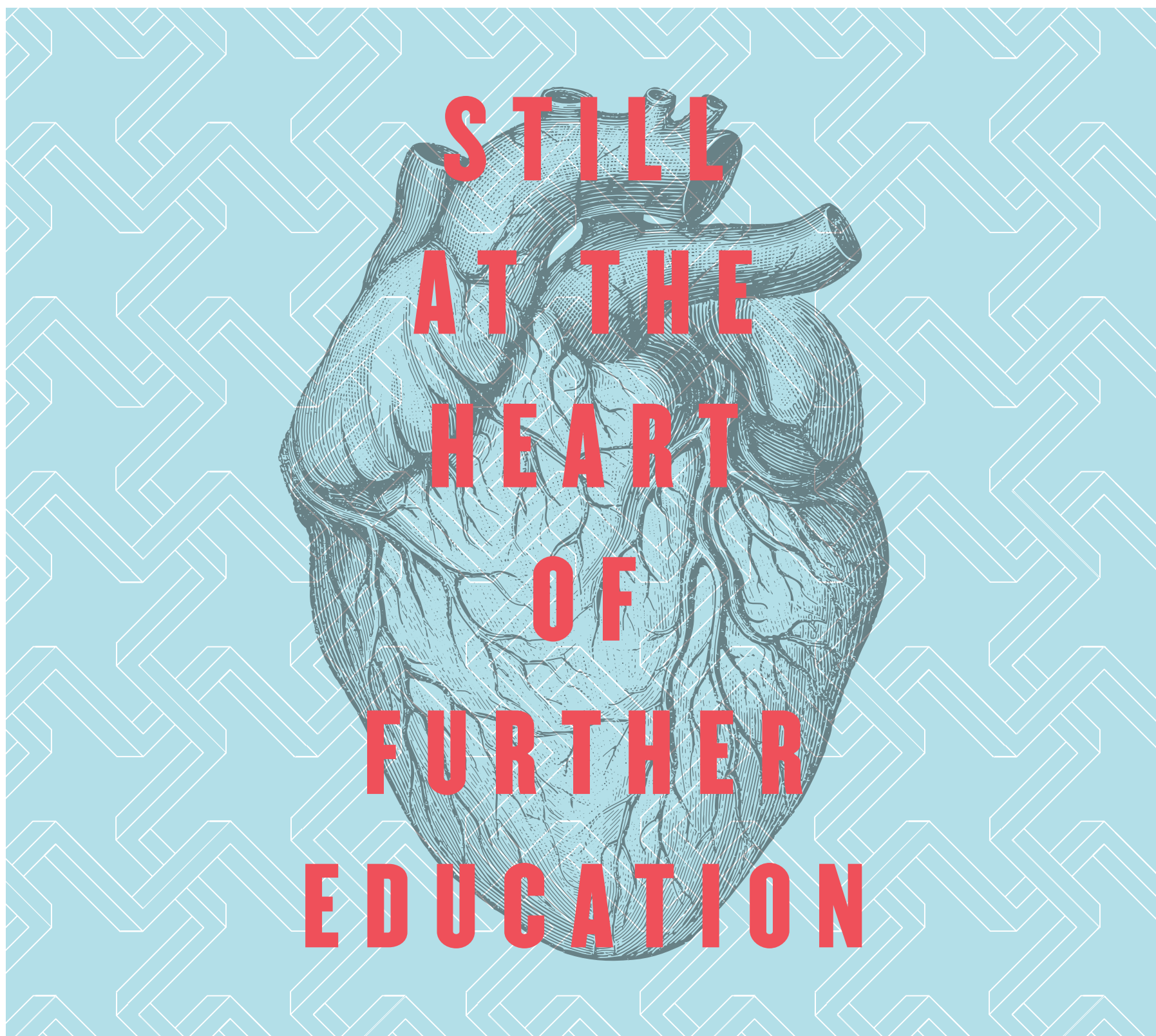


FE Week



Your FE Week inside



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RUSH WORRY OVER NEW SHORT INSPECTIONS

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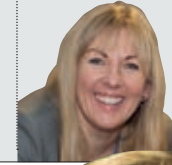
COSTLY TRAILBLAZER TESTING? — 'USE INCENTIVE CASH'

PAGE 2



HOW WE MET COMMISSIONER DEMANDS

PAGE 12



DEMISE OF THE TWO-YEAR COLLEGE COURSE

- Government announces plans for colleges to deliver more apprenticeships for 17-year-olds
- FE leaders question whether new policy is simply 'smoke and mirrors' to conceal DfE cuts

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The government has announced plans to end two-year study programmes for many 16 to 18 vocational learners and instead opt for progression to apprenticeships from the age of 17.

The Department for Education (DfE) said on Thursday (November 5) that a new independent panel led by former Science and Innovation Minister Lord Sainsbury would help the government create "up to 20 specific new professional and technical routes, leading up to employment or degree-level".

A spokesperson pointed out that "currently, only 6.9 per cent of 17-year-olds are doing apprenticeships and only 33 per cent of apprenticeships are delivered by colleges", but "by engaging colleges much more with apprenticeship training, these reforms will significantly raise this proportion".

The drive to push more 17-year-olds into apprenticeships "as quickly as possible" will mean a reduction in two-year full-time study programmes for 16 to 18-year-olds — sparking fears of further funding cuts.

Shadow Skills Minister Gordon Marsden said: "Any indication that this is a government rebadging or smoke and mirrors

exercise designed to cut further 16-19 funding, or shortening the time necessary to get learners into quality apprenticeships and technical and professional education, in pursuit of crude departmental savings, will alienate providers and learners."

Dame Asha Khemka, principal of West Notts College, told *FE Week*: "There is a risk that funding will be reduced, particularly if we lose most of our 17-year-old learners at the end of their first year.

"Employer apprenticeship places is also a limiting factor, so a further risk is the creation of a two-tier system where only the best students' progress.

"However, there is also an opportunity here because if the policy works as it is supposed to then our students will progress directly into an apprenticeship and we will be best placed to continue to support them."

Association of Colleges chief executive Martin Doel said: "It is important that any reform of technical and professional education does not lead to any further cuts to funding for the sector.

"All education and training whether academic, technical and professional or apprenticeships, should be funded equally."

Brian Lightman, general secretary at the Association of School and College Leaders,

Continued on page 5



George Field, aged 18, HIT advanced professional cookery apprentice at Calcot Manor dishes up for the Chef Academy launch guests

Making a HIT meal out of launch

Dozens of lucky guests got to taste a mouth-watering menu created by apprentices at the launch of the new HIT Chef Academy.

The apprentices worked alongside 10 of HIT's training assessors to make a four-course lunch, which included jerk belly of pork and loin of venison, and canapes on Wednesday (November 4).

The event was headed by the Academy's executive chairman John Hyde, managing director

Jill Whittaker and academy principal Paul Mannering at the Hospitality House, London.

Mr Mannering said: "I would just like to say thanks to the guys in the kitchen and what has been going on there for the past couple of days really epitomises what we really are all about."

The academy currently has 17 apprentices, aged between 16 and 42, who are taking level one to level four professional cookery across the country.



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NEWS

Ofsted short inspection 'cramming in'

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The results of the first Ofsted short inspection of a good provider were positive for the Cheshire college visited — but fears have emerged that it was “more of a case of how much you can cram in within two days”.

The 4,100-learner Riverside College, in Widnes, was the first FE provider to experience the two-day visit under Ofsted's new common inspection framework (Cif), which was introduced from September.

The college was inspected from September 23 having previously been visited by Ofsted nearly six years ago when it secured a good rating — putting it on Ofsted's radar for a short inspection.

The new report said the college “continues to be good,” but assistant principal and Ofsted nominee Alan Brown (pictured front) said: “The key difference is how the new inspections operate and it is now more of a case of how much you can cram in within two days”.

The latest report paints a similar picture to the previous one, but this time it is only five pages long, as opposed to 27 last time, and comes in the form of a letter to the principal, with contents comparable to monitoring reports.

The new Ofsted Cif has specified that all providers with a good Ofsted rating will have shorter inspections more frequently — rather than the traditional five-day full scale inspections.

And Mr Brown said his college inspection

was “very firmly focused on the lines of inquiry to see how the previous issues have improved”.

“So the main issue was that the inspectors didn't move away from the lines of enquiry and couldn't veer away because of the time frame restraints,” he said.

He also said that for other colleges undergoing a short inspection it was “important to know the inspection framework as Ofsted is currently using the handbook as a clutch”.

Principal Mary Murphy said: “You have to be prepared for when you are getting these short inspections because they are carried out in such a short space of time and you are informed just 48 hours before they take place.

“However, I do prefer them and so do the staff here as [Ofsted] coming in with such short notice gives us less time to anticipate the inspections and not build the college up with as much worry.”

Mrs Murphy also said that the less time you are given, the “more chance the inspector can see you as you really are”.

An Ofsted spokesperson said it was too early to comment on any lessons about short inspections.



Mary Murphy

Trailblazer incentive payments 'can cover' costly exams

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Employer bodies have attacked Department for Business, Innovation and Skills (BIS) guidance that Trailblazer apprenticeship incentive payments be used where expensive assessments push costs over government funding limits.

The Confederation of British Industry (CBI) last month told of its concerns that end-point assessments were “driving up costs for Trailblazers”.

However, a BIS spokesperson has told *FE Week* that capped government funding levels, ranging from £2,000 to £18,000, were “only part of the funding available” — employers could “also use the incentive payments that are available under this model towards the costs they incur,” he said.

