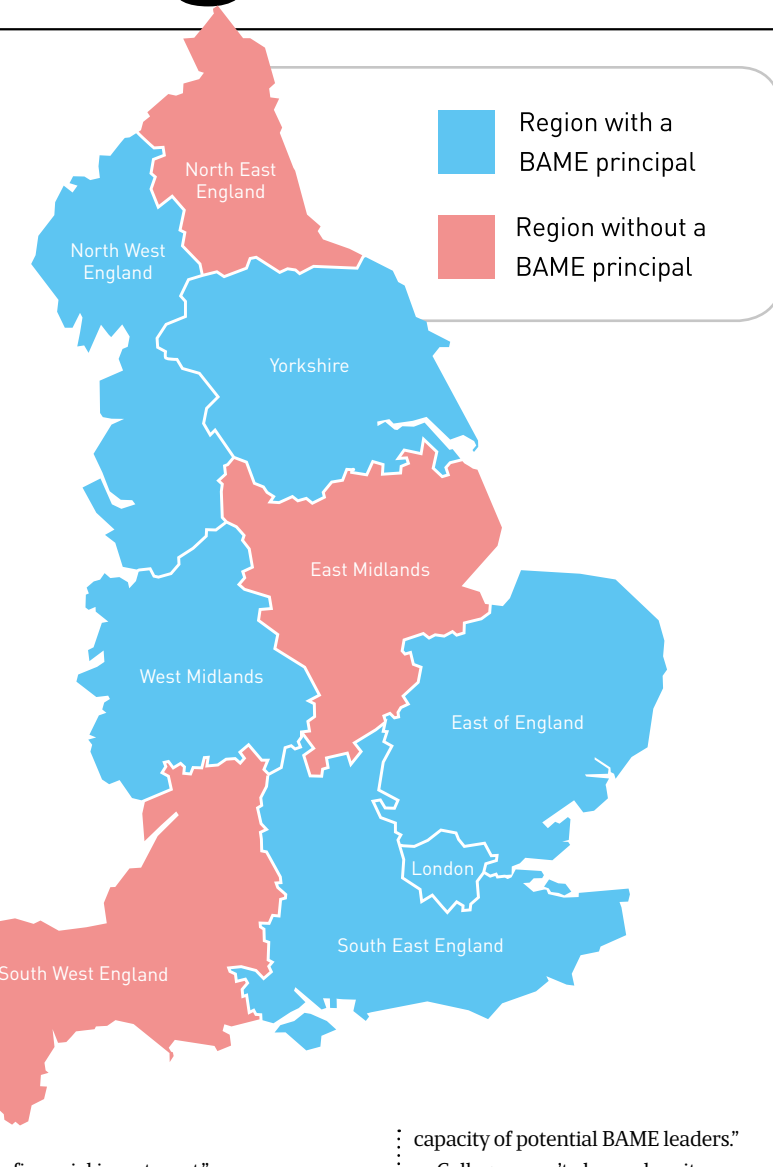
After being shown FE Week’s analysis, Lynne Sedgmore, who led the Centre for Excellence in Leadership (now the ETF) between 2004 and 2008, said: “These figures are very disappointing.

When I ran CEL we placed diversity at the heart of our vision and mission and worked tirelessly to increase the number of BAME leaders in the sector at every level.

There were no BAME coaches so we paid for 12 to be trained and made available to existing and aspiring black leaders.

“And we also introduced targeted support on the fast-track programmes, which included part- or fully subsidised opportunities for BAME candidates.

“I look forward to the ETF being clear about its leadership commitment to urgently support and develop more BAME leaders along with the necessary



financial investment”

The ETF said it currently offers a number of free places on numerous courses and programmes to BAME staff designed to inspire middle managers to progress. These courses include the Chairs’ Leadership Programme, which usually costs £750; the Leading from the Middle programme, which costs £975; and the Preparing for CEO programme, at £3,750 until November, and £4,500 after that.

Mark Wright, head of leadership development at the ETF, said: “We are very conscious of the need and importance of ensuring that senior leadership in the sector better reflects the ethnicity of our society and of learners. We also recognise there is a long way to go, especially as only 10 per cent of the overall FE workforce is from a BAME background.

“We also offer a one-day leadership course ‘Beyond the Blind Spots’ aimed at senior decision-makers and designed to develop leaders to overcome unconscious bias and seed cultures that are more conducive to BAME leader progression. In addition, we have a BAME mentoring programme which seeks to raise the confidence and

capacity of potential BAME leaders.”

Colleges aren’t alone when it comes to a lack of diversity in leadership. Government data shows that just 7 per cent of school headteachers are from an ethnic minority background, and an investigation by FE Week’s sister paper Schools Week last year found only 3 per cent of the largest academy trusts are led by non-white leaders.

A Department for Education spokesperson said: “It is vital that the teachers, leaders and governors of FE providers reflect the learners and communities that they serve.

“We provide grant funding to the ETF, which is continuing to develop support for the FE sector by running specific programmes designed to support greater diversity in leadership in the FE sector.”

#### A note on method

Since the DfE doesn’t publish data on the ethnicity of college principals, we’ve had a go ourselves. We’ve done this by examining photos plus names, and where we thought it necessary, contacting the person in question. We think we’ve managed to arrive at a good estimate but, as always, we are happy to be corrected regarding any errors.



Ali Hadawi



Lynne Sedgmore

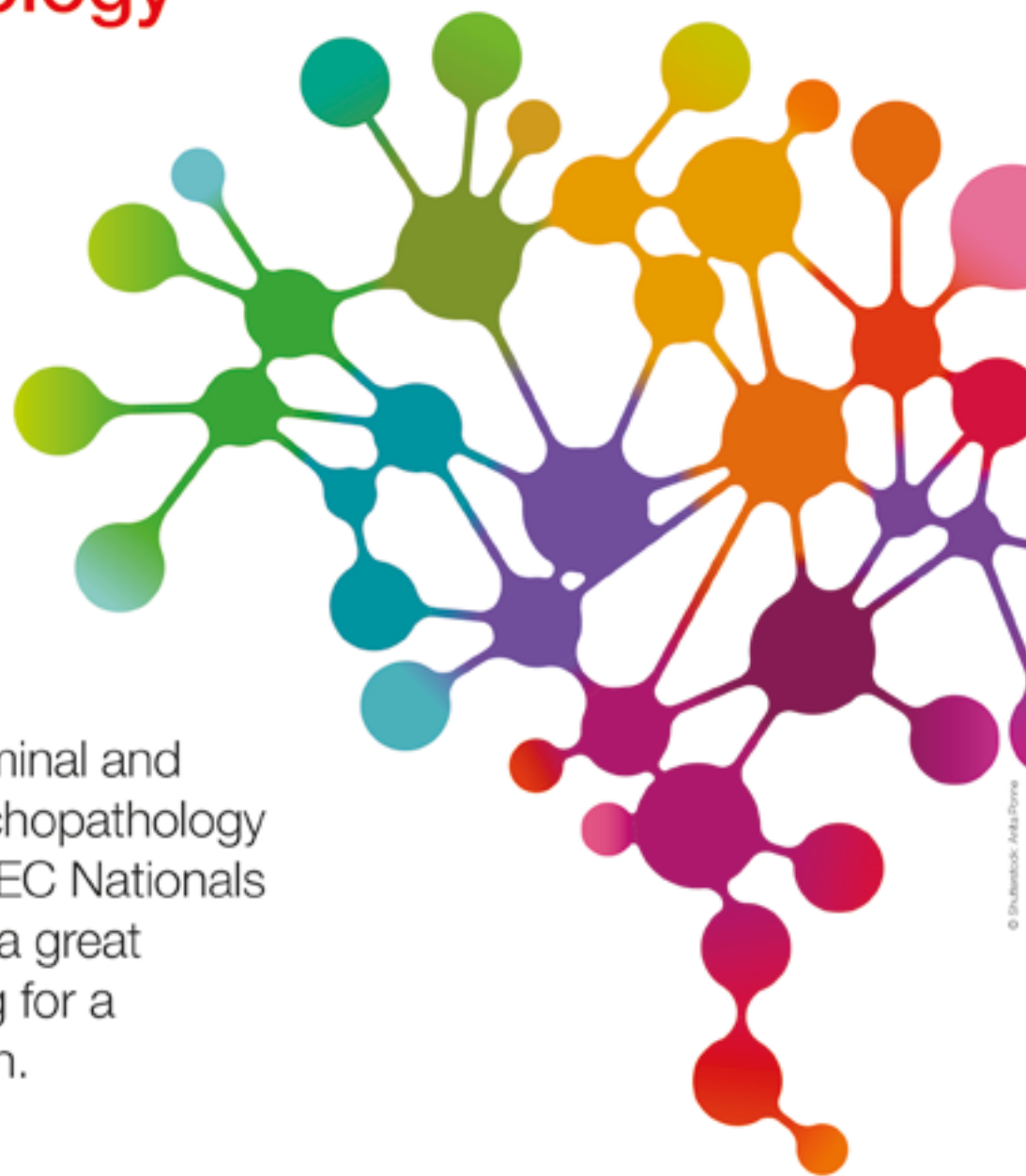
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## Investigates

# Academisation for sixth fo

JESSICA STAUFENBERG  
NEWS@FEWEEK.CO.UK

**With the government about to re-open the window in which sixth-form colleges can academise, Jess Staufenberg asks how the process has worked out for the first principal who did so**

Matthew Grant, the principal of Priestley College in Warrington, was awoken at 7am by two texts: "Let's do it", was the gist of the messages sent by a couple of secondary headteachers. It was 2016, and the day after the government announced that sixth-form colleges could academise and form a trust. Priestley College lost little time in becoming the first in the country to become a converter academy, though it has kept its full name.

Grant helped set up the Challenge Academy Trust which includes Priestley, two primary and five secondary schools, with Grant as chief executive. The aim was to lift the attainment of pupils and to secure the financial viability of the institutions in the trust. Has it worked?

