

# FE Week

## EURO JUDGES TO RULE ON VAT

PAGE 2



## GROWTH REQUESTS DELAY PUTS 3M TARGET AT RISK

PAGE 2



## CONFUSION FOR NON LEVY-PAYING EMPLOYERS

PAGE 3



## Bracing North Sea dip to warm veterans' hearts

East Riding College public services learners braved the freezing North Sea cold to raise funds for the Royal British Legion.

The group of BTEC level two and three students jumped into the water at Bridlington north beach wearing British Legion T-shirts as forces veterans looked on.

The learners came up with the idea as part of the 'enterprise' element of their course, which requires them to

plan and execute an event. The final total raised was £177.

Tutor Julie Marr said: "The learners decided that they wanted to do something different and fun that could potentially raise more funds for the British Legion.

"Obviously, this is highly relevant to the subject matter of the public services courses, which many of our students have chosen because they plan to go into the armed forces."

Public services learners making a splash for cash in the freezing North Sea. From left: Brooke Wedge, aged 18, Casey Reece, 16, Keisha Sowden, 18, Laytata Rugg, 16, and Beth Shipley, 17

# EXPANSION PLANS REVEALED BY 157 GROUP CHIEF

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**EXCLUSIVE**

The 157 Group is set for expansion following a strategic review, chief executive Ian Pretty has revealed in an exclusive interview with *FE Week* in which he claimed that up to 15 colleges had already asked about signing up.

The results of the review were explained at an event in London on Thursday (January 14) and Mr Pretty, who took over from executive director Dr Lynne Sedgmore in September, said members told him they wanted the group to grow.

Mr Pretty, whose previous roles included senior roles in HMRC, the Cabinet Office and Capgemini, told *FE Week*: "The members wanted to take the 157 Group in a different direction, which is why they took the conscious decision to hire someone from outside the sector.

"What I said to them was in order to create this new mandate for the 157 Group we need to undertake a strategic review — the members agreed."

He added: "Our members have agreed that we should look to take on new member colleges. We have 26 members at present and there has been discussion over whether we want to have more or less in future. We decided to look at expanding.

"I am aware that anywhere between 10 and 15 colleges who have expressed an interest in joining us, with the bulk of those contacting us over the last six months."

The 157 Group is now based at Ealing, Hammersmith and West London College, which according to the representative organisation's website was still a member, even though it was hit with an inadequate Ofsted rating in December. It indicates a relaxation of previous membership

guidelines, as Dr Sedgmore said in March 2014, with an "honourable agreement" existing among members that they would "voluntarily leave" if served with a grade four Ofsted rating.

Mr Pretty said: "A set of new attributes have been agreed to assess any future requests from a college to join. Colleges would typically be large, diverse, technically and professionally focused, employer facing, focused (or aspiring to focus) on level three four and five provision and successful."

But, he said: "Ofsted grades one and two are regarded as successful, but inadequate is not, but there are other factors to be taken into account. There are a number of indicators of success that could be considered, for example if a college has been given a Beacon Award or impressive success rates."

Mr Pretty acknowledged the 157 Group "was previously very focused on influencing

government policy". But he said following the review "we want to move toward a heavier focus on policy implementation — so, for example, how we can work with the government to help in area such as the development of Institutes of Technology and technical and professional education pathways including apprenticeships.

"I'm of the view that there is little to be gained from spending an awful lot of time on trying to affect a policy decision," he said.

Mr Pretty said that over the next five years members aimed to, for example, support devolution, find alternative funding streams to government payments, and identify cost efficiencies which "means effectively collaborative buying" for example with energy suppliers.

Visit the research section on the 157 Group website for more details of its new strategy.

See editor's comment on page 6



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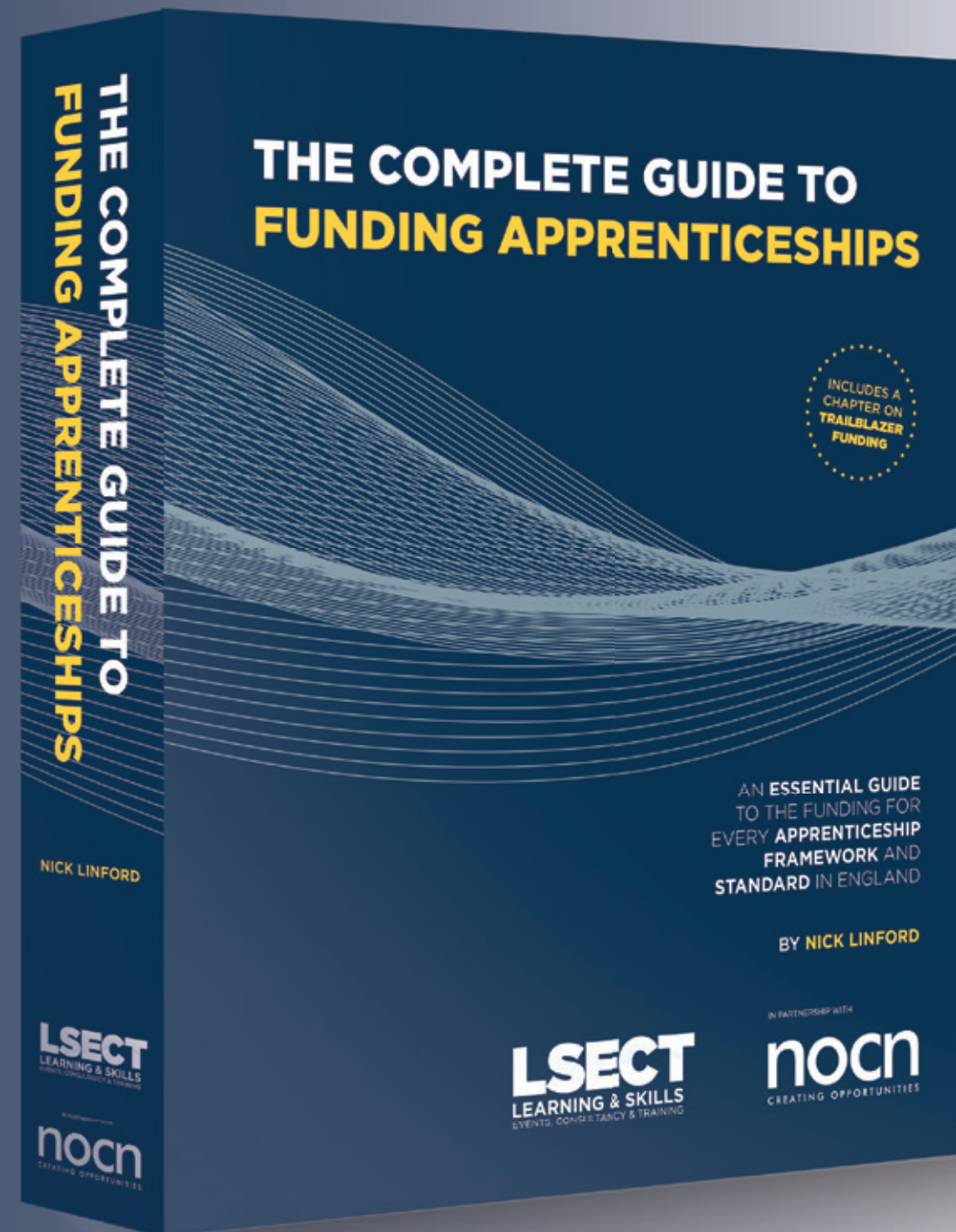
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**NEWS**

## Government pledges action on 'unacceptable' transgender bullying

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The government has said that it will address recommendations made by a parliamentary committee that found evidence of "unacceptable" bullying of transgender adult learners.

The House of Commons Women and Equalities Committee's Transgender Equality report, published on Thursday (January 14), called on the government to take action in a number of areas, including post-school education, to ensure equality for transgender people.

Education Secretary and Women and Equalities Minister Nicky Morgan said: "Transgender people often face huge challenges, from appalling harassment and abuse to obstacles in accessing public services.

"We will now review the committee's report, and work with other government departments to look at the recommendations."

At the time of going to press, a spokesperson for BIS had not been able to confirm to *FE Week* what action the department would be taking.

During its inquiry into transgender issues, the committee, chaired by MP Maria Miller, found evidence of what it called "unacceptable levels" of bullying and harassment of transgender people in the FE sector.

Key findings in the area of post-school education, which covered both FE and higher education, included one third of trans-students having been bullied or harassed on campus, and trans-students being more likely to leave their courses as a result of this harassment.