Neil Carberry, director for employment and skills policy at the CBI, said such use of incentive payments “called into question how deliverable this model is”.

“If employers are being told to use incentive payments to bridge the funding shortfall owing to high-cost end-point assessments, this indicates that the apprenticeship standard falls under the wrong cap,” he said.

Under funding rules for the new Trailblazer apprenticeships, each standard is allocated one of five government funding

caps. The government will pay two thirds of the cost of delivering the standard up to the cap, with employers expected to contribute the remaining third.

But *FE Week* has found that, in some cases, employers would be expected to contribute more than a third — possibly using the incentive payments — with government funding not reaching its two thirds mark.

Ian Cass, managing director of the Forum of Private Business, said members had told him that that being made to use incentive payments towards the cost of delivering an apprenticeship risked “employers being punished for training up young people”.

“The incentive payment is really there to cover some of the costs of compliance with regulations, insurance payments and the cost of supervision of the individual on site,” said Mr Cass.

There are three incentive payments on offer — a 16 to 18 apprentice payment, a small employer incentive and a completion incentive.

The Skills Funding Agency (SFA) Trailblazer funding guidance for 2014/15 stated the payments were intended to cover “additional costs that small employers can face when taking on an apprentice” and the “additional demands of recruiting a young apprentice”, and to “encourage employers to train apprentices across the full breadth of the apprenticeship standard”.

FE WEEK NEWS IN BRIEF

Sir Michael due before Lords

Ofsted chief inspector Sir Michael Wilshaw is to give evidence to members of the House of Lords Social Mobility Committee.

Southampton Council chief executive Dawn Baxendale and London Councils strategy director Yolande Burgess will also be questioned on Wednesday (November 11).

The committee has already held several evidence sessions, including one with former Deputy Prime Minister Nick Clegg, as it looks into social mobility in the transition from school to work.

Evidence sessions are due to begin at 10.35am and then an hour later.

Niace rename approved

The proposed rename of National Institute of Adult Continuing Education (Niace) following merger with the Centre for Social Inclusion (Inclusion) has been approved by members.

Niace held its annual general meeting at City Lit, in London, on Wednesday, November 4, with the new Learning and Work Institute name the key item on the agenda.

The Niace board is set to give final legal approval for the merger on December 10, before it comes into effect on January 1.

See feweek.co.uk for more.

New employment campaign

The Skills Funding Agency (SFA) is working with government departments to develop an integrated youth employment campaign.

Business, innovation and skills; work and pensions; and education are involved in the campaign, which is expected to run from January to March, promoting apprenticeships and traineeships.

“We will produce and upload marketing material to our campaign resource site,” said an SFA spokesperson. “When these are available, they can be downloaded to support and enhance providers' own marketing campaigns.”

However, the SFA's funding guidance for 2015/16 makes no mention of what the payments are intended to cover.

But, the guidance does state that employers were “free to use the incentives payments as you wish, including meeting the wider costs of employing an apprentice”.

Among those that employers may have to use the incentive payments for was the Gas Network Team Leader standard. It was allocated a maximum funding cap of £6,000, despite its Trailblazer group having estimated delivery costs to be around £14,600 (based on the end-point assessment, priced at £3,808, representing 26 per cent of the total cost as set out in the assessment plan).

A spokesperson for sector skills council Energy and Utility Skills, which worked with employers to develop the Gas Network Team Leader standard, insisted employers were “willing to invest beyond any funding cap allocation”.

The BIS spokesperson said “The funding cap represents the maximum ‘core’ contribution that government is prepared to make towards the off-the-job training and assessment costs associated with a standard.

“This maximum contribution is only part of the funding available, employers can also use the incentive payments that are available under this model towards the costs they incur.”

NEWS

Lord Baker hits back at 'get out of jail' criticism

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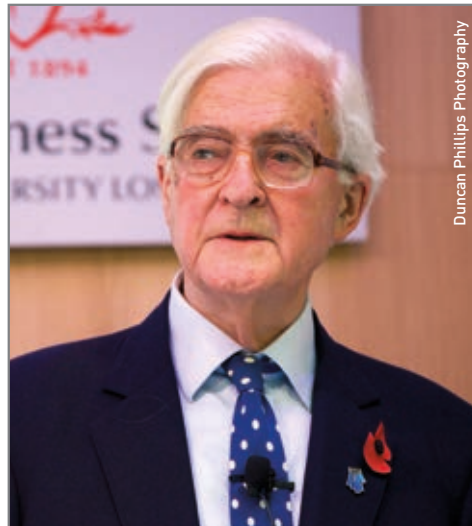
Former Education Secretary Ken Baker has hit back at criticism that his university technical college (UTC) project had been given a "get out of jail clause" in government plans for the English Baccalaureate (EBacc) performance measure.

Lord Baker, co-founder of Baker Dearing Educational Trust (BDT), which has been working to develop UTCs, also defended the institutions over claims they simply replicated the work of general FE colleges.

The Conservative peer used his speech and appearance at the ninth annual Sir John Cass's Foundation Lecture to defend UTCs, which offer 14-19 vocational training in science, technology, engineering and maths-based (STEM) subjects, alongside the teaching of core academic subjects.

He said he was "not in favour personally" of the 14-16 Ebacc, for which a government consultation launched this week with UTCs, studio schools and FE colleges potentially exempt from the measure while officials were "consulting on how the policy should apply".

The exemption from the Ebacc measure — which shows the proportion of pupils in a school entering and achieving a good GCSE in English, maths, science, a foreign language and history or geography — drew criticism on Twitter from the likes of @SchoolDuggery, who described it as a "get out of jail clause for UTCs".



Lord Baker at the Cass lecture

The government is consulting on making 90 per cent of pupils doing Ebaccs from autumn 2017, but Lord Baker called for more "technical, practical, vocational, hands-on training and learning".

"Ebacc was the exam I took in 1951, called the school certificate. Item for item, it was the same thing," said Lord Baker. "And it was abolished in 1951 because it was too narrow."

The government consultation, which closes on January 29, says that "like pupils attending UTCs and studio schools, [14 to 16] pupils [at FE colleges] have chosen to specialise in a technical or professional area from key stage four", which would be likely to make them study "a smaller academic curriculum" unsuitable for EBacc.

this results in a worse deal for young people at a higher cost to the public purse."

Mr Kewin added: "The Government is quite prepared to hit the target but miss the point. And while the area reviews are busy creating 'fewer, larger providers', more smaller providers will be opening at exactly the same time — this does not look like joined up policy making."

It has also come as a blow to the Association of Colleges, which has called for a freeze on new provision during reviews, with chief executive Martin Doel saying that it would be "unreasonable and illogical for the government to allow more new sixth forms and other post-16 education to be created during the course of reviews".

And in response to refusal of a blanket ban, Mr Doel said: "We expect the area reviews will take into account the sustainability or otherwise of all post-16 school provision and while the reviews are ongoing, government should refrain from opening any new post-16 provision."

Mr Marsden's questions to Mr Boles on the area reviews also queried whether any assessment had been made of the possible savings from the post-16 area-based reviews.

Mr Boles conceded that early evidence indicates there is "potential for the reviews to secure efficiency savings".

Area reviews have so far been announced for 83 general FE colleges and sixth form colleges in the West Yorkshire, Tees Valley, Sussex Coast, Solent, Birmingham and Solihull, Greater Manchester, and Sheffield city areas.

More reviews are expected to be announced shortly.

Charles Parker, chief executive of the Baker Dearing Education Trust said: "It seems to us that the compulsory EBacc is not compatible with the UTC program. We are glad to see that the consultation recognises this."

Catherine Sezen, 14-19 and curriculum policy manager at the Association of Colleges, said the consultation meant FE colleges with learners aged 14 and over would have "a chance to respond to the government's proposals".

Nevertheless, in his speech, entitled *The Intelligent Hand — how we can solve the problem of people without jobs and jobs without people*, Lord Baker went on to say: "The greatest problem facing our educational system is that it is not being geared up to providing what industry, business and commerce require".

He laid part of the blame for this at the door of FE colleges, and said: "If FE colleges were as successful as people believed, we wouldn't have a skills gap today."

He also hit back at comments by Northampton College principal Pat Brennan-Barrett at a House of Lords Social Mobility Committee meeting where, as reported by *FE Week*, she said UTCs did "the sort of work that FE colleges have done for many years".

Lord Baker, speaking at the November 4 event at the Cass Business School in London, said: "The trouble is that so many FE colleges have never related their output to what the needs of the economy are, and what the needs of industry are."

SELECT COMMITTEES TO UNVEIL JOINT WORKING PLANS

The Education and Business, Innovation and Skills (BIS) select committees have revealed the date of their first formal meeting.

Committee chairs Neil Carmichael and Iain Wright, respectively, have joined forces and will set out a programme of work on November 18.

The committees are combining their efforts to bring continuity to their two "siloed" government departments, said Mr Wright.

And at a seminar on Education, Skills and Productivity — hosted in Portcullis House by both committees on Thursday (November 5) — Mr Carmichael said the combined work was "about our economic future, about our ability to produce an education system that really does underpin our aspirations for our people and this country".

The event provided a chance to explore the issues shared between the sectors and review the committees' first jointly-commissioned special report, which focuses on the contribution that education and skills make to the country's productivity.

Among a range of speakers at the "BisEd" seminar were Professor Lady Alison Wolf, who reviewed the historical context of skills policy and productivity, and Tim Oates, director of assessment, research and development at Cambridge Assessment, who explored challenges in the current system, such as continuing structural skills shortages.