The question comes at a pertinent time for sixth-form colleges (SFCs), because the government is set to re-open the window in which they may academise. Converting and therefore not having to pay VAT has been possible for nearly all SFCs for four years now, but the window of opportunity closed in March, when the £726 million restructuring fund designed to help colleges implement area review changes ended.

Since then, the Sixth Form Colleges Association (SFCA) has campaigned for an end to the "arbitrary" deadline and, as *FE Week* reported last month, their wish looks likely to be granted.

So, will more sixth-form colleges follow Priestley College's example? Many already have, according to SFCA: up until February this year, 23 SFCs had academised, of which three are in single academy trusts, and five have joined existing multi-academy trusts; the other 15 have helped set up academy trusts. A further 54 SFCs remain private corporations – at least for now.

## "The saving on VAT is usually swallowed up in the running costs of the college"

Grant believes that being instrumental in setting up the academy trust was key to the success of not just the college, but also the trust.

"Where I've heard there might be issues with academising is where a sixth-form college has joined an existing academy trust and all the trustees are already in post, all the policies are there, and there's no opportunity to influence the culture or the way it operates.

"We've ensured our trustees didn't come mainly from one organisation within the trust."

Although there are 55 sponsors of academy trusts from the "FE sector" in England, according to government data (some of which are sixth-form colleges), Priestley College is not one of them. Making the Challenge Academy Trust sponsor-led would have given Priestley College sole responsibility for improving the other schools; instead, a central team drawn from all eight institutions in the trust is collectively responsible for driving improvement.

"If we were the ones sponsoring the



Priestley College's modern Crescent Building

trust, there would be a very limited pool of people with expertise outside 16-19," explains Grant. "I'm not putting my teachers in secondary schools telling them how to do key stage 4! If you're the sponsor, you've then got to buy in people to help those schools, like external consultants. But they can walk away."

Bill Watkin, SFCA chief executive, says that colleges that decide to become sponsors often face a "moral conundrum" about whether to second their subject experts to failing schools or "protect the mothership" by ensuring their own students still have access to the best experts. "If a

college does engage in outreach work, it needs to make sure there is sufficient personnel so you don't take your eye off the ball at home."

## "There's so much to gain from forming a trust"

By not being the trust sponsor, it seems to me that Priestley College has the right amount of influence within the trust without too much

responsibility. The college has worked in equal partnership with all schools in the trust and has not had to buy in consultants, Grant points out.

That has left the formerly incorporated college to advise on what it knows best: financial acumen. Under Grant's guidance, all the schools moved to new payroll providers, a new insurance company, and appointed new internal auditors. A number of schools have new contracts with a catering provider and new photocopier contracts. Surely this is the stuff of academies that minister Lord Agnew's dreams of. "With some of the existing contracts I was thinking, 'How did you manage to sign this?'," says Grant. On top of that, the college is saving about £250,000 a year by not having to pay VAT.

Grant is clear the VAT is peanuts in comparison to the real financial boost, which comes from increased student numbers. Again, Watkin echoes him.

"The saving on VAT is usually swallowed up in the running costs of the college anyway. When it gets its VAT money back, it often just means it can now afford to repair its buildings."

The real win for Priestley College, which has almost 2,000 learners, is that it has a 7 per cent increase in student applications for next year. Recruitment problems in certain subjects, such as modern foreign languages, can also be tackled early on:



Year 12/13 pupil completing a painting for her Extended Diploma Art and Design course



A-Level Biology pupils studying microscopy, examining cells at different stages of cell division

# Sixth-form colleges - is it worth it?



the two primary schools have a focus on languages that will secure a “supply chain” of learners in later years, says Grant.

Meanwhile, two more primary schools are looking to join the trust. The drive for efficiency across the trust has also had a clear impact: one of its secondaries, Bridgewater High School, is closing its sixth-form this year, meaning that 30 students will be looking for post-16 places in Priestley College or elsewhere.

This year about one-third of post-16 learners across Warrington moved to the college, and about half of students from the trust’s five secondary schools did so. “That’s more than we used to get,” notes Grant.

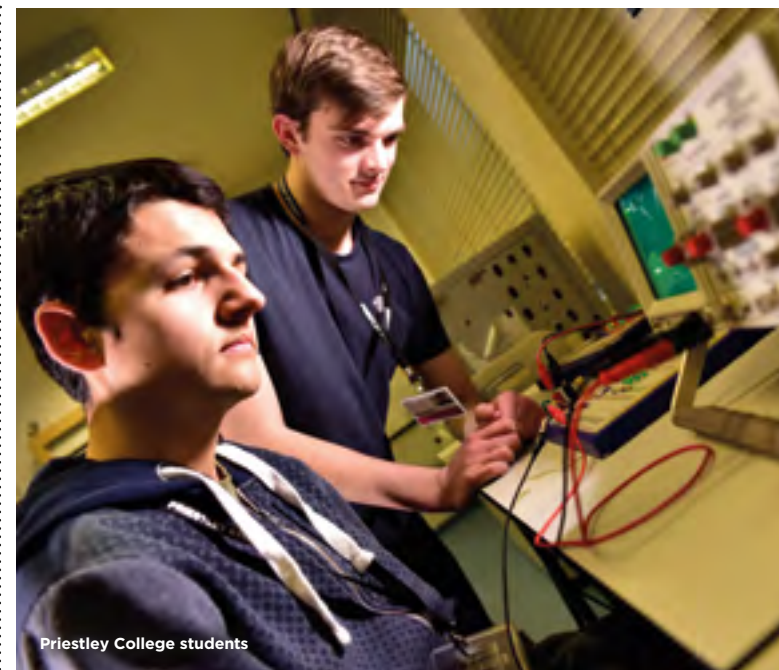
The beneficial impact appears to be mutual. SATs results across the primaries, which have not yet been released, have improved, says Grant. With its large staff body, Priestley College has also contributed significant expertise to the trust’s English, maths and science hubs.

Watkin is clear that sixth-form colleges are “often seen as a major asset to a trust, because although they sit in the FE sector, they teach a schools

curriculum, including A-levels.” Their average size of 2,000 learners allows sixth-form colleges to boast of a broad A-level offer, another bonus for the trust’s image.

**“The real win is that Priestley has a 7 per cent rise in student applications”**

Priestley College has been rewarded for its efforts with a grade 2 at its latest Ofsted inspection in May. But Grant says that conversion hasn’t all been plain sailing. The main issue has been administrative, with the Education and Skills Funding Agency demanding “a lot more” information returns from the college. A new unique reference number also led to delays to adult learner loans and a mix-up with progress data. But the greatest frustration is that not everyone understands what an academy converter sixth-form college is, says Grant. He describes the recent Ofsted



Priestley College students

visit: “The inspector said, ‘The ESFA and the FE commissioner will be in touch’. I said, ‘You mean the regional schools commissioner?’ A lot of exam boards, the ESFA and Ofsted – they’ve struggled to understand exactly what we are.”

But for him, it’s a minor drawback. “There’s so much to gain from forming

a trust, I don’t know personally why people wouldn’t.”

As the window to academise looms closer, Watkin reflects: “Sixth-form colleges won’t be thinking about academisation as a financial escape route. It’s about working more closely with local schools and exporting their strengths.”

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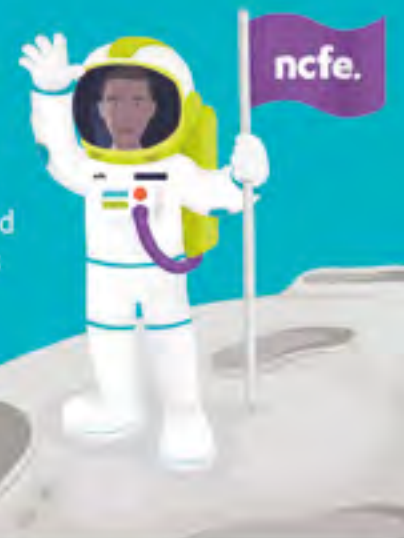
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## News

# ETF's chief warns of 'crisis in leadership' due to lack of investment

FRASER WHIELDON  
FRASER@FEWEEK.CO.UK

Exclusive

**Underfunding leadership training, and a serious lack of diversity among college leaders, are two issues David Russell is taking aim at, he tells Fraser Whieldon**

The chief executive of the Education and Training Foundation has warned that FE is on the brink of a "crisis" in leadership because of a historic lack of investment.

## "Understanding and awareness hasn't yet converted into major strategic investment"

David Russell was speaking to FE Week in an interview marking five years in the post at the body which provides professional development to the sector.

The former civil servant, who became ETF chief executive after a career in the Department for Education, said that in the 20 years he has worked both in the department and with them outside it, he has "never seen as good an understanding of the importance of the FE workforce as there is now".

"The chance the ETF has now is to

really shift from a series of effective tactical interventions in the sector, which is what we have been doing, into the strategic role we have the potential to play," he added.

"But it feels we're at the cusp, because that understanding and awareness has not yet converted into major strategic investment, but I think it can over the next few years, and that's why ETF is still a really exciting place to be for me."

The foundation, which is co-owned by the Association of Colleges and adult community education body HOLEX, is well-placed to offer strategic advice to officials on workplace development, having trained teachers, trainers, governors and leaders for the sector for years.

Yet it is the training for the last of those that is concerning to Russell, who worries the sector is "not far off from a crisis of leadership", which will hit once the current generation of leaders leave their posts, taking with them their experience at a time of "acute" challenges for FE organisations, and coming off the back of a lack of investment in leadership development.

"I think the pipelines through to senior leadership are quite broken. You don't see the diversity of people coming through in terms of visible diversity."

An FE Week investigation this week, which found only 12 English college leaders are from an ethnic minority, throws that lack of diversity into sharp relief.

Russell, who is a governor of adult learning provider Friends Centre and Greater Brighton Metropolitan College, believes rebuilding those pipelines will take "a lot of thinking and a lot of



David Russell

doing".

Lobbying for more funding for the FE workforce is the latest addition to ETF's already quite full plate, which includes: awarding Qualified Teacher Learning and Skills (QTLS) as well as Advanced Teacher Status (ATS), designing Taking Teaching Further, Prevent training, running an annual workforce survey, and managing Centres for Excellence in SEND and maths.