"The levels of bullying and harassment experienced by trans-students in further and higher education are unacceptable," the report said.

The inquiry had "heard evidence that in FE the learning environment for LGBT [lesbian, gay, bisexual, and transgender] learners might be more hostile than that in higher education," it said.

Evidence to the inquiry had been submitted by the National Union of Students (NUS), the Government Equalities Office and Skills Minister Nick Boles, among others.

The report's authors said they "welcomed" Mr Boles' offer, given during the inquiry's evidence session on October 28, to raise the issue with universities.

"We recommend that the government hold similar conversations with FE providers," they reported.

The report also called on the government "take steps" to ensure that all FE staff received training in gender identity awareness.

Charley Hasted, aged 29, who is studying for a BTec in applied science at Lambeth College, was assigned female at birth, but identifies as neither male nor female.

"I know who I am, but I still hear comments, homophobic, biphobic language, get thrown around," they said.



Natalie Roberts

### 'Telling principal of change to full-time role as a female was daunting'



Kirsty Walker

"It makes me feel very disappointed and quite saddened," says Natalie Roberts, who works for Bishop Auckland College and who transitioned from male to female in 2014, when asked how she feels about transgender people being bullied and harassed in FE.

"It is sad that these opinions and behaviours exist in general society, but in the education sector especially it is simply unacceptable," added Natalie.

Unlike many of the people whose experiences fed into the Women and Equalities Committee's Transgender Equality report, Natalie said her college had been "very supportive" of her change — although she described discussing the move to a "full-time

role as a female" with the HR director and principal as "quite a daunting thing".

After her transition, which happened over the summer break, Natalie said she had just "one or two initial problems around certain staff members who weren't able to get used to me but that's passed".

Some of the students, Natalie says, "because of their ages they're a little bit giggly at first but when you talk to them they're fine."

Since her transition Natalie has moved to a new role within the employment services team at the college, as trainer/assessor for management and social media marketing. The college has involved her in drafting a transgender workers' policy, and she's been

supporting LGBT students at the college.

Kirsty Walker is achievement coach at City of Liverpool College and works with transgender people. She set up a trans mentoring service "to signpost students to external agencies and also to deal with the college's systems and make sure they weren't disadvantaged".

She also trains staff and students in trans issues, and supports trans students if they choose to come out to their class.

"When I've spoken to people at other colleges they've been very impressed by what we do, but I find that worrying. I think we do a good job — it's our responsibility to do that. Just making sure that there are no barriers to students is a very simple job."

"I'm in a position to challenge that when I hear it from other students but I think I'm very lucky. I'm also the LGBT officer at the college, so I know I've got staff members who'll back me up if I do challenge it whereas I think a lot of students wouldn't have the assurance that they know the staff are there to back them up if they do challenge.

"There are two trans people at Lambeth — me and one other — and neither of us are out to our classmates. We've both mature students, but neither of us feel comfortable being out to our classmates — which I think tells you a lot."

Joyce Black, assistant director for research and development at the Learning and Work Institute, said: "We know from our work as a member of the Forum for Sexual Orientation

and Gender Identity that transgender equality remains a stubborn taboo in the sector.

"We should all take the time to digest what the report has to say and recognise our responsibilities to end bullying and discrimination in our institutions."

Leora Cruddas, director of policy at the Association of School and College Leaders (ASCL) said the ASCL was "strongly committed" to promoting transgender equality, and would be considering "what further action we can take as a leadership association."

Fran Cowling and Robbie Young, NUS LGBT+ officers, said that the report showed there was "much more to do" to ensure that "trans students can equally participate"

in FE.

Helen Carr, head of equality at the University and College Union (UCU), said she hoped the sector would "respond positively" to the recommendations.

Unison general secretary Dave Prentis said: "The government must now invest properly in services for transgender people for the report's recommendations to mean anything."

See [feweek.co.uk](http://feweek.co.uk) for more, including comment from the Association of Colleges and an expert piece by former Institute for Learning president Beatrix Groves, who changed gender in 2008.

FE WEEK COMMENT

Stick to founding principles not floundering principals

The 157 Group was set up in 2006 because of a perceived gap in the market. Sir Andrew Foster described in paragraph 157 of his review of FE colleges the need for "greater involvement of principals in national representation". Specifically, "those from larger, successful colleges where management capacity and capability exists to release them for this work." The Association of Colleges represents nearly all colleges, so Foster's paragraph 157 spawned a new membership organisation, with very particular "large and successful" entry requirements.

Jump forward a decade and the 157 Group has its second boss in chief executive Ian Pretty consulting with members as to where to take the organisation next. Growing the large and successful college membership is to be encouraged, but at what cost to the group's reputation if unsuccessful colleges aren't politely shown the door? Foster was right that the FE sector needed a 157 Group and I wish Ian and the new team another decade of success.

Chris Henwood chris.henwood@feweek.co.uk

TOP VOC REFORM FORUM TWEETS

- @G\_Gathercole My message to #WEdFEvents seminar on VQ reform, progression is often non-linear & people change so we need transferability
@greenreveller Interesting, Working Futures survey by @UKCES predicts 30% increase in IT jobs and 10% dec in engineering jobs by 2022 #opendata #WEdFEvents
@FionaYMCAawards Quality assurance of endpoint assessment #Trailblazers needs to be decided soon by @biggovuk & @ofqual can help says @jembenson #WEdFEvents
@philbryantUK #wedfevents Jeremy Benson on QCF - too much focus was given to meeting design rules and not enough on quality
@SueSouthwood #WEdFEvents Debate on pathways for vocational learners. Jill Stokoe @ATLUnion 'We need to support teachers with CPD through reforms.'



Hopes of merger answer to finances concern

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A Cumbria sixth form college rapped over the knuckles for the condition of its finances by the Education Funding Agency (EFA) is hoping a merger will solve its funding problems. Barrow Sixth Form College was issued with a financial notice to improve this month having been graded as inadequate for financial health in September. The 900-learner college, rated by Ofsted in May as good, pointed to falling numbers of Year 11 students in local schools — from 959 in 2009 to 747 this year — among the issues it was facing.

It also explained how government funding for 16 and 17-year-olds was 22 per cent lower than 11 to 16-year-olds — and a further 17.5 per cent less for 18-year-olds. However, it is in talks with Furness College, three miles away, about a possible merger to become "financially strong". Mike Phipps, governors' board chair, said: "Our challenging financial situation is the same as that faced by many colleges across the country as funding to the sixth form

sector has been cut, in real terms, year on year since 2010. Funding levels will remain the same for the next five years despite the fact that costs will rise. "Barrow Sixth Form receives one of the lowest rates of funding per learner of any educational establishment in Cumbria and is not able to reclaim any VAT unlike schools." He added: "We are working hard to be proactive to find a solution and are currently in talks with Furness College about a merger. "A merged college would be financially strong and ensure school leavers have a broad choice of education provision with opportunities to mix academic and vocational training to meet students' career goals and the needs of our business community." The two colleges are expected to feature among wave three area reviews, taking place from April. But Barrow was told by the EFA to prepare a corporation-approved financial plan by November last year to, according to the notice, "ensure that the college remains in satisfactory financial health through 2015/16 in readiness for the planned structural change at the end of that period". An implementation plan, reviewed by Sixth

Form College Commissioner Peter Mucklow, is to be handed over by February 19 to the EFA, where a spokesperson said: "We are monitoring Barrow's progress to ensure students continue to get the best possible education, and the notice will be in place until we are satisfied that effective action has been taken to address our concerns." John Butler, governors' board chair at 3,000-learner Furness College, which was rated as good in April, said the two colleges had already been working together closely and that both boards were "keen" to explore how the relationship could develop to broaden the provision for students ahead of area review. "This is an excellent opportunity to develop the post-16 curriculum in Furness to ensure that students can choose the best course to enable them to achieve their career aspirations, be that through A-levels, vocational courses or a combination of both," he said. "By coming together, the colleges will be in the strongest possible position to serve the needs of young people, adults and employers and to secure the long-term sustainability of education and skills training in the area."