Skills Minister rules out new UTCs ban in area review regions

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Skills Minister Nick Boles has ruled out a blanket ban on new university technical colleges (UTCs) where post-16 education area reviews are taking place.

Shadow Skills Minister Gordon Marsden grilled Mr Boles in a series of written parliamentary questions on the details of the area reviews, including whether any UTCs or post 16 school would be allowed to open.

And Mr Boles answered: "All applications to open a free school, academy, school sixth form or university technical college will be assessed on a case by case basis against the published criteria and taking account of local needs and circumstances."

The government has said the post-16 area reviews were "designed to achieve a transition towards fewer, larger, more resilient and efficient providers, and more effective collaboration across institution types."

And James Kewin, deputy chief executive of the Sixth Form Colleges' Association, condemned the decision against a blanket ban.

He said: "The government's position is now as clear as it is absurd — it is simultaneously committed to reducing the number of sixth form colleges while increasing the number of less effective and efficient 16-19 providers."

"It is clear manifesto commitments on school expansion and increasing the number of free schools and UTCs will be met even if

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NEWS

Providers urged to think about what technology 'will do for learners'

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The impact technology has on learners is more important to Ofsted than the technology itself, a former inspector told delegates at the Association of Employment and Learning Providers' (AELP) Learning Technologies Expo 2015.

Kerry Boffey, director of the Adult Learning Improvement Network, said providers needed to think about what technology "will do for learners".

"Does it speed up their learning? Does it make it more enjoyable? More interactive? More accessible? What difference does it make to their learning?" she said.

"That's how technology is used in your self-assessment and in your inspection preparation and while you're being inspected."

Ofsted inspectors, she said, "don't want to see technology — they want to see how you use technology, and the difference it makes to those learners".

"Technology is only good if we actually use it, if we embrace it, if we find out how to use it and think about the impact it's going to have on our learners," said Ms Boffey.

Meanwhile, AELP chief executive Stewart Segal, speaking at the event held at the ILEC Conference Centre, London, on November 5,



Kerry Boffey

said technology was "no longer an option" for providers, and that he didn't see "too many training providers surviving this change unless they maximise the effective use of ICT". He described the "era of flexibility" being opened up by government "standing back from telling providers how to deliver things" as an opportunity that training providers should "grab".

"The challenge is great, the pace of change is great — but I think the opportunity is great," he said. "More employers will be paying for the training that they get, and



Stewart Segal



more learners will be paying for training they get, through loans. It's really important that we use ICT to develop that focus," he added.

However, he cautioned providers against thinking that technology was an "end in itself". "You can't just buy yourself some new equipment and think that that is changing the way we deliver. But if you use ICT properly, it can reengineer your business," he said.

In addition to the main speakers, the event featured 12 workshops grouped into three themes — e-learning, mobile learning and e-assessment.

Continued from front

agreed reforms should not be driven by

financial considerations.

"Using the upcoming budget to undermine [16 to 18] funding any further would leave our economy in serious jeopardy," he said.

The DfE said academic and applied study programmes would continue to be available and these reforms to technical and professional routes would build on the existing tech bacc scheme.

It comes after Skills Minister Nick Boles floated the idea, during a fringe event at last month's Conservative Party Conference, of one-year full time courses for 16-year-olds.

Joining Lord Sainsbury on the expert panel will be Professor Lady Alison Wolf, whose landmark 2011 Review of Vocational Education sparked the introduction of the study programmes, Bev Robinson, principal of Blackpool and the Fylde College, and Simon Blagden, non-executive chairman of Fujitsu UK.

Mr Boles said he was "delighted people with huge experience" had "agreed to advise us", but declined to comment any further on the plans to *FE Week*.

Further details will be announced

Editor's comment page 6

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FE WEEK COMMENT

The John Lewis College

It seems obvious when you think about it.

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Combine this with the apprenticeship levy policy and up to £5,400 per apprentice as an employer incentive and you can see why the employers will want in on the action.

Next week the AoC has a debate at its annual conference that asks: "Will colleges survive until 2025?"

This is the wrong question.

They will survive, but the question principals might well ask is which large employer will be added to their logo?

Chris Henwood

chris.henwood@feweek.co.uk

 TOP #BISESEMINAR TWEETS

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Apprenticeships programme should measure job outcome and pay progression as key success factors #BisEdSeminar

@mikeNatNumeracy
Great to hear from Jack and Ashley both apprentices #BisEdSeminar both good at school and going against advice...

@stroud_neil
Embedded apprenticeship establishments focusing on quality & reaching level 3 or higher in Germany benefit business strategy #bisedseminar

@dgmorris295
Lack of data, lack of research, lack of political clout. All reasons for FE's recent travails #bisedseminar

@MaryBustedATL
CBI - employers prefer recruits to hold a mix of academic and vocational qualifications. #BisEdSeminar



Walkers barking mad at Ofsted safeguarding guidance

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A Midland college has incurred the wrath of local dog walkers with its response to Ofsted safeguarding advice to improve grounds security.

Warwickshire College Group (WCG) group was rated as good by Ofsted in April — but inspectors said “access to their sites needs to be more secure”.

They also said managers at the 14,500-learner college group had drawn up “substantive plans” to address the issue.

But those plans, to block access through most of the 750-acre grounds of its Moreton Morrell campus, provoked outrage from locals who walked their dogs through the site.

Nearly 200 residents protested by walking their favourite route through the grounds on November 1 — two days before the college's new restrictions came into force.

One of the protestors, Lesley Maynard, aged 57, said walking around the grounds of the Moreton Morrell campus, where around 1,500 learners are taught, had been “a pleasure for local residents for many years”.

“I have two children and when they were young, we would walk, with other village families, through the college grounds, watching the lambs and wildlife,” she added.

Ms Maynard said walkers had caused the college “no problems” over the years — but “the small pleasure is now being taken away from the village”.

“As a small rural community we have to put up with quite a lot from the college — traffic being an issue which will increase when the Henley-in-Arden campus closes next year and the students are bussed to Moreton Morrell,” she added.

“We don't make a fuss. A little give and take is all we ask.”

A WCG spokesperson told *FE Week*: “For many years now, village residents have used our grounds for walking and it is with regret that given our increased responsibilities under our Prevent Duty and safeguarding we have had to take this difficult decision.”

She added that the Ofsted comments had provided “further reinforcement of our decision”, but had not been “the only driver”.

She said the campus, which specialises in

land-based subjects including agriculture, equine studies, and animal welfare, had “large and growing numbers of under 18s on site, including students in our on-site residential accommodation, and with this the need to conduct more comprehensive risk assessments”.

“We are of course sorry that the villagers are unhappy with this decision and in order to provide an alternative facility, we have introduced a new permitted walk around a parcel of our farmland in agreement with the Parish Council,” she added.

An Ofsted spokesperson said: “It is important that colleges provide a safe environment in which learners can develop their skills.”

“The steps taken to ensure this safety are the college's own responsibility.”

All FE institutions have been subject since September 21 to the Prevent Duty, which requires them to put policies in place to prevent potential radicalisation of learners and exposure to extremism.

The Department for Business, Innovation and Skills and the Home Office, which oversees the Prevent Duty, declined to comment.

COMMENTS

Further education and skills sector misses out on £250m in FE loans cash

There needs to be more than a marketing campaign to invest the recipient needs to see that there is an outcome that they want at the end of their study which can be a job a better job or simply skills gained. At present there is little incentive except where cpd is a requirement to take out a loan, especially when progression is not necessarily linked to further skills development.

Tim Buchanan

One thing the government could do would be to merge the FE loans scheme with the HE loans scheme into a single scheme. This would extend the more generous HE arrangements to FE students, simplify the whole scheme and make marketing the scheme to FE students much easier.

This would make FE Level 4+ qualifications on a financial level playing field with equivalent HE qualifications. I am sure that the disparity in the loan arrangements is one of the factors in the rapid decline in numbers of 24+ students taking Level 4 qualifications.

Mike Farmer

It's not surprising in my view as we had very little interest when the learners and employers understood the concept. I think the budget should be moved to 19+ Apprenticeships as we always seem to be struggling with this budget each year due to demand. Put the money where the demand is. No point spending big budgets on marketing to promote a scheme with little interest.

Chris Newton

Council votes for wider area review recognising school sixth forms and independent learning providers

Sidestepping the political decision makers will hopefully produce the balanced view a lot sooner than later — so obviously needed from the outset. Well done Brighton & Hove Council. Next? Colin Gallacher

Ofsted apprenticeship report 'tactics' branded 'damaging'

The major problem lies with Government that they simply don't know the difference between an apprentice and a trainee. By abusing the word apprentice makes them feel good but rolling chicken legs in flour is not an apprenticeship in the true sense of the word
Robert Hudson

NEWS

Lsect gets leading role in education festival

FE WEEK REPORTER
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The prestigious Festival of Education has unveiled The Telegraph as its new UK media partner and announced a leading role for FE Week publishers Lsect.

The news broke on Thursday (November 5) that The Telegraph had signed a two-year contract to replace The Sunday Times in a deal that will see the event renamed The Telegraph Festival of Education.

Lsect, which also publishes Schools Week, will play a leading role in the curation and management of the two-day Berkshire festival, which opens on June 23, as majority shareholders of festival organisers Summerhouse Events — a new partnership between Lsect and Summerhouse Media.

Managing director of Lsect and Summerhouse Events Shane Mann said: “The directors of Lsect and Summerhouse Media met this summer to look at how our organisations could bring together their wealth of expertise in event management and education. The result of this, I am delighted to say, is that we will be playing a leading role in the Festival of Education over the coming years. It truly is a fantastic event.