Winning the contract for the latter was a coup for the foundation, Russell says, and shows how it has been diversifying their income, instead of pursuing self-sufficiency.

He says the "ideal place" for the ETF to be in is to have a "good mix" of grant funding from the DfE, which accounted for 86 per cent of its total £27 million income in 2017-18, combined with longer-term contract income that gives them "continuity of income".

There is also the foundation's other income, for example, from its teaching qualifications QTLS and ATS and its membership body, the Society for Education and Training, which was

acquired in 2015 and has gone from around 9,000 members to 20,000.

"Having those three different types of income in a diversified model is a really important part of our future I think," Russell said.

Taking on the responsibilities of

## "The pipelines through to senior leadership are quite broken"

leading the ETF was a "big jump" for Russell, after spending 16 years in the "mothership" at the DfE, where "you can just do and the system will have to respond".

"Whereas with the ETF, everything we do is in partnership with other organisations around the sector; and even as a pretty senior civil servant, you're not publicly accountable for much, but as a chief executive, you feel you are all the time."

One advantage, Russell believes, is that decisions the ETF takes can be implemented in weeks, perhaps days, rather than the years and months the DfE takes.

It has not been plain sailing for the foundation, however: the Association of Employment and Learning Providers abandoned its stake in the ETF in March 2018, claiming it is "no longer an organisation run by the FE sector for the sector" and was instead an extension of the DfE.

Asked about this controversy, Russell described the relationship between the bodies as "cordial" and said he and his AELP counterpart, Mark Dawe, "regularly" meet up to share intelligence.

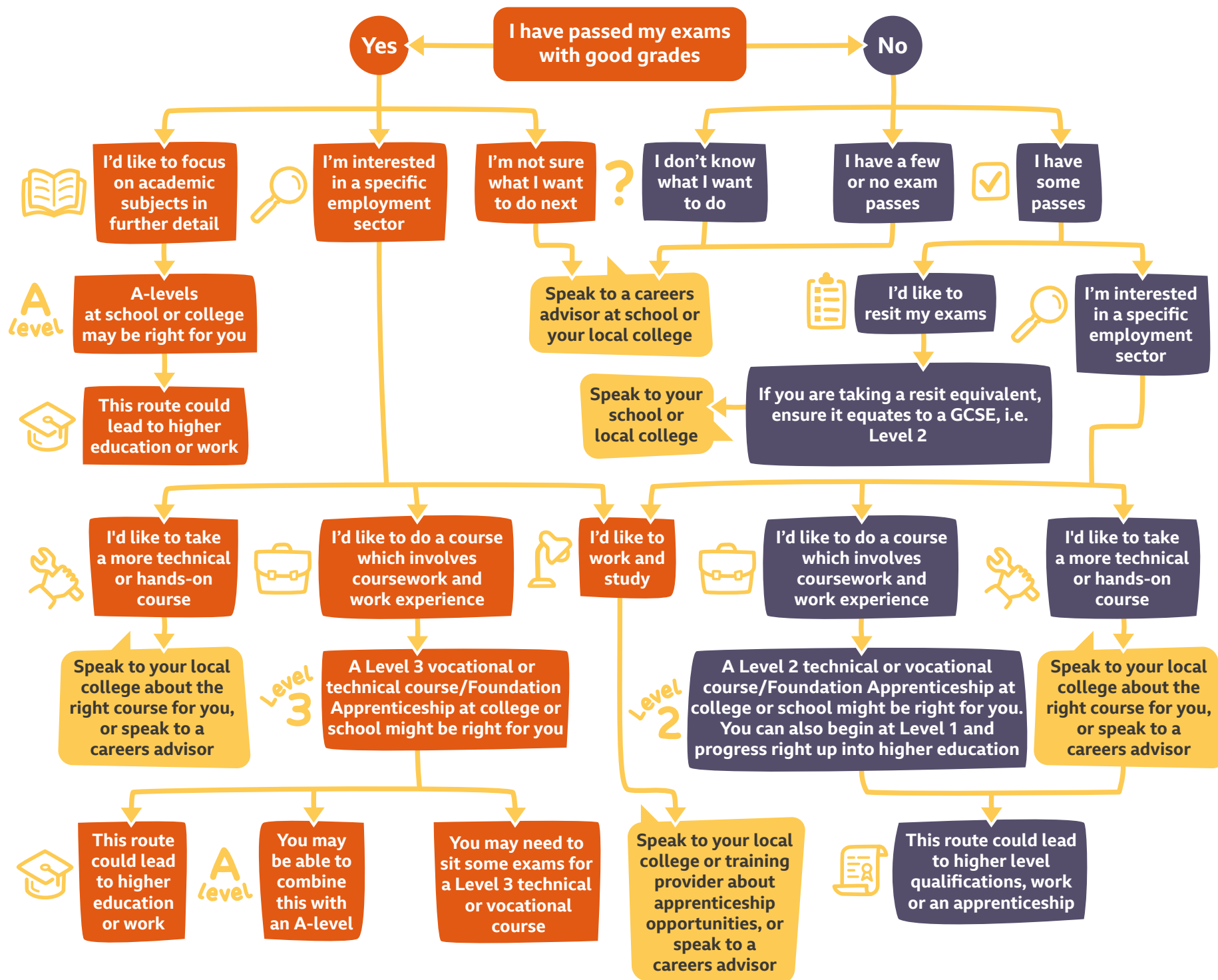
"We are here to serve and support all teachers and trainers in all types of FE institutions.

"Of course, we can do that in partnership with other bodies like AELP. That makes things easier, but in the end our commitment is to the workforce. It's not to other individual organisations."



Greater Brighton Met College

## What's next for your learners?



## Interview

# Capital ideas: new CEO on his plans

BILLY CAMDEN

BILLY@FEWEEK.CO.UK

Exclusive

A huge 5 per cent staff pay rise costing over £2 million per year was a big win for the University and College Union in November, and for the time being, this settlement put an end to troublesome disputes at Capital City Colleges Group. But a closer look by *FE Week* has found unplanned multi-million-pound budget deficits persist, resulting in a precarious financial position that has led to nearly 50 job cuts so far. The board has been warned that failure to address this will have “serious consequences”. What’s the plan to turn things around at this London mega-college? *FE Week* chief reporter Billy Camden sat down with new chief executive Roy O’Shaughnessy to find out.

There is hardly a part of London that isn’t a short tube ride away from a Capital City College Group site. Its 13 centres employ nearly 1,500 staff and teach over 30,000 students who live across 26 boroughs.

But the complexities and costs of merging three individual colleges – City and Islington, Westminster Kingsway, and The College of Haringey, Enfield and North East London – have hit it hard.

The group is expecting, for the third year in a row, to record a significant deficit, despite early predictions from the leadership and board that they would achieve a healthy surplus.

New chief executive Roy O’Shaughnessy, who joined at the start of the academic year from national charity The Shaw Trust, has a number of radical proposals to overcome the situation – including a venture in Cuba. But firstly, he tells me how the group has ended up in a financial muddle.

“There were several things that we have to be upfront about,” he says. “There was a complete failure of our IT systems regarding marketing and

enrolment, as an example” – an issue that has led to the group spending £2 million on computer equipment, infrastructure and network upgrades.

For 2017-18, when it recorded a deficit of over £6 million, he says “around £600,000 of sixth-form income was lost, the adult education budget stood still, and on 16-to-18 we got £2.9 million less income because we didn’t get those systems robust”.

He adds that there also wasn’t a “sophisticated ‘sense testing’ of budgets” during the years following CCCG’s merger.

**“There were several things that we have to be upfront about”**

The government gave the group a £200,000 transition grant, but merger costs in 2016-17 hit £1 million and then another £737,000 the following year.

“The mistake that was made, in my mind, was not saying ‘it’s actually going to cost an extra £5 million to do this, let’s be clear and upfront, let’s be very cautious on our budgets and where the savings are, and let’s make absolutely certain we always come out a little bit ahead each time,’” O’Shaughnessy admits.

The group has also under-delivered across a number of other income lines, particularly in apprenticeships, where its target income for 2017-18 was £8.4 million but it ended up making just £5.9 million.

“Sense testing” is now pivotal for O’Shaughnessy to ensure budget predictions are realistic and accurate from the get-go. If, in a particular area, “we think £16 million is safe in income”, for example, “we are discounting it by 5 per cent no matter how safe it is”, he tells me.



CCCG has a combined income of almost £112 million. It also has net assets of just over £300 million – the vast majority of which are its buildings – and long-term debt of £600,000.

A large operating deficit, currently estimated at £3.684 million, is expected for 2018-19, even though

early predictions by the board showed a £750,000 surplus.

**“The pay award pales into insignificance if we can get the productivity”**

Of the deficit, O’Shaughnessy says £2.8 million is due to the generous 5 per cent pay award agreed with the University and College Union in November.

But it also doesn’t take into account

the savings that will be made following a period of voluntary redundancy, which O’Shaughnessy says was agreed with the UCU at the time of the pay deal.

He tells me that 48 jobs were cut at the end of June, and has not ruled out more in the future.

The group is also struggling to use up its adult education budget, and faces a potential clawback of £1 million this year following a £690,000 clawback in 2017-18.

Despite CCCG’s repeated deficit position, the Education and Skills Funding Agency has continued to grade its finances as “outstanding”, according to minutes from a board meeting in April.

## Predicted budget positions haven't panned out

Academic year	Plan	Actual
2016/17	£1.295m surplus	£5.093m deficit
2017/18	£2.5m surplus	£6.2m deficit
2018/19	£0.75m surplus	£3.684m deficit (latest prediction)

# to rejuvenate London mega-college

of the future.”

O'Shaughnessy took the reins at the group in September following the retirement of Andy Wilson.

His remit is clear: instead of “salami slicing” CCCG's budget year after year, “I'm here to come up with a long-term sustainable model” as “we're not counting on government to bail us out”.

There is “no doubt” in his mind that the group needs, in certain parts, to operate “much more like a private provider” and generate non-government income.