COMMENTS

Getting to a higher quality apprentice system Excellent article. The new IFA will need to determine its own criteria for setting the price of apprenticeships, but I would think that measures that can't be gamed — such as wage returns — could be a feature. Jennifer Coupland I think we need to disconnect talk of the three million target from talk about what a quality apprenticeship looks like. The only way we'll reach three million is by doing a \*lot\* of 24+ L2 Customer Service Framework Apps for people already in work. The removal of the "switch off" date for frameworks in the 2020 vision document makes this pretty explicit, I think? There's not time between now and 2020 to do anything else? Once we've done that, and once all the inevitable glitches with the IT infrastructure

underpinning the Levy are sorted, THEN we can concentrate on what quality Apps for all look like. The sort of excellent L3 Apps mentioned in the article are a tiny minority of those delivered right now. We can't conflate the two processes or we'll end up either missing the target or making another generation of shoddy Apps... Steve Hewitt Third round of invitations to tender for long-awaited ESF contracts launched You need to consider the SFA's limited resource to manage one national procurement round. It's not like the old days of the last programme where there were hundreds of staff to call upon to evaluate bids. It's incredibly resource intensive and has to be managed carefully to ensure each bid is given due consideration. Former SFAer

Providers in dark on 16 to 18 apprenticeships and traineeships growth as SFA misses notification deadline The SFA miss far more targets and deadlines than any FE college. A certain inadequate grade if the SFA was inspected by Ofsted. Why are SFA managers never held to account for the problems they cause for the FE and Skills sector? Brendan Hartland Imagine how they would react if an FE College didn't meet a deadline. They are very judgemental with us, but they really do need to sort themselves out. It's a complete joke. How are we supposed to run a business like this? Bob Smith

NEWS

Dear Dr Sue

Email Dr Sue@feweek.co.uk with your questions. Dr Sue will hand out a £100 Amazon gift card for her favourite question

On the third Monday of every month Dr Sue Pember, Hoxley director of policy and external relations, answers your questions, backed by the experience of almost a decade as principal of Canterbury College, in addition to time served in senior civil service posts at central government departments covering education and skills.



WHY PAST DATA?

My college is involved in an area review and from what I have seen I wonder if these reviews are really about the future or just retrofitting the past? The worst possible scenario is that we go through this whole exercise giving up thousands of hours and we just end up with one or two fewer colleges. Do you know why we are spending such a disproportionate amount of time looking at retrospective data which doesn't even cover school sixth forms?

The rationale for looking at past data is so that the pattern of offer can be established and the travel to education routes detailed. The guidance does say that all data will be reviewed so, even if schools are not formally in the review meetings, their data will be evaluated and considered when determining the needs and requirements of an area. On creating the space for considering new ways of delivery, I see this to be crucial to the exercise. One of the roles governors can play is to try to make sure that time is put aside to look at

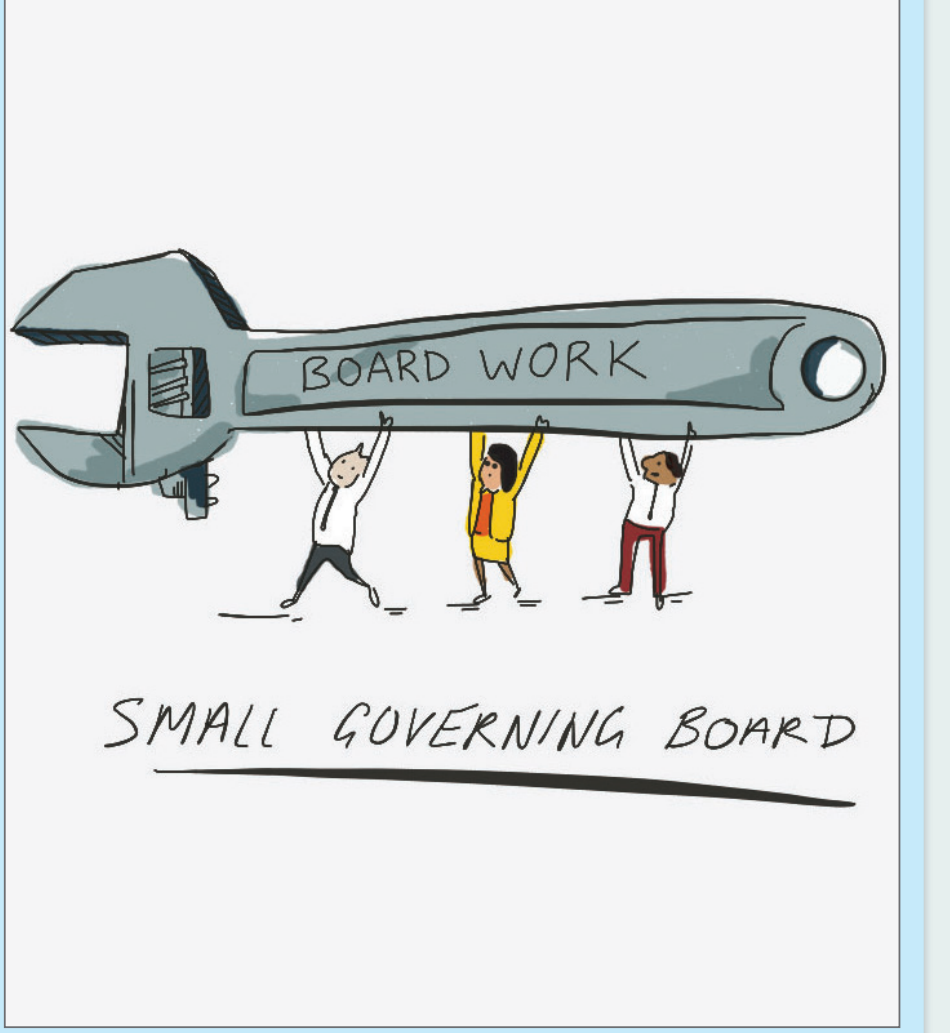
future needs. Delivery is changing not just through IT but also through the change of employment patterns. The new agenda will need to evaluate new skills requirements caused by adults working longer and the resulting requirement that we need an infrastructure that can support career change plus adult well-being through education. Also, the new funding systems will change student and employer behaviour, so it is important that all those issues are discussed and analysed.

BOARD REVIEW ON HOLD

We're thinking of refreshing our college board membership and moving to a more streamlined form of governance as we are aware the current make-up doesn't mirror our community, but we have put the exercise on hold until after the area review. Do you think this was the right decision?

I can understand the logic of putting this exercise on hold but one of the solutions that may stem from your area review is an option for you to merge. If that is the case, it would be very useful to have some early insight into the type of governance appropriate for the new college. I am aware that several of the mergers being considered at the moment are going to be steered by representation from their existing governing bodies. That approach may offer some reassurance that the interests of each of the colleges are going to be met. However, it could do the reverse and

slow down the assimilation into a new institution, with a new ethos and new behaviours. Having ideas on the new governance structure and how you are going to recruit new members already worked out, together with benefits recorded and risks mitigated, could be a useful and vital addition to ensuring success of the new college. So it might be worth setting up a sub-committee to look at new models and, when the time is right, expand membership to embrace members from the other colleges that may merge with you.



NEWS



David Hughes



Carole Stott



David Harbourne



Helen Chicot



Fiona Aldridge

# Sector figures gather for launch



Helen Chicot, Rochdale Borough Council; Jeremy Moore, DWP; David Hughes, LWI; and, Matthew Taylor, RSA



LWI launch guests

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Senior figures from across the FE world gathered for the official launch of the Learning and Work Institute (LWI) at London's Canary Wharf. The new organisation was formed through the merger of the National Institute of Adult Continuing Education (Niace) and the Centre for Economic & Social Inclusion (Inclusion). More than 100 guests, including Jeremy Benson, executive director for vocational qualifications at Ofqual, David Harbourne, acting chief executive of The Edge Foundation, and Carole Stott, chair of the board of the Association of Colleges, attended the launch at JP Morgan, on Wednesday (January 13). David Hughes, former chief executive of

Niace, who has taken up the role of chief executive at LWI, thanked them for showing support, adding he assumed they would agree the organisation's new website was "sexy". He said: "It is great to see so many friends of both Niace and Inclusion. "I hope you realise how excited we all are about the new organisation. The logo of course is brilliant, the branding is amazing, the new website is really quite sexy, I'm sure you'll agree." "We have a very ambitious vision," added Mr Hughes. "We don't think that everyone has equal life chances and can realise their potential in life and are ambitious to change that." "We really want to make inroads into poverty and disadvantage. To achieve that, we have to work with all of you [bodies represented by the guests]."