“And in the coming weeks we will also be announcing plans for a new national event for staff working across the FE and skills sector.”

Louise Hunter, managing director of Summerhouse Media and director of the



Sir Lenny Henry

SIR LENNY AMONG AOC CONFERENCE SPEAKERS

Comedian-turned-actor Sir Lenny Henry will be one of the guest speakers at this year's Association of Colleges (AoC) Conference.

He will discuss the role that education has played in his life and particularly in his work with Comic Relief, at the three-day conference which opens on November 17 in Birmingham.

A college student himself in the 1980s, Sir Lenny went to WR Tuson College (now Preston's College) to take his O-levels — alongside completing a show season in Blackpool. The experience sparked a lifelong interest in Shakespeare and helped spur Sir Lenny on to continuing education.

The conference, which this year has the

theme 'Powering the Economy', has a wider line-up of 22 speakers confirmed so far, including Skills Minister Nick Boles and Education Secretary Nicky Morgan.

From the House of Lords, Professor Lady Alison Wolf and Lord Ian Blair, 24th commissioner of the Metropolitan Police, will both be speaking.

Festival of Education, said: “The options are endless for education, and we're really excited to have created Summerhouse Events with Lsect.

“We believe the festival is the very best value continuing professional development

[CPD] people can get. The diversity of speakers is unparalleled.”

Julian Thomas, Master of host site and festival founder Wellington College, told The Telegraph there were big plans to make the festival “even more interesting, relevant and

exciting”.

“The festival is, in my experience, the very best example of the independent and state sectors coming together to learn from each other and from the finest minds in education,” he said.



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PROFILE



One journalist described my career as ‘repeatedly clutching defeat from the jaws of victory’



ROCKET SCIENTIST WHO TOOK

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An infinite enthusiasm for physics gave Sir David Melville the incredible opportunity to be part of the Apollo Programme to land the first man on the moon in 1969.

The current chair of Pearson Education Ltd was given the opportunity in the mid-1960s after he completed his physics degree at the University of Sheffield and secured a year’s placement at Columbia University to assist with Neil Armstrong’s giant leap for mankind.

The grandfather-of-five says: “I was very committed to science and space physics was my real passion at the time.

“The detail of my involvement in the Apollo Programme is rather complex — it’s best to say I was a physicist on the programme.”

He adds: “However, I always had an interest in, as well as students who were very clever and bright and had opportunities, those who missed out on those opportunities.”

It was an interest that would lead to a 50-year (and counting) career in the education sector — with half of that coming via FE roles.

And Sir David has held notable job titles in the sector, including Further Education Funding Council (FEFC) chief executive, Vocational Awards Council chair and FE adviser to successive government ministers.

He has also held a range of higher education roles including vice-chancellor of two universities and was awarded a CBE in 2001 and a knighthood in 2007 for his services to FE and higher education.

Sir David, now 71, retired from full time work eight years ago and currently works part-time as Pearson Education Ltd chair, Manchester Metropolitan University governor and is a patron for numerous trusts including the 157 Group and Comprehensive Future.

A career like this was not built overnight, so where did it all begin for the former FE funding boss?

Sir David was born in Gateshead, Durham,

in 1944, to dad Fred and mum Mary and grew up with older sister Joan in a small cotton mill town in Lancashire called Clitheroe.

“My father was a local dental mechanic and my mother was a shop assistant, who both left school at the age of 13 to start working — so I was the first in the family to go to university,” explains Sir David.

He went to Clitheroe Grammar School to do his O-levels and A-levels, and then went on to study physics at the University of Sheffield in 1962.

After graduating from the university, Sir David travelled to America for a year in 1965 to work on the Apollo Programme as part of his space physics diploma.

The programme was designed to land humans on the moon and bring them safely back to earth between 1963 and 1972, and Sir David helped set up Neil Armstrong’s successful Apollo 11 mission.

The experience gave Sir David the ambition to teach and on his return to the UK, he

completed a PhD at Sheffield and secured his first job as a physics lecturer at the University of Southampton, where he worked at until 1984.

Then as a nationally renowned scientist he chose to move to Lancashire Polytechnic (now University of Central Lancashire).

“It was quite a different institution to move to and the people around me at Southampton thought that it was the end of my career,” explains Sir David.

“In fact, one journalist described my career as ‘repeatedly clutching defeat from the jaws of victory’.”

However, Sir David explains that he was particularly interested in the way polytechnics took students who “didn’t have particularly good A-levels and gave them opportunities”.

He worked at the polytechnic first as professor and head of physics rising to become vice-rector by 1991 and then went to Middlesex University to become vice-chancellor.

“I shifted from physics, to managing larger and larger organisations, but the thing that

It's a personal thing

What's your favourite book?

I guess the Sherlock Holmes series by Arthur Conan Doyle, and I've even read the recent ones by Anthony Horowitz. Or anything by Thomas Hardy, such as *Tess of the D'Urbervilles*. I also read political biographies, so recently I've been reading Alan Johnson's biography. I read a lot of these — mostly people I admire

What do you do to switch off from work?

I sail. I have been a sailor for, I guess, more than 40 years. I have sailed all different kinds of boats, mostly around the south coast, across the channel to France, Belgium, and Holland. I have sailed about 15,000 miles — and I mostly sail with my wife, Hilary

What's your pet hate?

I guess two. One is prejudice. I have spent my life doing various things associated with combating prejudice, particularly racial prejudice. And the other is ignorance, so my career has been about education

If you could invite anyone to a dinner party, living or dead, who would it be?

Someone whose company I did enjoy a lot who has now died is Lord Brian Flowers, who was the rector of Imperial College, a famous physicist and sort of my mentor. And the other would be someone I admire, such as Nelson Mandela

What did you want to be when you were growing up?

I went through all the usual things growing up such as a footballer, a doctor and a surgeon — I think I even wanted to be a dentist at one point

drove me was opportunity — giving people second chances, and seeing amazing results with all of that," he says.

His next career move proved to be the biggest yet and in 1997 Sir David became FEFC chief executive until 2001.

"I was the second chief executive and that is what I am known for in FE," says Sir David, adding: "The FEFC was quite a small body which funded all of the colleges in England, and what it did, from when it was established, was to bring together the colleges into what might be called the FE system.

"Before that, they were in separate local authorities, so it was important to get them together into a national system."

Sir David joined the FEFC while the government changed from Conservative under John Major to Labour under Tony Blair's New Labour.

"So all of my years as chief executive were during the labour administration and there was a lot of interest in FE at that time," says

Sir David.

He explains one of the reasons for the interest in the sector was because then-Education Secretary David Blunkett "understood FE" when "generally politicians didn't — and still don't".

"So this was a time when FE had its place in the sun, and we were able to grow it and develop it in that period," says Sir David.

Throughout his five-year stint at the FEFC Sir David visited more than 300 colleges, which he said was a highlight of the job.

He remembers one student at a college he met who had gone into catering with no GCSEs to do a BTec.

"He said: 'One day I will do a higher national diploma'. This really inspired me because this student had a line of sight to achieve that qualification, and he knew he needed to get through each year at a time," explains Sir David.

"He didn't have to go through some kind of UCAS system with steps and do A-levels, he could just progress — and of course that was



From left: Sir David's son Richard and his daughters Jane and Ruth outside Buckingham Palace after his knighthood in 2007



Prince Philip, Queen Elizabeth II and Sir David at the opening of the Medway campus at Kent University in 2005



A photo taken in 1975 when Sir David was a young physics lecturer at Southampton University



Sir David receiving his BSc first-class honours in physics at Sheffield University in 1965



Sir David sailing one of his boats in 2013 with grandson Glyn, aged six

transforming for his life."

Sir David's time as chief executive of the FEFC came to a close when the change in 2001 brought the FEFC and Training and Enterprise Councils together to become the Learning and Skills Council.

"My own view is that that change, although I was in favour of it at the time, proved to be pretty disastrous for colleges, and it's led to a situation where it's now easy for government to cut FE, which is what it's doing at the moment," he says.

With there being little impact Sir David can have on the current cuts, his hopes for the future of the sector are for "colleges to move to the kind of independence that polytechnics moved on when they became universities".

He says: "In a sense colleges could be given more freedom and more responsibility, and so could be more responsive to local need — but it just hasn't happened.

"At the end of the FEFC the whole system went the other way and there has been more

micro-management by central government, even when there's no funding.

"That's my biggest disappointment, because I think colleges could do much better if they were freed up — just in the way that new universities have blossomed."

At the end of our conversation when we discuss what has driven him this far within the sector, Sir David reflects on his half a century career and notices a sequence which has developed over the decades.

He says: "When I was a tutor to students at Southampton University, I had direct influence over tens of students.

"At Lancashire Polytechnic and Middlesex, that became thousands.

"But at the funding council, it was millions — and to have an influence over what happened, how it was funded, what opportunities were available, was really what drove me.

"But the driver was to influence and to help many more — so that's been the pattern of my career."



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EXPERTS



THE INDY SCENE

John Hyde is the chairman of HIT Training, a hospitality training provider that operates across England, and on the second Monday of every month he writes in *FE Week* about issues affecting independent learning providers

When high street jeweller Gerald Ratner famously rubbished one of his products a few years ago, his ill-judged comments resulted in Britain's biggest jewellery group plunging £122.3m into the red with 330 shops in Britain and the United States closing.