In this space, CCCG has recently set up a “little organisation” called Visionnaires, where Pablo Lloyd, who was the first chief executive of Activate Enterprise – the apprenticeships arm of the Activate Learning Group – is the founder.

The idea behind the venture is that any FE student who has a “credible business idea and passes our selection process will receive the help required to plan, implement and found their business”.

“On certain projects 51 per cent of the ownership will be gifted to the college for a specified number of years but will reduce to 0 per cent by a specified date.”

## “If we can't do this, then I don't know who can”

O'Shaughnessy is also thinking of expanding the college group's work overseas – with Cuba being one potential venture.

Earlier this year Cuba's minister for higher education visited the UK and during his trip, he toured CCCG's renowned Victoria Centre, which is known as one of Europe's leading centres for teaching hospitality and the culinary arts and boasts celebrity alumni such as Jamie Oliver.

O'Shaughnessy followed this up with a visit to Cuba himself, at the request of the country's government, during the May half term where he spent four days on the island to discuss a partnership.

He has now been asked by the Cuban government to write a proposal for how CCCG may support their plans for improving the quality of training for hospitality and tourism workers, as well as specialist training for chefs.

One possible outcome of this could be, for example, a teaching hotel and restaurant on the island that would employ Cubans, trained by CCCG to run and manage the initiative.

The college group asserts that any final plans would be would generate an income.

Colleges have been warned off overseas projects at various times following many failures. In January, for example, FE Week revealed that Highbury College called in lawyers to recover a long-running £1.4 million debt held up in Nigeria, after a technical education project in the country went wrong.

O'Shaughnessy says he is aware that international development is “fraught with dangers” but believes it is a “fruitful area” and stresses that any overseas work that CCCG embarks on will be done “very cautiously, only working where the contracts are guaranteed”.

On the other side of this, he says CCCG has “one of the best estate portfolios”, which he wants to use as “income generators, rather than selling off as a one-time assets”.

A new estates strategy is being developed, he says, and he picks out the group's site on Regent's Park as an example.

“It is the only undeveloped piece of property between King's Cross and Westminster,” he explains. “It is a five-storey building. We know we can put 16 storeys there – we could put 22.”

The college site would retain the space for educational purposes, but the rest of the development would be “used for profit activity, from luxury flats to London living wage flats” as well as “branded restaurants”, which would create “an £80 million endowment if we maintain control over it”.

“Our vision is that anything we do as part of this, our students will be able to work there, they will be trained there,

their apprenticeship programme could be linked with that,” he adds.

“We have properties in the middle of London that we should be maximising and that is part of the solution – it's not just cost-cutting and trying to reduce

## “We're not counting on government to bail us out”

in the classroom.”

The plans are certainly ambitious, but “if we can't do this, then I don't know who can”, O'Shaughnessy believes.

He says there are “no fixed plans for property sales at the moment”, but the group is looking to consolidate its 13 sites in consultation with staff and students as there is “no doubt that in our centres there is replication of services.

“I don't have a plan to take 13 sites to 10 or something, but logically, when you look around the world of business, if you put together a group you must answer the question: are we doing this as efficiently as possible for the beneficiaries.”

Final plans are expected to be in place by January.

O'Shaughnessy is keen to stress that he doesn't “want it to seem like we've got it all figured out, because we don't”.

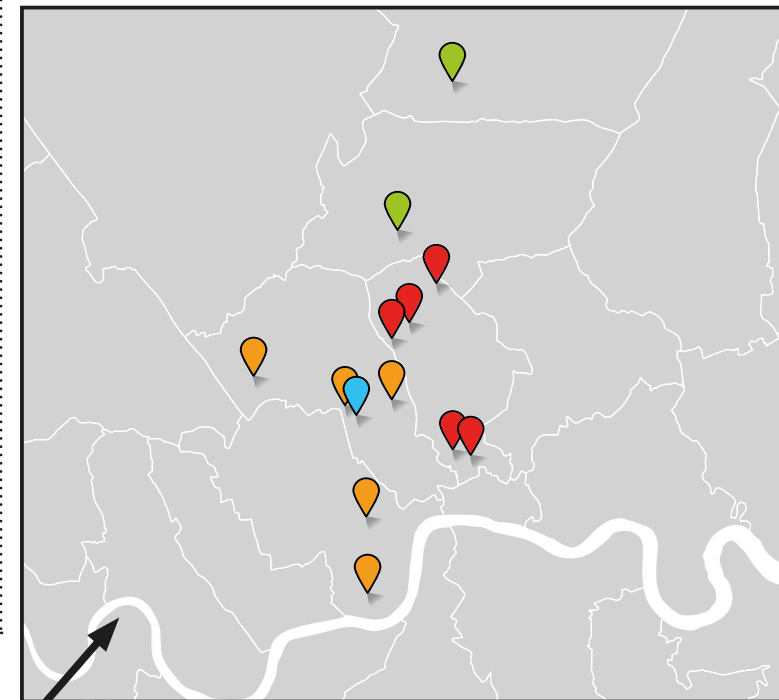
But, “what I can say is we are not taking the easy way out on this.





“We're being realistic, underestimating income,

overestimating expense until we get this model right, and we're thinking ahead to what could go wrong, and at the same time saying we have got to develop our own funding streams going forward.

“Not only have we got the scale, we've got very good reputation, and if you take the buildings strategy, the Visionnaires, the private enterprise growth strategy, the future is bright.”

### Capital City College Group sites



-  City and Islington College
-  The College of Haringey, Enfield and North East London
-  Westminster Kingsway College
-  Capital City College Training

The same minutes state that failure to address the budget deficit going forward “would have serious consequences for the group's financial viability, with a significant impact on learners, employers and staff”.

Considering this, does O'Shaughnessy regret the staff award?

“I'm absolutely convinced that if we didn't do that we would be facing a whole raft of different challenges right now,” he says, adding that it was a “tactical move”.

“When you look at what we have got to do to maintain a good rating, the actual pay award pales into insignificance if we can get the productivity and the will to really work on this in a way that would be the FE

## News

# Apprenticeship starts for 16-18 continue to fall as level 2 cuts exceed 50 per cent

FRASER WHIELDON  
FRASER@FEWEEK.CO.UK

Apprenticeship starts for 16- to 18-year-olds have continued to fall, and level 2 starts have dropped by more than 50 per cent since the apprenticeship reforms were introduced, according to the latest government statistics.

Skills minister Anne Milton said she was "pleased" that starts overall have risen by seven per cent between the first three-quarters of 2017-18, and the same period in 2018-19.

However, that rise is thanks to 82 per cent more people aged 25 and over doing higher-level apprenticeships at levels 4 and above, according to FE Week analysis.

Meanwhile, starts at level 2 have plummeted by 51 per cent and starts by 16- to 18-year-olds have dropped by 23 per cent since the year before the apprenticeship reforms were introduced in May 2017.

In that time, starts by those aged 25 and above at levels 4 upwards increased by 69 per cent.

The Association of Employment and Learning Providers chief executive Mark Dawe said in response to the findings that the government's social mobility agenda is "unravelling before our eyes".

"Non-levy employers are now being

starved of funding and it's smaller businesses who have traditionally employed young apprentices at lower levels," he continued.

Dawe said the £5 billion legacy fund the prime minister had negotiated with the Treasury, as reported in The Times on Monday, should be used to "put this right" immediately, rather than it waiting until this year's spending review.

The figures come amid a Department for Education-commissioned investigation into why level 2 starts have dropped.

Problems with people starting higher-level apprenticeships have dogged the apprenticeship system since the introduction of the levy.

The increased per-start costs of higher apprenticeships, such as the controversial level 6 chartered manager programme, led the Institute for Apprenticeships to warn in December that the apprenticeship budget could be overspent by £0.5 billion this year, rising to £1.5 billion during 2021-22.

An FE Week investigation in March revealed that £70 million of apprenticeship funding would have been blown by then on the level 7 accountancy/taxation professional standard from when it was approved to July 2018.

Ofsted chief inspector Amanda Spielman, in her 2018 annual report,

	Age	2016/17 Q1-Q3	2017/18 Q1-Q3	2018/19 Q1-Q3	Variance 2017/18 to 2018/19	Variance 2016/17 to 2018/19		
Intermediate Level Apprenticeship	Under 19	69,300	52,800	46,300	-6,500	-12%	-23,000	-33%
	19-24	63,100	35,200	30,800	-4,400	-13%	-32,300	-51%
	25+	100,700	38,700	37,600	-1,100	-3%	-63,100	-63%
	<b>Total</b>	<b>233,100</b>	<b>126,900</b>	<b>114,700</b>	<b>-12,200</b>	<b>-10%</b>	<b>-118,400</b>	<b>-51%</b>
Advanced Level Apprenticeship	Under 19	37,300	34,700	33,300	-1,400	-4%	-4,000	-11%
	19-24	55,700	42,400	44,400	2,000	5%	-11,300	-20%
	25+	82,500	50,700	59,000	8,300	16%	-23,500	-28%
	<b>Total</b>	<b>175,500</b>	<b>128,000</b>	<b>136,600</b>	<b>8,600</b>	<b>7%</b>	<b>-38,900</b>	<b>-22%</b>
Higher Apprenticeship	Under 19	1,900	3,000	3,700	700	23%	1,800	95%
	19-24	6,600	11,400	16,900	5,500	48%	10,300	156%
	25+	23,100	21,500	39,100	17,600	82%	16,000	69%
	<b>Total</b>	<b>31,600</b>	<b>35,700</b>	<b>59,700</b>	<b>24,000</b>	<b>67%</b>	<b>28,100</b>	<b>89%</b>
All Apprenticeships	Under 19	108,600	90,200	83,300	-6,900	-8%	-25,300	-23%
	19-24	125,400	89,000	92,100	3,100	3%	-33,300	-27%
	25+	206,400	111,200	135,700	24,500	22%	-70,700	-34%
	<b>Total</b>	<b>440,300</b>	<b>290,500</b>	<b>311,200</b>	<b>20,700</b>	<b>7%</b>	<b>-129,100</b>	<b>-29%</b>

warned the budget was being spent on graduate schemes "rebadged" as apprenticeships.