"On the one hand this is a new organisation," said Mr Hughes. "But we also want to continue the legacy of two really, really important long-standing organisations [Niace and Inclusion]." Reflecting on what learning and work will mean to LWI, he said: "By 'learning', we mean expansive lifelong, all forms, all types and for all sorts of people." "We have a very broad sense of what that means and we think 'work' needs to be a good experience," he added. Other speakers, including Jeremy Moore, director general at the Department for Work and Pensions, and Matthew Taylor, chief executive of the Royal Society for the encouragement of Arts, Manufactures and Commerce (RSA), reflected on how their organisations had worked with Niace and Inclusion in the past and could now help the

new organisation achieve its aims. The other speakers were Hang Ho, head of Europe, Middle East and Africa, JPMorgan Chase Foundation, and Helen Chicot, skills and employment manager, economic affairs at Rochdale Borough Council. A spokesperson for the LWI, which launched its website on Tuesday (January 12), told *FE Week* on Tuesday (January 12) that no staff members from either body had been laid off as a result of the merger. Niace, based in Leicester, and Inclusion, based in London, announced their alliance in February 2015 and said at the time that future merger could not be ruled out. The full merger and was confirmed at the IntoWork Convention on July 14, 2015. The new name of the LWI had previously been approved by Niace members on November 4.

# Forum looks at vocational reforms in England

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Area reviews, apprenticeships and the large employers' levy were all topics that were raised at a Westminster Education Forum on reforms to vocational qualifications in England. The word "bewildering" was used more than once throughout the forum, highlighting a view that routes through vocational education lack clarity. Warwick Sharp, deputy director, vocational education and 16-19 strategy at the Department for Education, spoke on reforms so far and said that vocational education needed simplification to make it more accessible. "I don't think you could describe our system of vocational education as simple or streamlined," he said. "The majority are doing vocational education ... we need to get it right," he said. On apprenticeships, he said they offered an advantage over other types of provision for particular industries because being in the workplace allows learners to focus more on practical skills. Mr Sharp said the DfE wanted apprenticeships to be "part of the whole system", with "flexible movement between classroom-based provision and apprenticeships". He also said he thought area reviews were a "really good opportunity" for vocational education. "What is at the heart of area reviews is trying to match the needs of a local area and the provision that's available ... one of the things that could happen is more specialisation and it might be that some institutions are specialising more closely on things that local area needs," he said. Kate Shoesmith, head of policy and public affairs at the Recruitment and Employment Confederation, raised the topic of the large employers' apprenticeship levy. She said: "The apprenticeship levy is coming our way and the one concern that I would have with that, and that employers across the board are saying, is if that's a pure focus on the numbers of people doing those apprenticeships because we have a target to meet by 2020, that's not going to do very much for us. "The thing that we're really interested in is the quality of the training and how that is helping people to find the right jobs and get into industry." During the forum speakers also flagged concerns that the introduction of a compulsory English Baccalaureate (EBacc) could negatively impact on the number of students taking vocational qualifications. In June 2015, the DfE announced the intention for all pupils starting secondary education in September 2015 to take the EBacc subjects when they reached their GCSEs in 2020. Jill Stokoe, education policy adviser for the Association of Teachers and Lecturers (ATL), said: "We're about to look at a 90 per cent target for the EBacc, this is currently



Warrick Sharp



Dr Steven McIntosh



Jill Stokoe



Yvonne Kelly

Brenda Yearsley, UK school and education development manager, Siemens; David Harbourne, acting chief executive, Edge Foundation; Chloe Smith MP, chair, All-Party Parliamentary Group on Youth Employment; Jill Stokoe, education policy adviser, ATL; Yvonne Kelly, chief operating officer, Barking and Dagenham College; and, Dr Steven McIntosh, reader, Department of Economics, University of Sheffield



being consulted on. What we're saying in our response to the EBacc consultation is that we've got real concerns about all students having to do the five academic subjects, five academic GCSEs — with the tech awards besides them. "Though it's a good mixture of academic and vocational, forcing students to do those subjects could mess it up across the piece for them. "We're worried that the tech awards will suffer as a result of this compulsory EBacc requirement — we think this is a mistake," she said. David Harbourne, acting chief executive of the Edge Foundation, also commented on the issue. He said: "This will have a big impact, including on technical awards. "If the 90 per cent target had been in place in 2014 an additional 141,800 key stage four students would have had to take a humanities GCSE instead of something else.

"To hit the languages target an extra 220,000 students would have to take a languages GCSE instead of something else. "In my view that's a very difficult target to

achieve, for all sorts of reasons, but I'm also very worried that we assume that a modern foreign languages GCSE is more important than a technical award."

## SHEFFIELD ACADEMIC LOOKS AT QUAL VALUES

The forum heard from University of Sheffield academic Dr Steven McIntosh about his latest research. The economics researcher, as part of the Centre for Vocational Education Research (CVER), set up by the Department for Business, Innovation and Skills last year, is using data sets to estimate the value of different qualifications in the labour market. CVER is using individualised learner records (ILRs), which represent the population of learners in FE, and matching them anonymously to tax and benefit records to reveal what people go on to do after receiving their vocational qualification.

The research aims to find out what jobs individuals do, how long they spend at work and how much they're earning. The researchers will also be able to divide up the finding on factors such as type and level of qualification, the provider and the characteristics of the learner themselves. "We have got the population of learners over the last ten years," he said. "This will allow us to provide a lot more detail than has previously been available from research ... We'll be able to make much more detailed statements to provide information to young people and their parents as they're making decisions."

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## It's a personal thing

**What is your favourite book?**

Birdsong by Sebastian Faulks. I think the First World War is a hugely emotive era. Everyone, no matter where we are now, can actually go back to the First World War and be moved by it, and will know people in their family that were affected. When I was a child they still talked about one cousin who lost all three sons. I think Sebastian Faulks is a brilliant author

**What do you do to switch off from work?**

Spending time with my family and reading

**What's your pet hate?**

Constant use of mobile devices, particularly at the dining table

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

Eleanor of Aquitaine would be my first invite. I would also love to meet Tommy Lee from Mötley Crüe because he would make for an interesting party. Pope Francis, and Enid Blyton would be good to ask — I used to love her books when I was a child — and William Shakespeare

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

An archaeologist or a doctor, one of those two as a child

We've got three colleges and we work very closely with them on issues like curriculum planning to make sure that we're turning out the right numbers for each of our employment areas

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The FE sector was a lifeline for Jo Lappin when she was growing up and she has been a "fan" ever since.

The chief executive of Northamptonshire Enterprise Partnership (Nep) is the oldest of five siblings, born just outside of Cheshire in Whiston Hospital, in 1963.

Between her and her two younger brothers and two younger sisters there are only seven years and growing up they were close.

But Lappin's mother fell ill and died when she was only 16, leading her to drop out of school to help care for her siblings and help her father continue running the family shop.

"I looked after them quite a lot until they got into early adulthood, I was very much a young surrogate mother," she says.

She had not found school an easy experience at first, and at St Clements Primary School in Runcorn she had to have a guard escort her to the toilets in case she tried to flee the premises.

Secondary school was more of a success and Lappin went to Notre Dame Convent School, a girls' school in St Helens, until she was 16 years old.

"I really liked it there," she says.

"It instilled from a relatively early age a very clear sense of fair play, and the need for equity of all people."

However, when her mother became seriously ill, Lappin's education was cut short and she was forced to put family first.

"I ended up going to help my dad run his business," she says. "My dad, as his wife was dying, clearly wasn't in the best shape, so I was doing everything at a very early age."

Following her mother's death, Lappin realised that staying at the shop wasn't the future she wanted, and started to think about her options for getting back into education. Despite it being a difficult time, her interest in business had been sparked by working at the shop and she was keen to start building a career.

In 1980, when she was 17, Lappin took on a junior administration role at the Department for Education (DfE) headquarters in Cheshire, and opted for day release to Halton College (now Riverside College following a merger with Widnes & Runcorn Sixth Form College in 2006). "This is one of the reasons why I'm such a fan of FE ...

## THE LEP CHIEF LIFELINE

I needed to re-establish myself because I'd left before I'd completed A-levels," she says.

Lappin completed a BTEC in business administration over two years at the college, receiving a distinction. Her business law tutor was a particular inspiration.

"He had a really good style — interesting, challenging — he was quite inspirational," she says.

Meanwhile, in her civil service job she was promoted every two years and took other exams through the DfE to speed up the process. The department would later give her the opportunity to complete a postgraduate qualification in finance and accounting, despite having three children at home and working full time.

Lappin's children are each seven years apart, and her first, Lori, is now 35 with her own eight-year-old daughter, Grace. Middle child Nathan is 28 and works for the Cabinet Office, while 21-year-old Hope is in her final year of a law degree at Durham University. Lappin's husband Peter, who she married in 1987 at the age of 24, is in the rail industry.