I'm sure Ofsted chief inspector Sir Michael Wilshaw, when rubbishing 'cleaning' and 'coffee-making' apprenticeships, did not intend the apprenticeship brand to suffer a similar fate.

A glance at the cleaning standards would have shown the complexity of 21st Century cleaning.

Cleaning the windows of The Shard or a hospital operating theatre demonstrates the skills modern cleaners require.

Too often a junior minister uses their newly-acquired powers to make changes solely to promote their own ambitions with no regard to the consequences

Again, it is us, the provider who has to clear up the mess after Ofsted's five minutes of PR fame.

Learners, parents and employers have to be reassured of the value of the apprenticeship they are undertaking.

While cleaning apprentices may not have the academic abilities needed to become an engineering technician, it is arrogance to suggest their skills are not as important to society as a whole today, especially in respect of public health, safety and hygiene.

There should be parity of esteem across all apprenticeship programmes, regardless of technical complexity and academic requirements. Where would we be without sanitized and clean hospitals, care homes, toilets and public buildings?

Before disparaging 'coffee-making' apprenticeships, if the chief inspector had taken the trouble to look at the standards, he might have realised no such apprenticeship exists, but coffee-making is just one unit in the Serving Food and Drink Apprenticeship.

I'm sure Sir Michael's continental colleagues, whose apprenticeships he so approves of, would not share his views about the skills sets required to become a sommelier, maitre d', barista or cocktail mixologist.

After reading Ofsted's report I returned to City & Guilds' Sense and Instability report (yes, the one that reminds us we've had 61 ministers of state, 10 different departments and 13 major parliamentary acts in the last three decades to establish a skills policy). Our democratic system has destabilised the vocational skills policies this country needs.

Too often a junior minister uses their newly-acquired powers to make changes solely to promote their own ambitions with no regard to the consequences.

Similarly, civil servants with little knowledge of vocation education and training (Vet) or apprenticeships make decisions based on their own academic journey centred around school, sixth form and university with very rarely any apprenticeship or commercial work experience.

While there is a sprinkling of ex-teachers, lecturers, head teachers and FE principals scattered across Whitehall, I can think of no ex-work-based learning member of staff working in government.

A plethora of research organisations have recently been announced to look into the sector. It would benefit us if they could expand the City & Guilds report to historically detail all the initiatives and 'reforms' to Vet and apprenticeships over the last three decades, to analyse, where the data is available, the benefits, results, costs, advantages and disadvantages of each of these initiatives, together with the minister responsible. Then the sector could score the results, which worked, which were disastrous, which benefited the economy, which wasted taxpayers' money.

The result would be a document detailing the success and failures or mostly those that just dropped away with a change of minister or government (remember Guilds under John Hayes?). This might introduce a level of ministerial accountability into the sector and become a bible for incoming ministers and new civil servants.

There would be no excuse for introducing something that had previously been proved a failure or changing something that had proved to be a success.

Ironically, the direct face-to-face training, assessment, mentoring and guiding my trainer-assessors undertake on a daily basis with their apprentices and employers has changed very little over the years, just different paperwork, different programme titles and different funding regimes.



NICOLA MANNOCK

Principal at Stratford-upon-Avon College

Tighter control of finances wins Dr Collins' approval

The FE Commissioner was sent in to Stratford-Upon-Avon College after the Skills Funding Agency (SFA) rated its financial health as inadequate. Nicola Mannock outlines the actions taken on the commissioner's advice.

Following a year of exceptionally hard work by my dedicated and committed team, Stratford-upon-Avon College is now, as reported by *FE Week*, officially out of intervention after a final assessment by the FE Commissioner.

Intervention measures were implemented after an initial assessment by the commissioner, Dr David Collins, in May last year identified certain weaknesses in the college's governance and financial sustainability and made recommendations to rectify these.

However, I am delighted that, following a further visit in June this year to assess the progress we have made, we received a letter last month from Skills Minister Nick Boles which officially informed us that, since the latest assessment "concludes that the college has fully addressed all the areas of concern that were identified in the initial visit", Dr Collins' input is no longer necessary and "the formal FE Commissioner intervention is therefore now at an end".

I am particularly pleased that the measures we put in place to address the issues raised have been recognised. As recommended by Dr Collins, we made significant changes to our board of governors and, in keeping with our commitment to securing job opportunities for all students, it now has a very impressive breadth of industry and educational expertise.

Our business and educational strengths were further enhanced in October by the high-profile appointment to the board of distinguished business entrepreneur Lord Digby Jones, whose wide-ranging business expertise and support for vocational education will be a tremendous asset.

Moreover, the final assessment report acknowledges that a full training programme has been put in place, ensuring a strong induction programme for new governors.

We have taken steps to improve teaching and learning and established a comprehensive staff development programme. This, together with the recent launch in September of our Apprenticeship Academy, which will provide practical assistance to the county's students who are interested in apprenticeships with local

firms, will enable all our students to set out on the road to a successful career.

In his letter, Mr Boles wrote that he was "encouraged by the actions taken by the college to implement the necessary improvements". These improvements were recognised in the most recent Ofsted report from March, which acknowledges the fact that the college has acted upon earlier recommendations to improve certain areas.

Ofsted gave us an overall rating of 'good' [up from 'requires improvement' in November 2013] including in the key areas of leadership and management and teaching, learning and assessment.

We are, of course, committed to even further progress.

The college has also focused on financial controls to allow us to become more efficient, with all expenditure being kept under tight scrutiny

The college has also focused on financial controls to allow us to become more efficient, with all expenditure being kept under tight scrutiny. The Final Assessment Report recognises that the college has improved its financial status and concludes that financial performance is under control and following our implemented Financial Plan.

I am immensely proud of what the college has achieved. It is gratifying to note that applications for 2015/2016 are higher than last year and we are seeing a greater recruitment in apprenticeships. However, our aim is to improve further. We have restructured significant aspects of our organisation which will provide not only consistency of approach but also financial benefit. By ending intervention measures, the FE Commissioner has shown that he sees clear evidence of the progress we have made; we are fully committed to building on these developments and demonstrate even greater improvement.

EXPERTS



RUTH SPARKES

Managing director of marketing and education, media and PR agency EMPRA

A parent's experience of college enrolment

As a marketing expert, Ruth Sparkes found the job of helping her offspring find the right FE institution an eye-opening experience.

It's that time of year when colleges are flinging open their doors and inviting prospective students in, to 'taste' their wares.

The summer and 'mop-up' campaigns are but a distant and expensive memory, and the new student recruitment cycle has started, all over again.

Schools have distributed their Year 11s predicted GCSE grades.

Most colleges will already have published their glossy new prospectuses for the 2016/17 in-take.

Some colleges will already have a few open events under their belts, applications will hopefully be rolling or dribbling in, and some colleges will have started interviewing potential students, and have made conditional offers.

This is what happens every year and it ought to be a well-oiled machine — but, in my experience as a parent this year, for the first time on other side of the institution's doors — I can see why parents choose school sixth forms over standalone sixth forms or FE colleges.

Team Sparkes doesn't have the 'luxury' of a school sixth form to fall back on, so we've had to persevere, even though we've hit quite a few obstacles.

Team objective — find a good college within an hour's travelling that can offer A-levels in maths, further maths, economics, French and law.

We live in a county with 18 standalone mainstream colleges (either FE or sixth form) so it shouldn't be too difficult — you would think.

College A — we enjoyed a fabulous welcome at the open event, staff on hand to answer questions, the principal was lively, engaging and accessible, but can't offer economics and would love to offer French — but needs more

applicants.

Unfortunately, French was not an option on the college's online application form. So, it didn't matter how many prospective students were urged to apply — they couldn't. It took two phone calls and an email to the principal to rectify this.

The application has still not been made because — "It's a ridiculous form, the worst of the lot I've had to fill in — I might go back to it."

If this was your college, how many of your prospective students would persevere?

College B — an over-subscribed sixth form, which can offer all the subjects, but unfortunately offers its open evenings in the same week, and requires applications before Christmas. (Team Sparkes couldn't attend open evening week due to the key member being on a GCSE-controlled assessment in Shropshire).

Recruiting students needs a joined-up approach, now more than ever

College B has booked us on a 'tour', but says: "This is just a tour, without any

opportunity to speak to teaching staff or explore course choices." Hmmmm...

College C — This time last month, College C wasn't even on the radar, but has since been fully investigated and is currently top of the list.

All subjects are offered, travel is doable and the application form was the least onerous of the three — it even had a clever and warm automated response that sent out a thank you, and an interview time and date.

This is just a selection of what we've encountered — we've discounted a grammar school in a neighbouring county, which had poor and incoherent careers advice, and inaccurate course information.

As college marketing staffing levels and budgets are squeezed to a shadow of their former selves, recruiting students needs a joined-up approach, now more than ever.

This is only one part of marketing your college, but, put yourselves in the shoes of prospective students, and ensure that barriers to interview are removed.

Is your course information up to date? Is your online application form seamless and relevant? Are you offering courses in your prospectus and on your website that haven't run in years? Are the people answering your telephone under the impression that student recruitment is someone else's job?

It really doesn't matter how beautiful your prospectus is, or how good your website looks on a smartphone, if you can't deliver simple assistance to teenagers to help them to apply to your college — they will find an alternative.

A three-year funding cycle was one of the key proposals in the AoC's submission on the Spending Review, explains David Corke.

Colleges may just be the most important element of the government's plan to improve productivity in the UK.

With industry-standard facilities and expert teachers, students receive the very best technical and professional education, which equips them with the skills to go to work. Colleges should, therefore, be respected and valued.