Then in March, the National Audit Office piled in, warning the DfE employers are developing and choosing more expensive apprenticeship standards at higher levels than was expected, which is "absorbing" funding.

It found that the average cost of training an apprentice hit £9,000 – double what the government predicted.

During her speech at the Association of Employment and Learning Providers conference last month, Anne Milton said the most palatable option for constraining the apprenticeship budget was a pre-apprenticeship salary cap.

Constraining spending is one of the "hard choices" that would have to be made in the face of the imminent overspend, her department's permanent secretary, Jonathan Slater, told the Commons Public Accounts

Committee.

The AELP has called for level 6 and 7 apprenticeships to be frozen out of levy funding to relieve pressure on the budget, after it estimated at least £573 million had been committed to programmes at that level since August 2016.

A DfE spokesperson said: "We are looking carefully at what the priorities for the apprenticeship programme should be in the future in the run-up to the spending review."

## Backlash prompts new staggered transition for subcontract rewrites

BILLY CAMDEN  
BILLY@FEWEEK.CO.UK

A "shock" new rule that will require thousands of subcontracting contracts to be rewritten will have a phased implementation, the Education and Skills Funding Agency has said.

It will only apply from December 1, 2019 for new learner and apprentice starts where existing subcontracts need to be revised.

But for new starts where a new subcontract is yet to be agreed and entered into, the rule will apply from August 1, 2019.

The staggered transition follows a strong backlash from the FE sector when a change to the funding rules

was revealed last Thursday, just four weeks before the start of the new academic year.

All subcontracting contracts, for both adult education budget and apprenticeship funding, must include for the first time a "list of individually itemised, specific costs for managing the subcontractor".

In addition to listing the services, the contract must include "how each cost contributes to delivering high-quality training" and "how each specific cost is reasonable

and proportionate to delivery of the subcontracted teaching or learning".

These costs are typically referred to as a management fee or "top-slice" and have proven controversial for many years.

Commenting on the phased implementation announcement, Association of Employment and Learning Providers chief policy officer Simon Ashworth said: "Four months' grace doesn't seem unreasonable, but we still feel strongly that an

unnecessary and costly imposition of red tape on an already buckling system should never have been considered and adopted.

"Clearly greater transparency should be welcomed, but a simple management fee cap of 20 per cent is the way forward as the Greater London Authority has shown and we still haven't heard an argument from the ESFA which says anything more than that could be justified."

After learning of the rule change last week, Mark Dawe, chief executive of the AELP, labelled it as an "immensely bureaucratic process" that "appears both out of the blue and shockingly late in the day".

And a spokesperson for Learning Curve Group, a provider that operates as both a prime and subcontractor, told FE Week: "The administration connected to these updated requirements seems overly onerous and ambiguous from an audit perspective.

"It is also hugely unhelpful that the

publication of the rules is so late."

According to ESFA figures for 2017-18, there were over 3,292 subcontracting contracts involving 516 main contractors and 1,032 subcontractors.

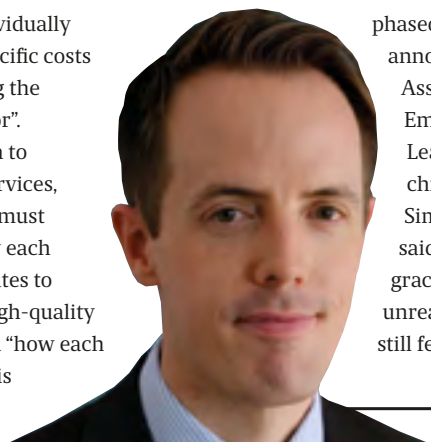
In an update about the rule change published on Wednesday, the ESFA said it "recognises that subcontracting has a role to play in delivering high-quality learning to apprentices and adult learners".

"In recent years, we have strengthened our funding rules on subcontracting and we are continuing to do so," it continued.

"We expect providers to maximise the amount of funding that reaches front-line delivery of high-quality learning."

The agency said it will – ready for delivery from August 1 – implement a "risk-based approach for monitoring these rules" and "impose compliance measures when appropriate".

"These expectations will be reviewed in 18 months."



Simon Ashworth

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**Reporting to:** CEO

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**ABOUT THE ORGANISATION:**

West London College is committed to meeting the needs of its students and stakeholders, through collaboration and innovation across its curriculum and student services. Ealing, Hammersmith & West London College – known as West London College – is a large general and further education college with five main campuses at Hammersmith, Ealing, Southall, Park Royal and the West London Construction Academy. The College covers 12 miles across West London and enjoys a positive relationship with both of its respective local authorities; Ealing and Hammersmith & Fulham.

In 2017 the College was graded 'Good' by Ofsted and internal self-assessment assessment

continues to report a realistic view of the quality of teaching, learning and assessment. Courses are offered in most subject sector areas, with the significant majority being those up to, and including, level two. Around three quarters of all enrolments are for adult learners, mostly studying part-time with the College. Of the students who are studying predominately on 16-19 full-time programmes, these are mostly in vocational areas. The College also has a very small cohort of higher education students, for which they have been awarded TEF Silver status and received a positive QAA Report in Spring 2018.

The College intends to build on its emerging specialisms, particularly around construction and the built environment – a unique partnership between Berkeley and the West London Construction Academy has been awarded the Mayors' Construction Academy kite-mark for the quality of provision. Through the positive relationships with the two major London boroughs, increased 14-16 and High Needs student numbers are highly likely due to exceptional student experience provided at the College

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**WHO WE'RE LOOKING FOR:**

It is expected you will be people-focused strategic leader with experience of leading improvements of a similar scale and complexity to those required at West London. You will have significant experience of operating strategically across curriculum and quality functions.

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**For further information about the role, or to arrange a confidential chat, please contact our executive search adviser at Peridot Partners:**

Drew Richardson-Walsh  
07739 364033 | [drew@peridotpartners.co.uk](mailto:drew@peridotpartners.co.uk)  
Sarah Szulczewski  
07841 017043 | [saraha@peridotpartners.co.uk](mailto:saraha@peridotpartners.co.uk)



**Closing date:** 9am Monday 19th August 2019

- Hammersmith & Fulham College**  
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- Ealing Green College**  
The Green, Ealing, London W5 5EW
- Southall Community College**  
Beaconsfield Road, Southall, Middlesex UB1 1DP
- Park Royal College**  
Unit 1, Nucleus Park, Central Way, Park Royal, London NW10 7XT
- West London Construction Academy**  
Southall Waterside, 170 Brent Road, Southall UB2 5LE
- West London College**  
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**WEST LONDON COLLEGE**



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Candidates should have experience of delivering outstanding and comprehensive services to existing and prospective students and the ability to achieve this across the five sites we occupy in west London. Experience of implementing the Gatsby career benchmarks, or a strong willingness and passion to do so would be an advantage.

The successful candidate will be an active member of the directorate Management Team, providing sound knowledge, experience and inspirational leadership to staff, encouraging innovation and excellence and ensuring the learner experience is of the highest quality. Key aspects of the role will be developing and maintaining high quality learner experiences and supporting the achievement of high outcomes including progression to further study and employment.

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The Green, Ealing, London W5 5EW
- Southall Community College**  
Beaconsfield Road, Southall, Middlesex UB1 1DP
- Park Royal College**  
Unit 1, Nucleus Park, Central Way, Park Royal, London NW10 7XT
- West London Construction Academy**  
Southall Waterside, 170 Brent Road, Southall UB2 5LE
- West London College**  
wlc.ac.uk



**WEST LONDON COLLEGE**

**Curriculum Managers**

**Construction and Motor Vehicle**



*Are you passionate about improving students' lives?*

West London College (WLC) is looking for two skilled and industry experienced Curriculum Managers – Construction and Motor Vehicles to join the College to deliver an excellent service and continue the strengthening of our specialisms in Construction, Motor Vehicle and Apprenticeships. If you are driven, enthusiastic and committed to ensuring an outstanding experience for the learners we serve and to provide opportunities to our communities, we would like to hear from you.

The successful candidates will have considerable experience in curriculum delivery and developing programmes that have a significant impact upon local and regional skills development within the construction and motor vehicle areas. The two posts offered are at Park Royal College and West London Construction Academy at Southall.

The Park Royal College is a new facility offering plumbing, electrical, carpentry and opportunities for the commercial curriculum. It is located at the centre of economic activity on the largest business park in London on the border of Ealing and Brent local authorities and provides an exciting opportunity for innovative curriculum development including new build technologies.

West London Construction Academy is an innovative partnership with Berkley Homes situated in a new training academy at one of Europe's largest building projects, on the site of Southall Waterside. This is an excellent opportunity to develop on-site working with Berkley Homes including a large apprenticeship offer, plastering, dry lining, bricklaying and design technology courses. The post includes responsibility for the Motor Vehicles provision which is located close by at Southall Community College.

We are seeking to recruit a talented and capable individual who would be joining us at a key time, with the College ready to maximise the opportunities that our vibrant local economy provides. Can you develop, manage and continuously improve an education and training offer that meets the local and regional needs, contributes to growth and ensures high standards are exceeded?

**The Role**

The successful candidate will be an active member of the Curriculum Management Team, providing sound curriculum and industry knowledge and inspirational leadership to staff, encouraging innovation and excellence and ensuring the learner experience is of the highest quality. Key aspects of the role will be developing and maintaining high quality learner experiences and outcomes as well as embedding the College's core values of Excellence, Ambition, Focus, Accountability, Inclusion and Integrity.

The post holder will also be responsible for securing growth as well as continuous improvement in the quality of teaching, learning and assessment.

**To Apply**

For more information and to apply please visit our website and send a CV with supporting statement to [hresourcing@wlc.ac.uk](mailto:hresourcing@wlc.ac.uk)

**Tenure: Permanent**

**Salary: Competitive**

**Closing Date: 16th August 2019**

**Interviews to be held: w/c 27th August 2019**

For the full description of the job requirements and criteria please view and address the Job Description and Person Specification.