Later in her 20s, Lappin took a secondment to work with the Training Enterprise Council 'Normidtec'. This involved working as the training skills manager for north and mid Cheshire, and the enterprise manager looking at various government programmes. The role brought her into contact with independent learning providers on both youth and adult training programmes, which she says she found interesting.

"We also had some dealings with colleges ... one of our areas, Winsford, underperformed in the Cheshire context — which tends to be very good," she explains.

"For Winsford we ended up setting up a taskforce, and we had a great principal at Mid-Cheshire College at the time who made a really good contribution — John Korzeniewski. "John did a great job working with partners to say how

we could improve attainment and achievement in Winsford. Problems included lower aspiration, lower educational performance and fewer jobs."

Lappin's work was focused on improving performance, encouraging more businesses into the area, and boosting its image.

"It was a very good model for that wider partnership working and FE engaging on broader agendas," she says.

After the secondment Lappin went back to the civil service, covering a range of roles for the DfE before moving to the Government Office for Merseyside in 1998, which later merged to become the Government Office for the North West.

She worked on funding models for employment and skills, engaging with colleges and other independent training providers.

She followed this by leading the European-funded 'Objective 1 Programme' in the Liverpool City region, which was focused on turning the local economy around. She then moved to cover housing policy, transport, Europe and other topics.

Lappin says she enjoyed working with the Government Office because of the opportunity to cover a variety of strategies and use her understanding of the region.

"I was still living in Runcorn. I basically looked to build all of my career without ever leaving the place I was born," says Lappin.

When the government announced that Government Offices would be shut down, Lappin took responsibility for closing the offices for the North West and the East Midlands. After this she decided to take voluntary redundancy.

Now in her 40s, she moved to do strategy work for Cheshire West and Chester local authority and helped to set up their local enterprise partnership (Lep), Cheshire and Warrington.

After this experience she felt ready to "reinvent" herself, and in 2013, when a phone call came offering her the chief executive role at Nep, she decided to go for it.

"My brother Peter was having a competition about who could make the most interesting next career move, but he won by a mile — he joined the Australian army," she says.

She was inspired by the potential of the Northamptonshire region and says she has "loved" leading the LEP. The role has also offered the chance for further engagement with FE.

"In Northamptonshire we've got three colleges and we work very closely with them on issues like curriculum planning to make sure that we're turning out the right numbers for each of our employment areas," explains Lappin. At present she says there is a "real challenge" in finding skilled workers for the construction industry.

"We are looking at building 37,000 new homes by 2021, so collectively with the colleges we've got a construction skills project to look at how, by working together, we can start to make a real impact on improving the skills gap," says Lappin.

Apprenticeship numbers is another issue that the Lep is working on with local colleges, especially for young people not in education, employment or training.

"We've got the big 3m target almost upon us, so we're doing lots of joint working around that," says Lappin.

With a government area review also on the horizon, she is determined to ensure the process benefits local learners.

"For me, FE has got two purposes: it's about second chance agenda but it's also about working hard to provide the skills needed by employers," says Lappin.

"So there's a really critical job to do; we want to work very closely with the sector to start that preparatory work and be clear on what we need to do to make for a very productive, strong review."



Lappin, aged two



Lappin at eight years of age and a pupil of St Clements Primary School, in Runcorn



Lappin's wedding, in 1987, with daughter Lori as bridesmaid and friend Julie Kelly



Baby Lappin



Lappin with husband Peter and grand-daughter Grace, eight



Lappin chats with FE Week reporter Alix Robertson

## EXPERTS



# MARTIN SIMMONS

Deputy principal, Sparsholt College Hampshire (incorporating Andover College Campus)

## A call to collaborate for the future

While area reviews mean colleges will become closer than ever before, Martin Simmons argues that collaboration was always going to be key to the sector's future.

Mergers, funding 'simplification', crazy targets, political dogma — where lies there any certainty in this landscape: this landscape, the beloved of so many, despite the best efforts of the meddlers and the ignorant? I can think of two certainties. Firstly, our future learners will require and indeed thrive using digital technologies. Secondly, investment in FE will decline year-on-year for the foreseeable future. These two certainties make for difficult bedfellows and if we are to reconcile the opposites then we necessarily need to work in a different paradigm. That different paradigm is collaboration.

Having had the privilege to work in a team of eight colleges, together with an awarding organisation, sector skills council and private research organisation, I can attest to the truism that collectively we really can achieve, exponentially, more than we can ever achieve alone.

And curriculum development and delivery is where the real opportunities for successful collaboration lie. Yes, there are savings to be had in shared payroll, management information systems and, possibly, IT services, but nothing compared to what can be achieved by working together on curriculum content for online delivery.

We and others within the recently formed Designlearning Network have successfully delivered a blended learning solution to the first cohorts of budding e-learning Designers.

In less than one year, our project wrote — and had Ofqual approved — the content and detailed schemes of work for a new level three and four diploma in learning design, something we could never have achieved alone, more particularly as everyone in the team had their day jobs to do.

Again, a couple of indelible truths. Firstly, as we all know, it takes too long for individual practitioners to develop, let alone refresh, good quality online materials. Secondly, while you can buy materials from the private sector, much of it is prohibitively expensive and it is 'locked down' so that teachers cannot customise the materials for their own needs. As for MOOCs (massive, open, online courses) proceed cautiously.

At the risk of sounding like a 1960s advert for Kibbutz living, the answer to both 'certainties' may be found through collective, collaborative effort. If we find

partners (whose values we share) and work together, then we will really accelerate the development of online content.

If the sector starts to train its own digital learning design technicians, then we will all have the capacity to adapt, customise and update the e-learning materials that we import from our partners.

Training the designers is now possible thanks to the diploma in digital learning design (collaboratively written and developed) — yes there is an investment required, but an extremely modest one given the potential return on that investment.

And no, it's not Nirvana because all professionals will always want to change the content to suit themselves. But this is no different to buying a textbook: you use one section as is, another gets cut up and rejigged into a handout, a further bit is ignored.

It's the mind-set that must change. And there is some precedent. Sharing between colleges on big European Social Fund-type projects has worked (it has also spectacularly not worked, but we cannot afford to work on the lowest common denominator) and I have heard objections on the grounds that we are competitors and need competitive advantage. But I have yet to hear a 16-year-old applicant ask whether our level two on-line childcare learning materials are of the same standard as our FE college 15 miles up the road.

**Curriculum development and delivery is where the real opportunities for successful collaboration lie**

You will notice that this article has not suggested that colleges will necessarily secure grand savings through on-line learning and that is because I don't think there are (m)any — certainly in the short term. Using online learning to increase income, on the other hand, does open up both national and international learning opportunities, as I can clearly evidence.

Online learning — as many esteemed colleagues are advocating — is about meeting need, it is about what our learners demand, it is about the Martini of learning: "anytime anywhere".



# CHRIS THOMSON

Principal of Brighton and Hove Sixth Form College

## Hold-ups could lead to better area review outcomes

Chris Thomson reflects on how a longer than expected post-16 area review process is giving time to focus on how to improve FE in their regions.

Whether you believe the area based reviews are progressing quickly enough or not depends on whether you think our colleges are more like a motorbike than a mouse.

The Minister appears to be of the former view and at one time may even have wanted the area based reviews (ABRs) completed before Christmas.

That is fair enough if you think of colleges as machinery.

You can do what you like to machines and they never object or obstruct you. You can reasonably expect step-changes in their performance, as you can very quickly adjust their gearing or the power supply.

The problem with this view of colleges is that they are run by governors and principals — human beings.

Colleges therefore have an awkward tendency to behave much more like organisms than machines and so from a Minister's point of view can very easily seem as refractory as camels and frustratingly slow to respond to the Government's will.

The principals arriving at our first ABR meeting were probably evincing an all too human response to what they'd read about ABR.

By and large, they were baffled at all the reasons adduced for the process, nonplussed as to why savings were sought before rather than after the Comprehensive Spending Review (CSR), incensed by the Minister's original preference not to include them, frustrated by the exclusion of school sixth forms, doubtful of the benefits of structural change, and fearful of what was about to be done to their colleges.

Not, that is, raring to get stuck in to a change programme, thank you very much.

So the prospect of progress, never mind expeditious progress, must have seemed a rather elusive and gloomy one to the commissioners and team who had gathered to greet us.

Yet three months into the process, although some objections remain — notably in regard to the exclusion of school sixth forms — there is genuine co-operation from the colleges.

This has happened because of the paradigm the Commissioners have chosen to adopt — to work with rather than on the colleges, an approach that has been felt perhaps in three ways.