However, there is a risk that, under its Spending Review, the government will cut funding to the FE sector yet again. As funding for colleges is not protected in the ring-fenced budget that covers funding for schools, whenever savings need to be made, FE is in the firing line. It has to stop.

In a submission to the Spending Review, the AoC has called on the Government to make some changes to the way colleges are funded.

Our message is simple — education funding must be fair. When a student moves from school to college, the funding for their education drops by about 22 per cent. This is not acceptable.

If colleges are to provide the kind of quality A-levels and technical and professional education required to produce a skilled workforce, the funding must be there to pay for it.

Colleges are more than capable of creating the education and skills training that employers need, but they need the financial backing of the government.

Colleges also need to know in advance



DAVID CORKE

Director of education and skills policy for the Association of Colleges

A colleges' eye view of the Spending Review

when and how much funding they will receive to allow them to adequately prepare their own budgets.

It is impossible to decide how to spend money when you don't know when the next payment is coming and how much it will be. Funding cuts with little or no notice make it extremely difficult for colleges to predict and plan organisational finances and make sure they have enough money to pay for the services they offer.

A three-year funding cycle, as in our submission to the Spending Review, would mean that budgets would be set three years in advance, allowing colleges the chance to better manage their finances.

The government's aim is to ensure that the UK's workforce is highly and appropriately skilled so as to increase productivity. One of its ideas for achieving that goal is to create 3m apprenticeship starts by 2020, which will be challenging.

Colleges act as an important conduit in the apprenticeship system, playing the

role not only of training provider, but also helping to source the employer to provide a job for the apprentice.

At present, the government has said it will introduce a levy to encourage — though some would say force — large employers to invest in apprenticeships.

Of course, creating more opportunities for work-plus-training for young people is laudable, but it is important that while straining for quantity, the quality of the apprenticeships does not decline.

An apprenticeship is only of value while it is preparing the apprentice for a good career within a sector, rather than just training them to work for a specific employer.

If the levy was set at 0.5 per cent of payroll costs, as AoC suggests, paid by all public and private organisations with more than 250 employees, this would support good quality training.

Securing a levy from businesses is one thing, but great consideration must be given

to how it is spent.

Colleges work with employers to identify the needs of the local economy but it is important that this is a coordinated effort by the whole community. Local councils and other education providers need to be involved to ensure the right priorities are set to train young people for the jobs that are available.

Funding cuts with little or no notice make it extremely difficult for colleges to predict and plan organisational finances and make sure they have enough money to pay for the services they offer

Funding helps colleges to provide quality education and training to their local community and it must stay that way. Government must support them if it is to get the highly skilled workforce that the UK economy needs.

CAMPUS ROUND-UP

sponsored by **empra**

Bolton College's Nick Buckley with Hollywood legend Sir Ian McKellen

Sir Ian surprise for campaigner

The efforts of a Bolton College staff member to raise awareness of lesbian, gay, bisexual, and transgender (LGBT) issues have been recognised by veteran actor and activist Sir Ian McKellen.

Learning and development mentor Nick Buckley was presented with the Most Inspirational Person of 2015 award by the Hollywood star during an anti-homophobia event held in Bolton last month.

Mr Buckley has championed the importance of tackling homophobia, including a "Love Bolton College. Hate

Homophobia." campaign.

He has also set up an LGBT-awareness group based at his college, which will be touring local schools and targeting year 9, 10 and 11 pupils.

Mr Buckley said: "I was absolutely thrilled to receive the award, and it was an honour to meet Sir Ian — he's a legend."

As well as the awards dinner, the town-wide event included activities such as a football tournament, sing-a-longs, cabaret and burlesque shows, and a night-time vigil.

Joseph on way confection perfection



Chocolatier Joseph Vaughan and his selection of hand-made chocolates at 1683 Chocolate Place

Stratford-upon-Avon College apprentice is revelling in sweet success after setting up his own chocolatier business.

Joseph Vaughan is completing a business administration apprenticeship while creating mouth-watering treats at his shop, 1683 Chocolate Place in Solihull.

At just 16 years old, he is one of the youngest chocolatiers in the country. He makes a range of original treats and custom-made chocolates for special occasions such as weddings, handcrafting them on the premises.

And Joseph is thankful to his college, who gave support with social media promotion of his shop while giving him extra time to complete assignments for his apprenticeship.

"They've [Stratford-upon-Avon-College] been incredibly helpful. It's hard work. I'm at the shop full time, often a lot longer than the normal working day," he said.

"I have to replenish the stock because it sells so quickly. Then I have to go home and start my apprenticeship work. The college has helped me every step of the way."



Nicole Beswick holding her Scouting for Girls album cover design

Scouting for new album design

Nicole Beswick's dedication as a fan to Scouting for Girls has led to her designing the pop rock band's newest album cover.

At 15 years old Nicole met the group after going to the gigs. "They started to recognise me and would come over for a chat," she said.

"Lead singer, Roy Stride, knew that I was interested in design and after seeing some of my work he messaged me through Twitter and asked if I'd like to produce the cover for their new album, Still Thinking About You." The now 20-year-old social media

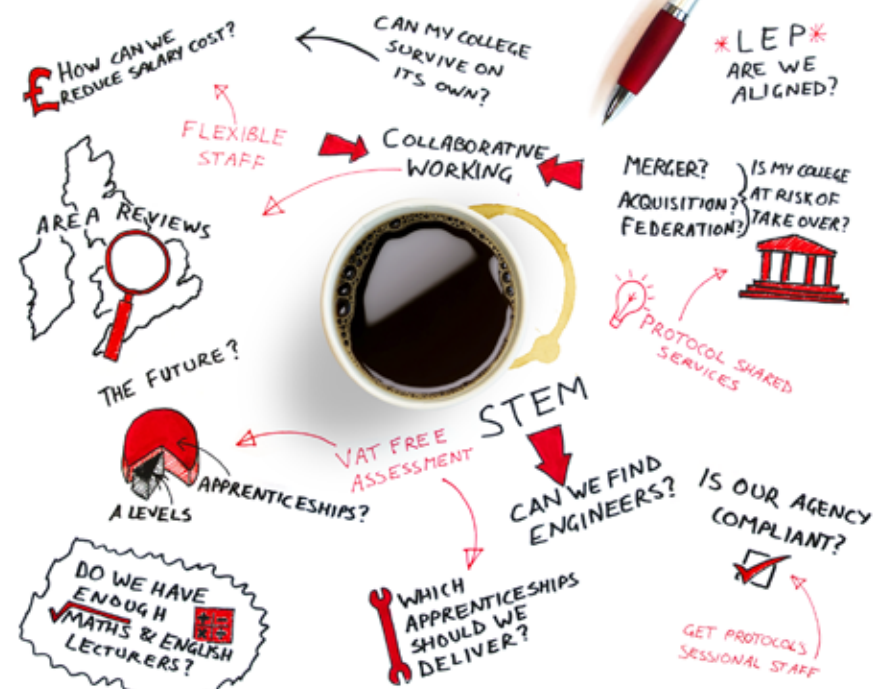
apprentice at Warrington Collegiate developed her talent for graphic design and illustration as a hobby, but was taught advanced Photoshop during her time as an apprentice.

Roy said the band "loved working with Nicole".

"Her illustrations are beautiful, she was creative with concepts and ideas and she worked every hour god sent to hit sudden deadlines imposed on her and redesigned the inlay a hundred times without complaint. I couldn't recommend her more highly."

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CAMPUS ROUND-UP

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Motorbike accident leads to chemical reaction

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Edward Moore has returned to education following a life-changing motorbike accident that inspired him to pursue a career in medicine, writes Billy Camden.

A New College Stamford student was so inspired by the treatment and care he received after a motorbike accident that he decided to enter the world of medicine to "give something back".

Edward Moore was 17 years old when he suffered serious leg injuries while travelling as a passenger with lifelong friend, Will Stamp.



Edward with his chemistry books which he hopes will lead him to a career in medicine

"We were travelling down the road on a quick one-minute journey. We went round a corner and there was a bit of oil on the floor making the bike completely slip from underneath us. We ended up about 15 metres into a field with the bike ruined," said Edward.



Edward Moore during a biology lecture at New College Stamford

Will escaped injury but Edward paid the price for not wearing any protective motorbike clothing.

"Initially I couldn't feel my leg with the adrenaline pumping round so I stood up to make sure Will was fine but then I looked down and saw blood everywhere. One leg still had my jeans on but the other was shredded. The seriousness of the injury hit me when I see it," he said.

Edward was rushed to hospital where he underwent surgery to cover a whole in his knee and treat the burns. He then had to go through years of treatment and follow-up appointments.

When the accident happened, Edward was a keen rugby player and hoped to build a career in sport, but that stopped as a result of his injuries.

The now 21-year-old is grateful to be alive and ready to give something back by pursuing a career in medical science.

"The accident was a terrible thing to happen, but it actually re-focused my mind and made me seriously think about the medical profession as a career," said Edward.

"The care and treatment I received was incredible and it has actually inspired me to get involved and follow that route. I want

to give something back and make a difference to someone's life and I think I can do that by going to medical school to work in research."

Edward is studying A levels in biology, physics and geography, with the hope of gaining a place at university next year to study microbiology or virology.

"This accident taught me that your life can change in a split second. Hopefully though, I'm going to make the changes in my life a good thing and give something back. That would make me very happy," said Edward.

Marilyn Rawson, New College Stamford's learning and standards manager, said: "Edward has been through a great deal, but is using his experiences of the medical profession to drive him towards a career in research, which is wonderful to see.