**We are:**

Working towards our Investors in Diversity accreditation  
Investors in People  
Stonewall Diversity Champions

**We offer:**

Pension scheme  
Childcare and eye care vouchers  
Designated CPD (development) days  
Access to a range of discounts and vouchers through PERKBOX  
On-site Canteen and Restaurant (staffed by students)  
On-site Hair and Beauty Salon (Staffed by students) and much more..

Our aim is to recruit the best staff possible and to deliver first class teaching to our learners.

**We are committed to equality and diversity and expect our staff to share this commitment. The safety and welfare of our staff and learners is extremely important to us and this is why we pride ourselves on our safeguarding procedures.**

- Gliddon Road, Barons Court, London W14 9BL
- The Green, Ealing, London W5 5EW
- Beaconsfield Road, Southall, Middlesex UB1 1DP
- Unit 1, Nucleus Park, Central Way, Park Royal, London NW10 7XT
- Southall Waterside, 170 Brent Road, Southall UB2 5LE



**Head of Adult and Community Learning, Strode's and Windsor Colleges**

**Up to £43,624 per annum depending on qualifications and experience**

This is a fantastic opportunity for an enthusiastic, innovative, inspirational and

ambitious individual to join our team at the WFCG to help develop and drive Adult and Community learning at Strode's and Windsor. We welcome applications from outstanding managers and teachers with the experience or potential to lead and inspire both staff and students in these areas.

You will lead our strong Adult and Community Learning provision including ESOL across the two colleges. In addition, you will have the opportunity to shape provision and strategy for this important area of our curriculum, contributing to all aspects of quality and planning for growth and development.

**Closing date: 8th August 2019. (midday)**

**Selection process including interviews: week commencing 19th August 2019.**

Generous holiday allowances–Curriculum Heads of Department work 200 days a year with up to 52 non-working days plus bank holiday.

**Please apply at <http://www.windsor-forest.ac.uk/jobs-a-careers.html> and complete an online application form.**

*We also have a rolling programme of applications for roles – permanent and hourly paid lecturers in a number of disciplines within the College. (Applications will be shortlisted on a rolling basis and we reserve the right to interview and appoint at that point. We encourage you to apply at the earliest opportunity to avoid disappointment). We believe in supporting the development of our staff and Bottom of Form will support successful candidates to acquire a recognised teaching qualification or assessing qualification, if they do not already possess one.*



Part of the Windsor Forest Colleges Group



## Lecturer in IT

We have an exciting opportunity for a Lecturer to join our IT Department. This role will deliver high quality and innovative teaching, learning and assessment to learners within the IT Faculty.

**Hours: 37 hours per week**

**Salary: £24,641-£32,475 per annum (depending on qualifications and experience)**

**Closing date: 07/07/2019**

### About Us:

Macclesfield College is a leading provider of Further Education and Higher Education in the North West of England. Macclesfield College is part of a modern, inspiring campus providing education to learners of all ages and abilities. Based in East Cheshire, the College offers free secure campus parking and excellent transport links.

Recognised as a 'Good' College at its November 2017 Ofsted inspection. Our mission is simple- "Empowerment through learning".

Macclesfield College has just been confirmed as the overall best-performing FE institution within the key Cheshire and Warrington sub-region, according to the latest statistics published in the National Achievement Rate Tables.

Furthermore on 5th April 2019, Macclesfield College was proud to be awarded winners of the 'Business and Education' category of the East Cheshire Chamber of Commerce Awards.

### The Role:

We have an exciting opportunity for a Lecturer to join our IT Department.

This role will deliver high quality and innovative teaching, learning and assessment to learners within the IT Faculty.

Applicants should have a full teaching qualification to current national standards. A Degree or

equivalent/professional qualification in the subject area is also essential.

The successful candidate will ideally have a specialism in either:

- Hardware & networking (PC maintenance and support), IT system & troubleshooting, and network configuration and administration

OR

- Software development and programming (ability to programme in Python, VB.net, C # or C++) with knowledge of advance database system, information systems and MIS systems

It would also be desirable for the candidate to hold vendor qualification (e.g. Microsoft Cisco).

### Key Responsibilities:

- To plan teaching, learning and assessment for college programmes using the appropriate college format to ensure effective learning.
- To deliver teaching and learning to at least a consistently good or outstanding standard to achieve high success rates.
- To assess accurately learners work both formatively and summatively against appropriate awarding body criteria to ensure learners achieve their qualifications.
- To support learners progress through personal tutoring and parent/carers evenings to help learners achieve their full potential and progress appropriately.

**Closing date for receipt of completed applications is midnight on Friday 19th July 2019**

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

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

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

Contact Details: For any further details contact Human Resources - Tel: **01625 410007** Email: **recruitment@macclesfield.ac.uk**



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# FE Commissioner recommends 3-way split for Hadlow Group

**BILLY CAMDEN**

**BILLY@FEWEEK.CO.UK**

Exclusive

The FE Commissioner has recommended that the Hadlow College Group be split-up and taken on by three colleges, *FE Week* can reveal.

Richard Atkins' team has made the recommendation following a review of the scandal-hit group, which saw Hadlow College become the first provider to fall under the new insolvency regime with the appointment of three education administrators in May.

The group's various parts are now expected to be taken on by North Kent College, East Kent Colleges Group and Capel Manor College (see below for full breakdown).

A spokesperson for the Hadlow Group said: "The Education Administrators (in respect to Hadlow

College) and the West Kent and Ashford College board will now consider these recommendations.

"Staff have been informed of the recommendations and will be made aware of relevant decisions as soon as possible and, where appropriate, will be kept informed over the summer."

He added that the colleges will undertake a "series of staff update sessions" around the campuses/sites next week where "staff can raise any questions or issues of concern in relation to the recommendations and the next steps".

"We expect to make a further statement once a decision has been reached regarding recommendations," the spokesperson said.

Financial advisory firm BDO was appointed to oversee the potential sale or transfer of assets within the Hadlow Group – which includes Hadlow College and West Kent and Ashford College – to neighbouring colleges in May.

Hadlow College was placed into

education administration by a High Court Judge on May 22.

Investigations into financial irregularities are ongoing, including the role of the principal, deputy principal and two college chairs, all of whom have now departed in disgrace.

North Kent College is now expected to take over Hadlow College, including its Greenwich site and Princess Christian's Farm, as well as West Kent College.

With sites in Dartford and Gravesend, North Kent College last received a full Ofsted inspection in 2014 when it was awarded a grade two, which it kept following a short inspection in 2017.

According to their accounts for last year, they employ 335 people with a total income of £25 million, £13.8 million in long-term loans and an ESFA financial health score of "good".

East Kent College's Group has been recommended to take on Hadlow's Canterbury site, which deals with animal management, as well as Ashford

College.

The EKC Group was created after East Kent and Canterbury College merged last year and it employs more than 1,000 people and has a turnover of around £55 million.

East Kent College had been awarded an Ofsted grade two in 2017 prior to the merger. Canterbury College was also awarded an Ofsted grade two but had been given an FE Commissioner notice of concern for financial health in March 2016, coming after three consecutive grade threes. They have campuses in Broadstairs, Canterbury, Folkestone, Dover and Sheppy.

Capel Manor College has been recommended to take on Hadlow Group's Nottingham site, which also deals with animal management.

Capel Manor College is a land-based college primarily based on a large site in Enfield, but also runs courses at Crystal Palace Park, Gunnersbury Park, Brooks Farm in Leyton and Regent's Park.



Richard Atkins

The college last received a full Ofsted inspection in 2013 when it was awarded a grade two, which it kept following a short inspection in 2016.

Accounts for last year report an ESFA financial health score of "outstanding", with 261 employees and a total income of £13.5 million.

## Readers' reply



EMAIL



TWITTER



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WEBSITE

### IfA adds kite-marking higher-level qualifications to expanded remit

Could it be that at least part of the reason we have a gap at Level 4 and 5 is that some people are doing degrees when they, and their future employers, would be better-served if they'd done a technical qualification instead? It's not at all clear from the proposals how they add value for sectors which already have well-established, well-regarded, qualifications, with far superior opportunities to test employer acceptability than those proposed.

Maritime Skills

### Hinds blames colleges as their share of apprenticeships slumps to 26 per cent

Suppose it depends on what your mission actually is. Ours isn't that restrictive. My view would be that if we can deliver something high quality that an employer wants and it's financially viable for us to do so, then why not, regardless of location.

Chris Todd

The only reason colleges had such a high share in the first place was because of sub-contracting and the attractiveness of money for old rope. Now that sub-contracting is basically no longer possible due to funding rule changes, it should be no mystery as to why colleges market share is shrinking. It is not rocket science, just another example of how Ministers and civil servants clearly fail to apply what if scenario planning to their decision making processes.

Brian

### Clearing up misconceptions about the new inspection framework

I'm concerned that the apprenticeship employer-provider approach, leadership and governance structures has been assumed to be the same as FE. It isn't. They are by their nature embedded within an organisation whose main purpose isn't education. Research needed on this too.

Anita Esser

### MPs to launch inquiry into benefits of lifelong learning and local

### authority support

We need an inquiry into why there are so many inquiries but no action on adult and lifelong learning. We need a reversal of year on year budget cuts, some political will and a recognition that learning is not just work related.

Bob Harrison

### BTEC award winners 2019 unveiled

As a parent of one of the students I wanted to bring to your attention that the school that helped/saved my sons education was a school reported on by Billy Camden last year in BBC Bitesize report ("Another studio school to close - meaning nearly half have wound up"). It's such a shame that studio schools are in decline. It is no surprise that the academy who have chosen to close the school have not acknowledged the success of this award which is a great shame for not only Sam but for all of the hard working staff at the school.

Lorraine Pope

## REPLY OF THE WEEK

### Shock new subcontracting rule to be phased in following sector criticism



We don't anyway but this just cements the fact that we will never subcontract any of our provision, ever.