First, although it remains perfectly clear

the ABR team will present us with their recommendations at the end of the process to which we will be obliged to respond, steering group discussions have focused on facilitating, not enforcing, solutions.

Secondly, all the ambiguity in the ABR documentation has been resolved into the simple, compelling question, are we making the best use of the available resources in this area?

And thirdly, it is becoming clear that the definition of 'best use' has every bit as much to do with the quality of provision to learners and employers as it has to do with financial sustainability.

Attention is being paid to the leadership of those involved in the process as well as to the mechanics of the process itself.

You might object that the atmosphere in which the work is conducted is totally irrelevant to the purpose of ABR.

I think that would be a mistake. If all involved are engaged and committed to answering the question we've been set it is likelier we'll identify improvements that are beneficial to learners and employers. What could be more important than that?

From their point of view what is vital is that the ABR process produces good outcomes, rather than quick outcomes.

**Colleges have an awkward tendency to behave much more like organisms than machines**

It is not yet certain that ABR won't cost more than it saves, demonstrably the case that some college finances are not fixable through ABR outcomes alone and equally certain that structural change is no guarantee against further financially costly failures in leadership and management.

This being so, we should be doing all we can to ensure that at the very least ABR produces genuine and sustainable improvement in provision.

If that takes a month or two longer to devise than the instruction manual advises, no learner or employer will grumble — whatever may be said in Westminster.

The government announced last month that it was relaxing the rules on which providers can run traineeships. Liz Williams reflects on why this could be a positive move, if it helps boost the number of starts, so long as it is managed with care by the Government.

From the start of the next academic year traineeships will be delivered by more providers, not just those rated as 'outstanding' or 'good' by Ofsted.

With almost a million young people across the UK struggling to find work, this should be positive news.

If it means more young people can benefit from opportunities to help get them into work or training and it helps plug provision gaps in areas not currently well served, then it will be of real benefit.

There is, however, an inevitable 'but'.

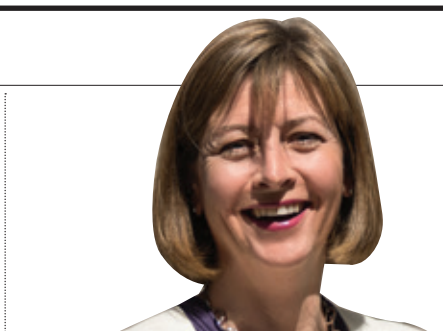
The change will only be good news if the quality of each traineeship course fulfils on its promise to the participant and those providers needing to improve continue to do so.

Traineeships must be managed and regulated in the correct manner, and it's vital the change does not oversaturate the market in certain towns or cities, but genuinely leads to more, high quality provision in the areas that need it.

BT currently runs traineeships in 35 different locations across the country.

We see a huge variety of young people through our doors.

Some require support to build their



# LIZ WILLIAMS

Director of tech literacy and education programmes at BT

## Relaxation of traineeships rules must be carefully managed

workplace skills, whilst others simply need opportunity to experience the world of work.

Our programme aims to help them close these gaps and become more work-ready.

We measure, track, report, and review those on our programmes extensively; we always aim to improve the numbers of young people that complete the programme and we are very proud of the diversity and our success rates.

Our current traineeship design combines vocational training, employability skills, academic learning, work experience, a job interview where possible, and, importantly, 12 weeks of follow-up support.

More than 50 per cent of those finishing the programme are no longer NEET (not in education, employment, or training) after six months of completion, and 10 per cent are currently working in BT.

Although we're really proud of the young people that do make the transition into a role at BT, that's not our primary goal.

We're aiming to give young people an

understanding of a broad range of careers and help them on their first step down the path of their choice.

We're constantly working to develop the BT programme, and are always open to working with others to learn from their best practice and share ours.

It is really important to us that we help as many young people as possible into employment.

There are a lot of working models now available that could be used or re-engineered by new providers. And BT is certainly prepared to share our experience and best practise.

We work closely with Jobcentre Plus to promote our programme to eligible young people, and it's encouraging to see their recent initiative of working with schools to raise awareness of local employment opportunities including apprenticeships, as well as the importance of work experience and programmes such as traineeships.

However, there remains a need to do more

to make the public, those at school, and those eligible, aware of traineeships and how they can change the course of someone's working life for the better.

The new Youth Obligation for 18-21 year-olds will also bring a new dynamic when introduced in 2017.

**Traineeships must be managed and regulated in the correct manner, and it's vital the change does not oversaturate the market**

The expectation that a young person will sign up for an apprenticeship or traineeship within six months of unemployment will increase demand.

This means it makes sense to make it easier for organisations to run them and enable more participants on programmes.

However, let's not lose sight of quality as we strive for quantity and ensure that there continue to be appropriate controls to safeguard standards and ensure every traineeship delivers a high quality experience.

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## CAMPUS ROUND-UP



West Cheshire College art and design learners with their sculptural pieces designed for Ellesmere Port Hospital's sensory garden

## Sensory garden makeover for patients

Specially designed sculptural pieces have been created by West Cheshire College art and design students for a sensory garden visited regularly by dementia patients.

The works of art are aimed to help stimulate patients' senses and include features that visitors can touch and hear — hoped to help spark a memory for the dementia sufferers.

Learner Eva Turner, aged 18, said it was a “wonderful” project to work on.

“I created two giant metal flowers which were very colourful and made with beads

— a sort of dream catcher. It was a very interesting project to work on and we all had to be very inventive when creating our ideas.”

As well as the sculptural pieces, the learners, who all study a BTEC extended diploma in art and design, also designed some tiles for the garden which included dementia friendly phrases and the forget-me-not flower, a symbol for Alzheimer Society's Dementia Friends project.

Other students involved in the project included Nicole Staff, aged 20, Jennifer Brennan, 17, and Corey Teece-Millington, 18.



Priestley College students being put through their paces during the commando training. Inset: Learner Alex Gleave, aged 17, getting some well-earned refreshment after one of the challenges

Priestley College public services learners have been put through their paces by British Army commandos to see if they are up to the challenge of becoming a marine.

The 13 students, who are all studying a public services BTEC level three course, spent days completing physical challenges at the Commando Training Centre, the principal training ground for the Royal Marines.

There were numerous endurance and obstacle courses involving cargo nets, wall climbs, bleep tests and press-ups challenges.

The students were woken at 6am and often ended the day muddled and exhausted from their efforts.

Learner George Farrelly, aged 17, passed all the challenges during the week of intense training and was told he could potentially become a marine.

“I'm mentally strong, which really helped me,” said George. “It was good to know I could make it, but I want to keep my options open after college so it's not something I want to go into straight away.”

## Four-year survival boost for homeless charity

Compassionate learners from West Nottinghamshire College have ensured the long-term survival of a local charity for homeless people that looked set for closure, writes Billy Camden.

When funds for a homeless charity in Mansfield were running low, trustees feared for its future — but thanks to money raised by kind-hearted students, its long-term survival has been secured.

The Hall Homeless Support Project, which provides food and shelter to rough sleepers, received the cash boost of £2,500 from young National Citizen Service (NCS) participants before the Christmas break.

NCS is a government-backed activity programme for 15 to 17-year-olds, and is run locally by West Nottinghamshire College.

Before the funds were handed over, trustees of the charity, which relies solely on donations, said they only had enough money to keep going for up to 18 months.

But the contribution ensured it could keep going for at least another four years.

Chair of trustees Tony Lee said: “This money is a lifeline. I can't thank the young people enough.”

The Hall provides a cooked breakfast or evening meal, hot drinks, showering facilities, food parcels and clothing for users every Monday and Tuesday.

Up to 35 homeless people regularly attend the sessions, with a recent one in the run-up to Christmas bringing more than 50 through its doors.

Homeless man Stephen Clay is a regular



From left: trustee Steve Doubtfire, volunteers Katie Murfitt and Kate Power, chair of trustees Tony Lee, and fellow volunteers Angus Townsley, Katie Armstrong and Kelsie Berryman

visitor.

He said: “If it wasn't for the charity, I think I'd be dead. I wouldn't be getting fed or anything. I've got nobody.

“All the volunteers are so nice, I love each and every one of them to bits because they give up their time for us. They don't judge you — they just listen, and make sure you have something to eat. They're a god-send.”

The money for the project was part of a record £11,000 raised by more than 380 participants of last summer's NCS programme on behalf of several charities including MIND, the Salvation Army and Nottinghamshire Deaf Children's Society.

Around 75 participants chose to raise money for The Hall following talks by Mr Lee on the work of the charity.