"He could have let the accident deter him from returning to his studies, but instead he has an even greater passion to succeed and a commitment and dedication to his studies that is really inspiring. He will realise his dreams, I'm sure."



Edward's leg after his second operation following his motorbike accident

DO YOU WANT TO BE IN CAMPUS ROUND-UP?

Send your stories with pictures to campus@feweek.co.uk including names, ages and course details of students where applicable

& MOVERS SHAKERS

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

Jackie Moores has started in her role as principal of Tameside College following the retirement of Peter Ryder after more than six years in the top job.

Ms Moores joins the Greater Manchester college with more than a decade of teaching roles under her belt from Salford City College, most recently as deputy principal.

Ms Moores said: "I am looking forward to working with the college governors, staff and learners and taking the college to the next stage in its journey to provide an outstanding offer to learners, employers and local schools."

John Lyne, chair of governors, paid tribute to the work of Mr Ryder.

"Peter is an inspirational leader who has raised the profile of Tameside College across the borough and Greater Manchester," said Mr Lyne.

"Despite the challenges of funding cuts in the FE sector he has built a college that is one of the most admired in the FE sector. His legacy will be enjoyed by students for years to come."

Meanwhile, David Higham has joined Tresham College as its new vice principal responsible for business development and customer experience.

Bringing experience in both IT and business development roles at St Helens College and Learndirect, Mr Higham aims to increase the Kettering college's commercial offering and develop apprenticeships and adult learning provision.

He said: "I'm really excited to have joined Tresham. With the state of the art facilities and such a skilled and motivated team, the potential is limitless.

"Commercial training and apprenticeships are a massive growth area that needs to be realised through working alongside employers of all sizes to ensure that we, as a college, meet their business priorities through developing their existing and potential employees with the skills they need now and for the future.

"We need to ensure that we are demand led and not supply driven, and it is very important that we focus on getting the basics around this right first."

And Carolyn Barker, head of governance

and regulation at awarding organisation EAL has been elected to the Federation of Awarding Bodies (FAB) board as a director.

Ms Barker joined EAL in 2006, working her way through a number of roles in governance prior to taking up the position as regulatory responsible officer and head of governance and regulation.

"We have the opportunity to work more closely with employers, regulators and other government departments and agencies to ensure sufficiently robust qualifications and skills development are achieved through high quality vocational education and training which remains at the heart of the skills agenda," said Ms Barker.

And Stratford-upon-Avon MP Nadhim Zahawi has been given the job of Prime Minister David Cameron's new apprenticeships adviser.

He replaces Richard Harrington, who stepped down in September to become Syrian Refugees Minister. Conservative Mr Zahawi will also be co-chair of the Apprenticeship Delivery Board along with National Apprenticeship Ambassadors Network (NAAN) chair David Meller.

"I'm excited to be part of the government's revolutionary work on apprenticeships, drawing on my previous experience as an entrepreneur to ensure that the new qualifications meet the needs of businesses and provide excellent life-long skills to those who take them," he said.



Jackie Moores



Peter Ryder



David Higham



Carolyn Barker



MP Nadhim Zahawi

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



**FIND A
FUTURE...**

DIRECTOR OF EDUCATION - £75,000

Find a Future is seeking to recruit a dynamic, inspirational, experienced education leader as Director of Education.

The purpose of this role is to take the strategic lead on the development and mainstreaming of skills competitions so as to embed them as the means to raising the quality of teaching and learning and ultimately raise standards across the vocational education and training system.

Find a Future is the organisation that brings together **WorldSkills UK Skills Competitions, The Skills Show and The Skills Show Experience**, providing every young person the chance to unlock their potential and get excited about the world of work. Through hands-on experiential activities and skills competitions we help shape their futures and transform their lives.

For further information and an application pack please visit:
<http://www.findafuture.org.uk/>

The closing date for applications is **22 November 2015**.

www.findafuture.org.uk

PEARSON

ALWAYS LEARNING

Pearson are looking to recruit and train BTEC practitioners for the role of BTEC Standards Verifier (SV) and have vacancies for all sectors during 2015/16, **including:**

- **Applied Science**
- **Music**

External Verifiers (known within Pearson as Standards Verifiers) undertake sampling of centres' assessment and internal verification decisions in order to confirm that national standards have been met. They provide support to centres during the sampling process and produce targeted actions for centres where national standards are not being upheld. Requirements:

- Experience of delivering and assessing Vocational qualifications. (BTEC, Higher Nationals, Work based learning, NVQ etc)
- A commitment to quality assurance.
- Good working knowledge of the specifications for the subject area

Please email: aaresourcing@pearson.com with any queries you have regarding the role.

To apply see here: <http://ow.ly/TG3Qb>

PEARSON

Certa is looking for an exceptional individual to fill the following key position:



Head of Access to Higher Education £38k - £42k

We are looking for a highly motivated person to lead and support our Access to HE operations Adopting a strategic and management approach to QAA regulations and quality assurance requirements, successful applicants will have an excellent understanding of the requirements of working as an Access Validating Agency and a proven track record of managing staff in a busy competitive environment

Based in Wakefield, West Yorkshire and requiring travel throughout the region and nationally.

To find out more about **Certa** and the above vacancy visit www.certa.org.uk/about/jobs_at_certa where you will find an **Application Pack**.

The closing date for applications is **16th November 2015**, with interviews taking place **w/c 30th November 2015**.

Certa is an Awarding Organisation, licensed by the Quality Assurance Agency (QAA) as an Access Validating Agency (AVA) for the Access to HE Diploma, regulated by Ofqual for an extensive range of Qualifications.

Principal & Chief Executive

Exeter College Attractive salary and package

Exeter College is an exceptionally successful tertiary college, providing outstanding education in one of the country's most rapidly developing knowledge led cities. We are confident about our future in a sector which is undergoing significant change because of our Outstanding Ofsted inspection, substantial growth in learner numbers, excellent success rates, committed staff and strong partnerships with the region's employers. Our broad mix of provision means that we are well placed in the current turbulent financial environment.

We have emerged over the past ten years as one of the leading FE colleges in the country. However, we recognise the challenges ahead and know that strong leadership is the key in continuing to secure the best possible outcomes for our learners and our local community. With the imminent retirement of our Principal, we invite applications from those wishing to take us forward into a new and challenging future as our next Principal and Chief Executive. You will be driven by a commitment to achieve the best for our learners and be able to lead and nurture a talented team in order to enhance our high quality offer and be brave, agile and creative in developing new and profitable income streams. You will also be externally focussed and a skilled negotiator to promote the best interests of the College and its stakeholders during this period of change.

Exeter is a particularly dynamic city and the College is recognised as a key player. We have an enviable relationship with other education providers within the City, including the University and the five 11- 16 secondary schools, and with our local business community. Our new Principal will continue to take an active role in developing and maintaining external partnerships, contributing to the success of the City.

There are few such leadership opportunities in the FE sector, in a city as vibrant as Exeter, and we welcome applications from candidates keen to lead us into a new and challenging future. To view the recruitment particulars please visit www.veredus.co.uk using reference **925905**. For more information, in strictest confidence, please call **Ed Pritchard** or **Sarah Wall** on **020 7932 4284**.

Closing date for applications is Friday 27th November 2015

Exeter College is committed to promoting equality and diversity and we welcome applications from all sections of the community.

VEREDUS

exeter college



MATH AND ENGLISH LECTURERS

£24,326 - £35,654, (plus a Golden Hello of £3,000)

North Hertfordshire College

Hitchin and Stevenage



The Hart Learning Group is a recently formed charitable organisation with a mission to create social and economic value through learning. The Group includes:

- North Hertfordshire College, a large further education college in Stevenage, Hitchin and Letchworth;
- The Hart Schools Trust, a burgeoning academy sponsor centred in Hertfordshire;
- Hart Learning & Development, an exciting new training business which helps clients to engage with and invest in emerging talent.

As the Group diversifies and grows, we need people who share our passion for the role that education can play in transforming lives and businesses.

North Hertfordshire College is currently recruiting for highly motivated and flexible Lecturers who are enthusiastic and committed to the success of our students. You will be required to teach GCSE mathematics or English and Functional Skills (where required) to students studying on full-time vocational Study Programmes across the College.

As a college we aim to nurture the talent within our students to acquire the skills and qualifications needed to be successful in today's modern world. The right candidates will be capable of driving up student achievement and engagement through the development and delivery of stimulating teaching and learning programmes that support our students' academic development and progression opportunities.

Applicants should have a relevant degree (or equivalent) and ideally hold or be working towards a Teaching Qualification.

MATHS AND ENGLISH GOLDEN HELLO SCHEME

The College is committed to attracting, developing and retaining talented staff from education and industry. The College will pay newly appointed Maths and English Lecturers a Golden Hello payment of £3,000.

To be eligible for the Golden Hello payment you need to hold a:

- Degree level qualification in English, maths (or a related subject), and
- A teaching qualification (or willing to be enrolled into initial teacher training at the College).

We want to encourage applicants from a diverse range of industry backgrounds; if you are looking for a career change, you may have just the skills, experience and expertise we are looking for.

Closing Date for applications: 15th November

For further information or to apply please send a CV and covering letter to recruitment@nhc.ac.uk

MATHS LECTURER

SALARY: £25,476-£36,360 PA PRO RATA

START DATE: 04/01/2016

CLOSING DATE: 12/11/2015



We are looking for a 0.75 Maths Lecturer to deliver predominantly GCSE but also up to A Level standard. This role is for a 0.75 contract.