Weir Training

## Experts

### SUE PITTOCK

CEO, Remit Training



## Why are so many employers unhappy with how the IfATE is allocating funding bands?

**New funding bands should be talked about before they are introduced, not reviewed afterwards, says Sue Pittock**

When the Institute for Apprenticeships and Technical Education (IfATE) published the outcomes of its latest round of funding band reviews on July 1, it was only a matter of time before employers and training providers voiced their concerns – not only about the reviews, but how they are conducted.

Theo Paphitis, the retail magnate and entrepreneur, spoke about Ryman's worry that the cuts to the retail team leader and retail manager programmes would be "damaging to the quality apprenticeships we want to offer". This followed the decision by Halford to scrap its level 2 programme after a similar cut and Scania speaking out about the impacts of the now confirmed cut to the heavy goods vehicle standard.

In a reformed system that pledged to put employers in the driving seat and to work collaboratively, why are so many employers unhappy with how the IfATE is allocating funding bands?

### “Providers often cannot afford the delivery model they planned”

In May, Lucy Rigler, the IfATE's head of funding, acknowledged that the review of funding bands "had not always been well-received" and committed to reviewing the impact of any reviews on subsequent starts on programmes, and other measures. But what the sector needs is greater collaboration and communication before the confirmation of a new funding band, not a review of the impact of a cut after the event.

As the leader of a training provider, there is no feeling of collaboration in the review process. We have heard from trailblazer chairs that communication throughout the review is limited, with appeals rejected with no feedback as to why.

The process feels hampered by the IfATE's concern that greater transparency would lead to abuse by providers. Sir Gerry Berragan, the

institute's chief executive, said that his refusal to share the funding formula was driven by concerns that providers would "misuse" the information to increase costs.

This lack of engagement and collaboration ultimately impacts on the employer and the learner, putting the future availability and quality of programmes at risk.

At Remit we decided to start delivering standards as soon as they became available. We are now two years in, with fantastic results in end-point assessment, but this has come at a real cost. Delivering apprenticeship standards well is an expensive business. High-quality resources, technology-enabled content and expert tutors to deliver technical workshops and masterclasses all come at a significant investment, and all this before you consider the costs of end-point assessment.

Where funding bands are reduced, providers often cannot afford to sustain the delivery model they originally planned. Programme content must be reviewed, and efficiencies must be sought. This is not something that employers want to hear; they want to pay for a product that delivers what their business needs. This ultimately affects employers' engagement with apprenticeships, as well as their appetite to invest time and energy designing and building programmes with their training partners that are vulnerable to changes after launch.

The government is right to want good value for money, but it should pay for what it asks for. Detailed initial assessments of knowledge, skills and behaviour and high-quality enrolment sessions that set expectations for the programme are essential, but not paid for as part of the apprenticeship programme. Upskilling to level 2 functional skills is important, but not adequately funded at £471 per aim where the learner has not achieved this level during all their time in the school's system.

Remit really cares about what it does. We don't want to be in a position where we have to impact the quality of our programmes to deliver within a reduced funding band. We certainly don't want to do this without having had the right opportunity to discuss what we deliver, how we deliver it, and the impact it creates for learners, employers and UK plc with the IfATE in an open and transparent way. We all need to work together and bring to life the spirit of collaboration the IfATE so often talks about.

### PROFESSOR EWART KEEP

Director of SKOPE, University of Oxford



## Let's hope the new PM puts lifelong learning at the top of his to-do list

**Participation levels in lifelong learning are tumbling, says Ewart Keep. Action is needed – and now**

The return of lifelong learning as a policy issue has recently been building: reviews have been published and recommendations made to tackle the challenges facing the UK workforce. We now need action. Why?

### “Adult education and training in England is a policy car crash”

First, automation and digital technologies are forecast to have a major impact on employees, from professionals in law and healthcare to retail workers. Besides those displaced as their jobs are automated, many more will see their roles change and will need new skills to do them. For example, Australian research suggests that workers now spend two hours fewer a week on physical and routine tasks than 15 years ago; retraining and upskilling will be essential to keep up with this change.

Second, more and better lifelong learning is vital to support in-work progression as people seek to move up the pay ladder or to change jobs. Lifelong learning also helps citizens to be better equipped to grapple with the challenges of the modern world. This realisation dawned on many other countries in the past century, but it is only now becoming apparent in England.

Finally, the case for more and better lifelong learning has coincided with a growing, if reluctant, recognition that current adult education and training in England is a policy car crash. Since 2010, the adult education budget has plummeted 45 per cent in real terms and the transfer of funding to the loans system has resulted in adult participation in level 3 courses tumbling from 283,000 in 2010-11 to 190,000 in 2016-17. This reflects falling general participation in learning by 25 to 64-year-olds across the UK, from 20 to 14 per cent between 2010 and 2016, the largest drop in Europe, and contrasts with significant increases in France, where participation rose from 5 to 19 per cent during the same period.

So what happens next? Two inquiries of note point the way: the House of Lords economic

affairs committee's 2018 inquiry report into the economics of post-school education, and more recently the publication of the review into post-18 education and funding conducted by Philip Augar.

Augar recommended a major redistribution of public funding from 18 to 24-year-olds towards a broader loan entitlement to underwrite more adult retraining and upskilling. The fate of this lies in the lap of the next prime minister.

The only other major policy development in England is the national retraining scheme, which is piloting small-scale experiments in new ways of delivering retraining to low-skilled adults in the digital and construction sectors in a partnership between government, the CBI and TUC. It doesn't become fully operational until 2022 and the scale of long-term funding is yet to be decided.

Envious glances are cast at Singapore's SkillsFuture programme, which offers an individual learning account worth S\$500 (£300) a person, which can be used with 500 approved providers.

But thinking is moving forward elsewhere in the UK. Scotland still retains a low key version of individual learning accounts, first tried in England in the early 2000s, but rapidly discontinued by Labour when major provider fraud emerged. The Welsh government, aided by the Learning and Work Institute, is in the process of investigating what a "right to adult learning" might look like in Wales.

### “Envious glances are cast at Singapore's SkillsFuture programme”

Back in England, Labour has set up the independent Commission on Lifelong Learning to recommend policies as part of the party's commitment to create a national education service. I am one of the 16 appointed members.

There is plenty of activity because the need for more and better lifelong learning provision, and how to fund it, is not an issue that will go away. We can only hope that the new prime minister will put lifelong learning near the top of his to-do pile.

**The new prime minister will have to rise to the skills and productivity challenge, and make sure that everyone, no matter where they come from, can get a chance to have a great job, says skills minister Anne Milton**

With the end of term in mind, and alongside all the changes that are going on in government, I thought it a good moment to comment on some of the vital work in progress. I want the next prime minister to make sure the work on technical and vocational education continues to be a priority and that we build on what we have already achieved.

Significant progress has been made on our technical education reforms: the first T-levels are on track to be rolled out in 2020; the first Institutes of Technology will launch later this year; and we continue to see more people starting on apprenticeships.

I want the progress we have made to be a step change in how further education (FE) is viewed in this country. People are finally waking up to the need for a rebalance between FE and HE. There is much more recognition of the huge impact our further education sector plays in supporting more people to gain the skills they need to get a good job, get on the path to great careers – and for the country, boosting productivity.

This week we published the findings from our review of level 4 and 5 qualifications – or Higher Technical Qualifications – and we launched new proposals to make sure more people and employers can take advantage of them in the future.

**The recently announced higher technical qualifications should be seen as more than a re-badge of existing qualifications, says Kirstie Donnelly**

The UK is unarguably a country steeped in traditional academic education routes. For too long the pathway through A-levels and on to a university degree has been considered “the norm”. Last year a record number of young people were accepted on to university courses, but we don’t yet know the impact either on them personally or on UK productivity as a whole.

At the same time, technical and vocational training options have been cast into the shadows, often – wrongly – deemed a poor alternative for post-16 learners and certainly more poorly funded.

It was therefore a welcome change to learn earlier this week of the Department for Education’s intention to re-badge the current level 4 and level 5 qualifications as higher technical qualifications.

While this is just one small adjustment, it is a much-needed step along the path to building parity of esteem between academic and technical education. After all, vocational training is key to unlocking economic prosperity.

Last summer we reported that a staggering 90 per cent of employers were struggling to recruit people with the right skills for their business and two thirds anticipated that skills gaps would stay the same, or worsen, over the coming years.

Earlier this month the Open University released its Business Barometer that shows skills shortages have become more prevalent in the past year. This is felt more acutely in sectors

## MINISTERIAL MUSINGS

Anne Milton, Minister for skills and apprenticeships



## End of term report: people are waking up to the need to rebalance FE and HE

All the evidence from our review highlights that higher technical skills (the type that many level 4 or 5 qualifications can provide) are increasingly in demand from employers, but the uptake remains worryingly low. Only 1 in 10 adults in England have studied for a qualification at this level, despite the prospect of better wages and job prospects.

The skills our economy needs now and in the future are not always aligned with the qualifications on offer and we need to make sure that we change that. Young people need to be better informed when it comes to studying for jobs and careers in key sectors such as science,

technology and engineering.

Some of this is about all of us continuing to bang the drum about the benefits of technical education. We need to dispel the intellectual snobbery that still exists which dissuades some students from choosing this route in favour of a traditional academic option.

There is no overnight fix for changing the way technical and vocational education is seen by the public, but we can make sure that the qualifications and options that are available are high-quality, are valued by students, parents and employers and ultimately get more people on a path to a good, well-paid job.

That is at the heart of everything we are doing – from the introduction of new T-levels, our reforms to apprenticeships, as well as consulting on changes to post-16 qualifications at level 3 and below, and our new level 4 and 5 proposal. It is all about providing a choice of high-quality options as well as logical, clear training routes that everyone can understand.

### “These are once-in-a-generation reforms”

I have said it many times before but it’s worth repeating that the further education sector is the beating heart of all of this. Without it, without you, none of this would be possible.

You all do an amazing job and I want that to continue. We still have a long way to go and I know many of you have raised concerns about funding in particular.

These are once-in-a-generation reforms and while I don’t imagine that we are going to get everything right at the first time of asking, if we want to make a success of them in the long term, we need a strong sustainable and coherent technical education system. This will help unlock untapped potential and boost our economy.