A-level learner Angus Townsley, aged 17, said: “As soon as we listened to Tony, we decided to back the charity. We are

really sympathetic to homeless people. Some of our group had previously been homeless or knew people that were, so it was a big thing for them to try and help.

“It feels good to do something positive and know the money is making a real difference.”

Fundraising activities included a sponsored triathlon, raffle, tombola, collection buckets and online donations, as well as collecting food and clothing.

Angus and fellow West Nottinghamshire College learners Kelsie Berryman, Katie Murfitt, Katie Armstrong and Kate Power, all 16, now regularly prepare and cook meals at The Hall.

Kelsie said: “I like the friendly atmosphere and the thought of helping other people. For

me, it may only be for a couple of hours a week but for the clients, it's their actual lives. This gives them a warm place to come and have a meal, a hot drink and socialise knowing they're safe, instead of being outside in the cold.”

Mr Lee said: “Angus, Kate, Kelsie and both the Katies are absolute stars — they really get stuck in. It's fantastic what they're doing. Nobody should knock young people.”



The Hall service-users (seated) with West Nottinghamshire College volunteers. Stood from left: Angus Townsley, Katie Murfitt, Kelsie Berryman, chair of trustees Tony Lee, and fellow volunteers Kate Power and Katie Armstrong

## DO YOU WANT TO BE IN CAMPUS ROUND-UP?

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## MOVERS &amp; SHAKERS

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

Education technology stalwart Bob Harrison has been appointed to the board of trustees at Central YMCA — which includes awarding organisation, YMCA Awards.

Mr Harrison, a regular *FE Week* contributor, is hoping to help steer YMCA Awards through the next phase of its “evolution” as it looks to digitise more services.

His career experience has included being chief examiner at vocational education specialists City and Guilds for 12 years, and

a member of the Ministerial Educational Technology Action Group. He was also a member of Feltag and was recently announced as a judge at the prestigious Stanford University Education Technology Expo in the USA.

Mr Harrison said: “I'm thrilled to be joining the board of such an important organisation. I'm particularly attracted to the values and mission of the YMCA and its commitment to the transformational power of education and training. I am also looking forward to supporting the organisation on its journey to a

more digital future.”

Rob May, director of YMCA Awards, said: “In 2016 and beyond, YMCA Awards will continue to build on our learning technologies and the way we deliver education. The appointment of Bob can only support our aspirations in this space, and I'm sure that he will help to both challenge and inspire us to create education technology products that learners will love.”

Meanwhile, Andrew Cropley has been announced as the new deputy principal for curriculum at the Warwickshire College Group.

He moves from his position as the executive director for strategic planning and business development at The Sheffield College and chair of the university technical college (UTC) Sheffield governing body and academy trust.

Mr Cropley said he was “thrilled” to join Warwickshire College Group.

“The group has an outstanding reputation for teaching and learning and some amazing facilities that provide a first class experience for thousands of students and apprentices each year across Warwickshire and Worcestershire,” he said.

“I am looking forward to working with the team to ensure that the group is well placed to meet the

challenges faced by the FE sector.”

Before joining The Sheffield College Mr Cropley served for 21 years in the Royal Navy in a variety of roles.

These included commanding officer at the Defence School of Languages, staff officer for personnel development at Fleet Headquarters and requirements commander at the Directorate of Naval Training and Education.

He was also chair of Don Valley UTC Academy Trust and Governor Sheffield Inclusion Centre.

And Richmond upon Thames College principal Robin Ghurburun will join the board of trustees at Jisc this month.

At the same time Heather MacDonald, interim principal of Loughborough College, will step down after a three-year tenure on the Jisc board of trustees.

David Maguire, Jisc chair, said: “First of all I would like to thank Heather for her guidance and enthusiasm as a board trustee and Association of Colleges [AoC] representative. During her three years with us we have benefited greatly from her insight.

“Robin will take over from Heather bringing fresh expertise to our board in particular from the FE sector. As well as joining us as a trustee, Robin will also act as the representative for the AoC one of our owners, bringing his expertise as vice chair of the AoC's technology portfolio group,” he said.



Bob Harrison



Andrew Cropley



Robin Ghurburun



Heather MacDonald

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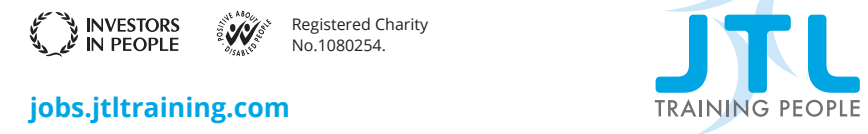
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We all know that starting an apprenticeship can be a new and daunting experience for a number of our employers and learners and that they need support from trusted professionals that take the time and care to make sure that they know what is happening every step of their journey. As well as being a great 'people person' we need you to be able to deliver outstanding success rates and meet our audit needs. If this is you, here is your chance to join a dynamic organisation with a real desire to transform our learners' lives and help employers to grow their businesses.

**Apprenticeship Assessors**

The role incorporates a multitude of tasks; below is a snapshot of the experience we are looking for to fulfil this position:

- a proven track record of delivering SASE apprenticeship provision and growing new areas of business
- a proven track record of meeting and exceeding challenging targets through your own activity and through the effective use of time and resources
- a proven track record of delivering to high success rates, high timely completions and audit compliance
- it would be great if you had a knowledge and understanding of the anticipated changes to apprenticeship delivery to be ready to support us to move to deliver Trailblazers by 2017
- carry out learner and employer inductions including learner skill scans, initial assessment and completion of individual learning plans
- manage a caseload of learners and employers and be their first point of contact and a safe pair of hands
- work with our dedicated Functional Skills Tutors to assess and support our learners to achieve their full apprenticeship frameworks.

We are recruiting for assessors in the following subject areas:

- Health and Social Care Levels 2, 3
- Health and Social Care Management Levels 2 to 5
- Business Administration Levels 2, 3
- Business Management Levels 2 to 5
- Customer Service Levels 2, 3
- Functional Skills Levels 2, 3
- Business Improvement Techniques Levels 2, 3
- Housing Levels 3,4
- Childcare Levels 3,4
- Recruitment Levels 3,4
- Teaching and Learning in Schools Levels 3,4
- Enterprise Level 3
- Contact Centre Levels 2,3

For our full-time posts we are offering competitive salaries with a laptop, mobile phone, mileage at 45p per mile, 25 days holiday plus statutory bank holidays and even a uniform too. We also offer a comprehensive induction and ongoing CPD with additional staff development days. Plus there is a company pension scheme for you to join.

To join our challenging, fast-paced and hugely rewarding team you will be committed to delivering exceptionally high standards for our employers and learners. With our growth plans we are looking to fill these key roles as either full-time permanent positions or on an associate basis (give us a call to discuss the package for this). The roles will be field-based within the regions that are appropriate to you.

For a full job description and to find out more about this exciting opportunity, visit:  
**www.learningcurvegroup.co.uk**

To apply for this role please send your CV and covering letter to [hr@learningcurvegroup.co.uk](mailto:hr@learningcurvegroup.co.uk) or for more information please call 01388 741105 where a member of the HR team will be more than happy to talk to you.



**Department of Services to Business Vacancies**

Bath College is embarking on an exciting plan to substantially increase its apprenticeship programme to meet expected demand in the area. Dealing with significant growth in all areas already this year, the college is seeking to recruit Apprenticeship Training Officers, Assessor/Trainers and Internal Quality Assurers for our already highly successful apprenticeship scheme, currently possessing the best apprenticeship success rates in the West of England. In return for your talent, dedication and hard work the College offers an attractive salary package, mileage allowance, pension and a generous holiday entitlement. If you feel you have the skills to add to our excellent apprenticeship team please do contact us or visit our website. All vacancies (other than the Lecturer in ACCA Fundamentals) will require travelling so it is essential that you have your own transport.

- Construction Training Officer (full time)
- Carpentry Assessor/Trainer (full time)
- Business Administration and Traineeships Assessor/Trainer (full time)
- H&SC Internal Quality Assurer (variable hours)
- Lecturer in ACCA Fundamentals

If you would like to apply for these jobs please visit the Bath College website by following this link: [www.bathcollege.ac.uk/college-information/join-our-team/job-vacancies](http://www.bathcollege.ac.uk/college-information/join-our-team/job-vacancies)

**Closing Date: 1st February 2016**  
**Interview dates to be advised**

EXECUTIVE SEARCH

**SEEKING OUT THE TALENT OF THE SECTOR**

Our search experts are on a mission to help our sectors' talent to find their dream job - helping to improve standards and drive change. So, if you are passionate about further education and you're looking for your next move, get in touch.