GENERAL DUTIES

Delivery of the Curriculum

- To teach designated classes or individual students with regard to the requirements of the relevant teaching and learning programme.
- To monitor, assess and report the progress of such students.
- To keep registers and student records as may be required in the preparation of statistics for external and internal use.
- To promote in students recognition of the significance of Maths and a positive attitude to working in this sector.
- To develop materials/activities for Maths related courses that will allow the student to enhance and apply knowledge and develop understanding.
- To assist students to be flexible in response to the changing demands of the Maths curriculum.
- To liaise with external agencies to enhance curriculum delivery.
- To ensure all classroom activities are conducted in a safe manner.
- To establish strategies for managing lateness.

You will be required to contribute to GCSE evening class and the GCSE distance learning programme.

It is essential that you hold a Level 5 teaching qualification or be prepared to work towards this qualification.

It is also essential that you hold a degree in Maths or related subject.

For further information, please refer to the job description.

On appointment, you will be based within the salary which will be aligned to a number of factors which include, but are not limited to, previous relevant experience, current salary and market forces.

An enhanced DBS check will be required for this role.

To apply, please visit our website www.newcollege.ac.uk

Closing Date: 12/11/2015
Interview Date: 26/11/2015



LCG needs you!

Come and join an **outstanding** team

There are great opportunities for talented and hard-working individuals to join Learning Curve Group, an ambitious and successful company whose team of over 500 staff and associates work to help people across the country gain vital career qualifications and training.

We are recruiting for the following roles

- **Level 2 Certificate in Understanding Autism Tutors**
North East.

- **Business Sales Manager**
£45,000 - £50,000 DOE per annum, plus bonus. Nationwide.

- **Apprenticeship Academies Manager**
£45,000 per annum. Academy-based.

- **Apprenticeship Assessors**
We also require apprenticeship assessors in health and social care, administration, management, customer service and functional skills.



Supporting organisations who we work with:



To apply, send your CV and covering letter to:

hr@learningcurvegroup.co.uk

www.learningcurvegroup.co.uk

Academic Leader – ESOL 16-18 and Foundation Learning

Ref: 066

Salary £42,500 per annum inclusive



Croydon
College

We are an award winning College and in 2014 Ofsted rated us as Good with Outstanding features. We have invested £60 million in recent years to ensure that we offer our staff and students state-of-the art facilities in the region. We are located right in the heart of Croydon with a vibrant cultural and social scene and excellent transport links.

As an Academic Leader you will be working in partnership with the Head of School for English and Skills for Life and have responsibility for a team of lecturers and Study Plus (ALS) practitioners. You should have a strong background in teaching ESOL and/or SLDD and have the skills and qualities to provide leadership across this curriculum area. You will possess a clear understanding of current and future curriculum developments within these areas as well as wider priorities and challenges within the post 16 sector of education.

A key requirement will be to promote excellence in the professional practice of staff and ensure continuously improving outcomes and purposeful progression of learners in the team area.

Academic Leaders have a significant responsibility for managing the day to day delivery of the area, maintaining robust management systems and processes and ensuring outstanding practice in key areas such as safeguarding (including Prevent), equality & diversity and health & safety.

A teaching qualification together with a relevant degree, or appropriate higher level qualification is essential, together with extensive successful teaching experience. Possessing a CELTA or equivalent would be an advantage. You will be required to demonstrate excellent communication and organisational skills, and be committed to the professional development of yourself, and others, to deliver outstanding results.

For further details and to apply online please visit www.croydon.ac.uk

Closing date for completed applications: **Midnight, Thursday, 12 November 2015**

Interviews will take place in the week beginning 23 November 2015

For an informal discussion on this role please contact Sherry Dougan, Head of School – English and Skills for Life, on 07545 419 896 or 020 8686 5700 ext. 3232.

CVs are not accepted.

This post is subject to an enhanced disclosure via the Disclosure & Barring Service.

We encourage applications from all sectors of the community, to reflect our diverse student population.



JOBS



FULL TIME MATHS & ENGLISH TUTOR/ TEACHER - £35,000PA OTE

LOCATION: ENGLAND

Due to the outstanding successes of our work to date, we are looking to recruit a new team of 15 experienced Skills for Life tutors. You will be delivering English and Maths from Entry Level through to Level 2, contextualised with a vocational award. Some delivery will be in the Health and Social Care sector, and therefore any experience in the H&SC sector would be an advantage but not essential. The role will be working on a peripatetic basis, delivering in your region. Willingness to travel and your own transport are essential.

ESSENTIAL CRITERIA - PLEASE DO NOT APPLY IF YOU CAN'T COMPLY:

- Full time ONLY with flexible hours
- Have achieved a recognised full teaching qualification - Cert ed/ PGCE/ DTLLS or equivalent
- Experience in teaching English and/or Maths
- Outstanding personal written and verbal communication skills
- A driving license and access to your own transportation

HIGHLY DESIRED CRITERIA

- Experience of working with adult learners
- Working towards or have achieved a Level 4/5 Subject Specialist qualification in literacy and/ or Numeracy
- Excellent ICT Skills

The successful candidate will also be required to have a valid DBS Clearance Check. In the first instance, please send an email outlining your recent relevant experience together with your CV. NCC Skills Ltd is an Equal Opportunities Employer.

No agencies please jobs@nccskills.co.uk

www.nccskills.co.uk



www.learningcurvegroup.co.uk

Maths and English Tutor

We are recruiting across Yorkshire for permanent and self employed English and maths Tutors.

Salary:
Competitive

Role:

Learning Curve Group require Tutors in maths and English to deliver a range of qualifications within our flexible learning portfolio at Level 1 and Level 2. All qualifications are nationally accredited through NCFE and include Level 1 certificates and functional skills at Level 2.



Are you:

A candidate who holds a degree, a teaching qualification and has a subject specialisation at Level 5?

We are also looking for an individual who is:

- Experienced in teaching and assessing in a post-16 environment
- Self-managing and flexible in their working approach
- Passionate about maths and/or English and experienced at delivering flexible learning programmes
- Proficient in IT
- Able to work on a self-employed, flexible basis

For more information, or to apply, please contact hr@learningcurvegroup.co.uk

Or call: **01388 777 129**

Lecturer in Maths Tonbridge, Kent

Salary up to £32,157 per annum,
plus a Golden Hello payment of £3,000



We are seeking an outstanding classroom practitioner who can demonstrate inspirational teaching, learning and assessment leading to successful outcomes for learners.

You would deliver GCSE Maths to a variety of students, from retake classes to adult classes and some functional skills maths as part of a progression to GCSE course, liaising with staff across the department to ensure parity of provision across the College.

You will be required to have a teaching qualification and be qualified to Degree level or professional equivalent in maths or a closely related subject area.

The College is committed to safeguarding and promoting the welfare of all our users and expects all staff to share this commitment, in order for all to achieve their full potential.

To find out more information about the College and to apply for the role, please visit westkent.ac.uk/vacancies

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



BE WHO YOU WANT TO BE

AT SUSSEX COAST COLLEGE HASTINGS



Sussex
Coast
College
Hastings

Mathematics Lecturer
Permanent, full-time
£28,998 - £33,559, plus a Golden Hello payment of £4,000
Sussex Coast College Hastings
Start January 2016

We are looking for an enthusiastic Maths Lecturer to join our professional Sixth Form team in Hastings, East Sussex. Whether you're a newly qualified or an experienced teacher, we'll give you all the induction and support you need to succeed. However, you'll require bags of innovation, a clear vision and the determination to transform futures, including your own. We also operate a sponsorship licence, so we can provide a working visa if you do not have an automatic right to work in the UK.

Golden Hello Scheme

Sussex Coast College want to attract and retain talented staff to develop and continue their careers with us. As part of a developing employee benefits package, we are introducing a Golden Hello Scheme and will pay the newly appointed Maths Lecturer a Golden Hello payment of £4,000*.

To be eligible for the Golden Hello payment you need to hold a:

- Degree level qualification in Maths
- At least a level 2 qualification in English
- A teaching qualification (PGCE or Cert Ed)

You must also be able to teach across a range of levels including GCSE, AS and A2.

Sussex Coast College Hastings is an equal opportunities employer.

For further information and to apply, please visit: www.sussexcoast.ac.uk/jobs

or call the HR team on **01424 458305**

Closing date: 23rd November 2015

*terms and conditions apply.



TRANSFORM LEARNING

POSITIVE ABOUT PRACTICAL

Science is about much more than just theory. It's about exciting techniques, method, investigation and experimentation.

It's about taking your knowledge and testing it in the real world. It's about spotting flaws, problems and anomalies – and trying to understand where they came from.

It's about being open-minded, self-critical and imaginative.

Practical Assessment helps students be all these things. And, perhaps most excitingly, it helps turn book-based science learners into fully-fledged scientific thinkers.



Find out more at
ocr.org.uk/positiveaboutpractical
01223 553998

OCR
Oxford Cambridge and RSA

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

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Spot the difference to WIN an FE Week mug



Spot five differences. First correct entry wins an FE Week mug. Text your name and picture of your completed spot the difference to 07969 166 374.

The last edition's spot the difference winner was Hertford Regional College project administrator Erol Kucuk (pictured right).





FEA

FEA.CO.UK



**SHARING
INSIGHT
INSPIRING
SUCCESS**

At FEA we respond to the challenges faced by the further education & skills sector with unparalleled insight & pragmatic, meaningful solutions. From interim management, recruitment & strategic consultancy to financial efficiency & business development, we strive to inspire & achieve lasting success.

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