The new prime minister will have to rise to this challenge if we are to have the skills we need to increase productivity and make sure that everyone, no matter where they come from can get a chance to have a great job and fulfilling life. This will be critical to the future prosperity of individuals and the country as a whole.

## KIRSTIE DONNELLY MBE

Managing director, City & Guilds Group



## Technical pathways must be more visible for parents, teachers and decision-makers

such as science, technology, engineering and mathematics (STEM) where, according to the provider STEM Learning, the skills gap is costing businesses more than £1.5 billion every year.

### “The skills gap is costing businesses more than £1.5 billion a year”

The impact on businesses and our wider economy is of course critical, but we cannot

overlook the individuals suffering here too. The generations who make up the future of our country deserve the best routes into employment.

Tuition fees have increased steeply since their introduction, and without the guaranteed employment and high earnings of a university education enjoyed by previous generations, many young graduates are facing crippling financial debt with no escape in sight.

While university rightly remains one of the routes into work for many people and is valued by a number of industries, it is not the only route. There is significant work to be done, not only to increase visibility and viability of

technical pathways for young people, but also to ensure that decision-makers, parents and teachers are aware of the full range of post-16 education options, not least the learners themselves.

Vocational training opens up direct routes into employment for so many industries at a time when the associated skills could not be more in demand. What’s more, research from the National Institute of Economic and Social Research shows that those with higher vocational qualifications in STEM subjects earn on average £5,000 more than university graduates by the age of 30.

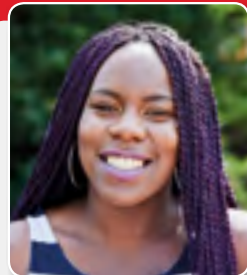
This week’s announcement is a positive step to open up choice, but it needs to be placed within the broader context of our education and skills landscape. With a changing government it is uncertain which, if any, of its recommendations in the recently published Augar review of post-18 education and funding will be adopted.

Rebadging qualifications to help persuade parents, employers and, crucially, learners of their value is important, but this must go hand in hand with investment into further and technical education as a whole, as well as being clearer on the impact measures.

At City & Guilds we know that skills policy has the potential to transform the future of the UK, but to succeed it needs to be accurately measured against pre-determined benchmarks – and technical qualifications are no exception.

Without evidence-based policy development and a transparent approach to measuring the value of such reforms, vocational education will never be able to truly demonstrate its potential to benefit our society and economy.

# Bulletin



**Shakira Martin**

**Head of student experience,  
Rose Bruford College**

**Start date** July 2019

**Previous job**

President, National Union of Students

**Interesting fact**

When she was younger, she choreographed dances for church performances and school talent shows. She claims to have been twerking way before Miley Cyrus



**Jeff Hope**

**Governor,  
Northumberland College**

**Start date** July 2019

**Concurrent job**

Head of manufacturing unit, AkzoNobel Ashington

**Interesting fact**

He has worked as a navigator on marine exploration vessels and has surveyed most oceans/seas across the world



**Alison Shaw**

**Governor,  
Northumberland College**

**Start date** July 2019

**Concurrent job**

Professor of Practice, Newcastle University Business School

**Interesting fact**

Having agreed to help with Spanish interpretation to welcome a Uruguayan businessman to Blyth, she landed up actually selling him a ship



**Neil Salvesen**

**Governor,  
Northumberland College**

**Start date** July 2019

**Concurrent job**

Director, Leazes Management Services Ltd

**Interesting fact**

Recently achieved his ambition of a single-figure golf handicap

# Movers & Shakers

...

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

If you want to let us know of any new faces at the top of your college, training provider or awarding organisation please let us know by emailing [news@feweek.co.uk](mailto:news@feweek.co.uk)

# FEWEEK

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or call 020 81234 778

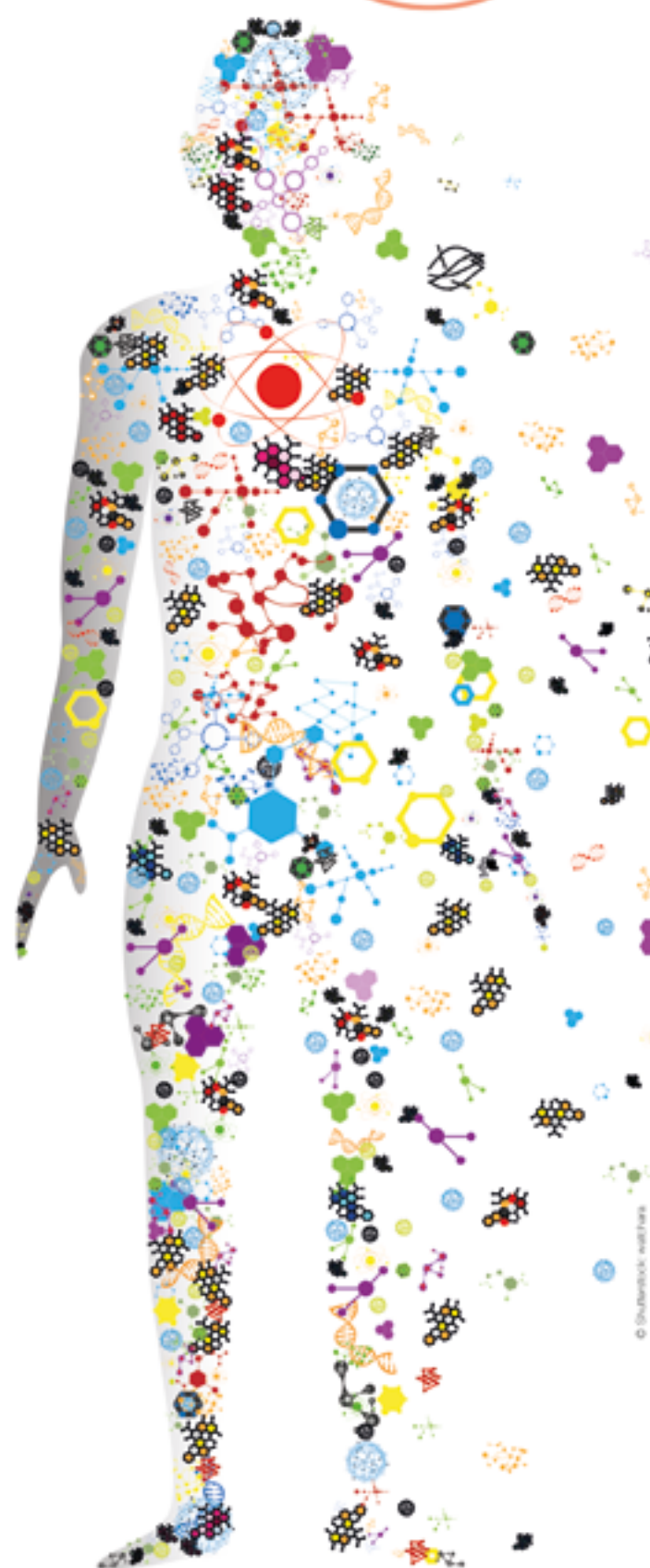
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performance  
tables

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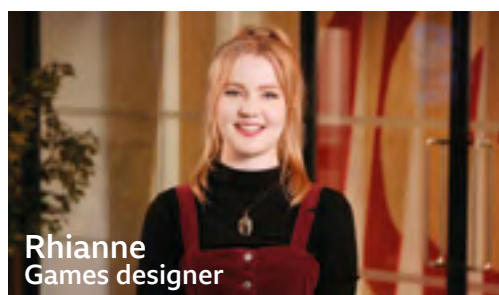
To find out more, visit [quals.pearson.com/teachAHB](https://quals.pearson.com/teachAHB)



# 'We're doing jobs that didn't exist 20 years ago'

With the rise of social media, games and apps, as well as developments in sectors like renewable energy, more and more opportunities are opening up for young people in the world of work. BBC Bitesize's new, free careers resources for students feature some of the fresh talent working in these thriving new industries.

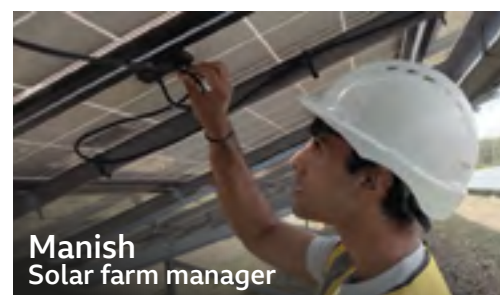
Read these stories and more.  
Check out BBC Bitesize Careers.  
[bbc.com/bitesize](http://bbc.com/bitesize)



**Rhianne**  
Games designer

Growing up as a keen gamer, Rhianne landed her dream job creating levels and mechanics for video games alongside software developers and artists, combining her passion for all things creative and digital.

Rhianne stood out in this competitive field by perfecting her portfolio, making sure to show off her game designing skills.



**Manish**  
Solar farm manager

Looking after 10 sites dotted across the country, Manish works in the exciting renewables industry and is responsible for the upkeep of solar farms designed to harness the sun's energy.

Manish studied Physics at university but could also have taken an apprenticeship, a vocational or technical route to develop his problem-solving and systems analysis skills for this role.



**Isaac**  
Vlogger

Isaac began to document his life after college and was named London's best young vlogger in 2017. The 23-year-old has a condition which affects his limb development, so he carries out all editing work with his feet.

*"People usually see me in the wheelchair and my disability. I don't allow that to stop me making my videos."*



**Melissa**  
Digital marketing entrepreneur

Securing an internship after her A-levels, Melissa designs posts for social media as well as filming and editing videos. Melissa made sure to gain as much experience of work as possible to develop her skills in digital marketing.

*"Creativity is key — you've got to be on the ball with new ideas and new strategies."*

## 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

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

**Difficulty:**  
Easy

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

**Difficulty:**  
Medium

Solutions: See right

## 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: Robert Wegg

## Solutions

Turn the paper around to check if your answers match - but no cheating!

**Difficulty: Easy**

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

**Difficulty: Medium**

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