BRINGING TOGETHER FE ASSOCIATES & BW CONSULTANTS  
FEA  
FEA.CO.UK | 01454 617 707

JOB

**BE PART OF IT**

**Academy Manager - Maths**  
 Ref: 855  
 Full-time - £32,691 - £37,306  
 Closing date: Wednesday 20 January

Apply at [www.cityplym.ac.uk/jobs](http://www.cityplym.ac.uk/jobs)  
 01752 305322  
[recruitment@cityplym.ac.uk](mailto:recruitment@cityplym.ac.uk)

City College Plymouth is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The College is an equal opportunities employer.

WE ARE A FAST GROWING EDUCATION AND TRAINING COMPANY WHO NEEDS MORE GREAT PEOPLE. TO DO GREAT THINGS!

**ARE YOU OUR NEXT SUPERHERO?**

DO YOU HAVE A 'CAN DO' ATTITUDE, LOTS OF ENERGY AND A PASSION FOR SUPPORTING OTHERS TO BE ALL THEY CAN BE? IF YES, WE HAVE EXCITING CAREER OPPORTUNITIES WAITING FOR YOU.

**WE ARE LOOKING FOR**

- > E-LEARNING TUTORS AND ASSESSORS- TO SUPPORT AND ASSESS OUR DISTANCE LEARNERS
- > E-LEARNING BUSINESS DEVELOPER- ABLE TO REVOLUTIONISE DISTANCE LEARNING
- > E-LEARNING CUSTOMER CARE- EXPERIENCED IN SUPPORTING LEARNER ENQUIRES
- > OPERATIONS ADMINISTRATOR
- > MARKETING EXECUTIVES

FOR FURTHER DETAILS PLEASE CONTACT [CARINAP@IN2AMBITION.COM](mailto:CARINAP@IN2AMBITION.COM) WITH YOUR CV & A COVERING EMAIL BY WEDNESDAY 20TH JANUARY.

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[WWW.IN2AMBITION.COM](http://WWW.IN2AMBITION.COM)

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*The only newspaper dedicated to further education and skills*

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**FE Week**

**ENGLISH AND MATHS JOBS**

WE ARE CONTINUING TO OFFER FREE RECRUITMENT ADVERTISING FOR ALL ENGLISH AND MATHS TEACHING ROLES. GET IN TOUCH WITH HANNAH BELOW FOR MORE INFO

TO ADVERTISE WITH US CALL HANNAH SMITH ON 020 81234 778 OR [HANNAH.SMITH@FEWEEK.CO.UK](mailto:HANNAH.SMITH@FEWEEK.CO.UK)

**The College of West Anglia**

**WE ARE LOOKING FOR**

**MATHS LECTURER**

Salary: £12996 – £17948 per annum  
 Appointments will not usually be made above point L10 (£15474) and progression beyond point L10 is subject to the attainment of certain qualifications  
 Post Ref: 564034  
 Base: King's Lynn  
 Hours: 20 hours per week  
 A Golden Handshake of £1,600 is applicable, which is payable on joining.

You will have a Degree in Maths or a related subject or equivalent and experience in teaching Maths in a School, College or to adults. You must also have Teaching qualification eg Certificate in Education and Training (L4) or equivalent and Level 2 Literacy (GCSE A-C) or equivalent or be willing to obtain them.

**GCSE ENGLISH CO-ORDINATOR / LECTURER**

Salary: £24,044 – £33,205 per annum  
 Appointments will not usually be made above point L10 (£28,627) and progression beyond point L10 is subject to the attainment of certain qualifications  
 Post Ref: 528003  
 Base: Kings Lynn  
 Hours: 37 hours per week

You will teach English on a range of programmes and co-ordinate the work of the English GCSE team. You must have a Degree in English or equivalent and experience of teaching GCSE / Functional Skills English in schools or an FE College. You must also have Teaching qualification eg Certificate in Education and Training (L4) or equivalent and Level 2 Numeracy (GCSE A-C) or equivalent or be willing to obtain them.

We offer an excellent package including a generous annual leave allowance, plus five College closure days (pro-rata for part-time), fee waivers on some College courses and a contributory pension scheme.

You can now view all our current vacancies on [www.cwa.ac.uk](http://www.cwa.ac.uk) and apply on-line should you wish to. For more information on working in the local area, please go to [www.workinginwestnorfolk.co.uk](http://www.workinginwestnorfolk.co.uk).

Closing date for receipt of all applications: 12 noon, Friday 22 January 2016

[www.cwa.ac.uk](http://www.cwa.ac.uk)

JOB

**BUSINESS INTELLIGENCE / DATA ANALYST (SQL, SSRS)**  
**£27,886 - £32,431 PER ANNUM**  
**FULL TIME | PERMANENT**



Bury College is a Further Education College offering a wide range of courses to over 5000 full time students and over 5650 part time students each year. The college currently works with over 50 high school partners, welcoming students from Bury and the surrounding areas.

Data analysis function producing data dashboards and reports is essential.

You will hold a degree or equivalent qualification in Information Management/Technology and have demonstrable skills in SQL Server development, including T-SQL, SSRS, SSIS.

This role will suit an experienced MI Analyst who has been developing and implementing complex models and reports with strong use of SQL & MI extraction

Full time roles – 37 hours per week

Closing date: 28 January 2016

We are now looking to recruit an experienced Data Analyst to support the work of the department and ensure accurate information is provided to internal and external customers in an efficient and effective manner.

The role will involve analysing and evaluating data to develop dashboards and reporting solutions to help strategic and operational decision making and to identify trends. Previous experience within a MIS/

Please visit [www.burycollege-careers.co.uk/Vacancies/Vacancies](http://www.burycollege-careers.co.uk/Vacancies/Vacancies) to download and read the Job Description and the Guidance Notes carefully before completing the application form

[www.burycollege-careers.co.uk/Vacancies/Vacancies](http://www.burycollege-careers.co.uk/Vacancies/Vacancies)

**ENGLISH LECTURER**

**SALARY: £25,476 – £36,360 PA PRO RATA**  
 An English Lecturer required to teach up to A Level.



This role is for up to a 0.7 contract. Job share will be considered.

Major tasks will include:

1. Delivery of the Curriculum
- 1.1 To teach designated classes or individual students with regard to the requirements of the relevant teaching and learning programme.
- 1.2 To monitor, assess and report the progress of such students.
- 1.3 To keep registers and student records as may be required in the preparation of statistics for external and internal use.

- 1.4 To promote in students recognition of the significance of English language and literature and a positive attitude to working in this sector.
- 1.5 To develop materials / activities for English related courses that will allow the student to enhance and apply knowledge and develop understanding.
- 1.6 To assist students to be flexible in response to the changing demands of the English curriculum.
- 1.7 To liaise with external agencies to enhance curriculum delivery.
- 1.8 To ensure all classroom activities are conducted in a safe manner.
- 1.9 To establish strategies for managing lateness.

You will hold a Level 5 teaching qualification together with a degree in English or related subject.

It is also essential that you hold an in depth knowledge of the subject specialism to teach on level 2, 3 or 4 qualification together with knowledge and understanding of course work requirements and assessment.

This role will require an enhanced DBS check.

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

Closing date 21st January  
 Interview date to be confirmed

To apply, please visit our website: [www.newcollege.ac.uk](http://www.newcollege.ac.uk)

## MATHS LECTURER

Salary up to £33,753



Do you want to be part of a rapidly improving team which is vital to the development of our learners and integral to our drive toward outstanding?

**FULL-TIME AND PART-TIME HOURS AVAILABLE**

We are seeking **outstanding practitioners** who will lead and manage achievement and support the Director of maths and English in the progress of all our students.

The **maths and English team** work from a dedicated learning zone which brings together the resources and lecturers to ensure that learners have the best possible experience.

Applicants will be expected to deliver on a range of courses including GCSEs, Functional Skills, Adult Awards and Level 3 Progression.

**Wigan & Leigh College** believe that maths and English are key areas of study which support students on their progression through College and on to HE or employment.

Our aim is to assist students to become independent learners who can meet standards of maths and English and are able to utilise these in the world of work. We are committed to ensuring that students reach their full potential and learn in a stimulating environment that challenges and motivates, using learning technology effectively to enhance and extend students' and apprentices' knowledge and skills.

**Closing date 22 January 2016**

For more information on this vacancy or to complete an application form visit:  
[www.wigan-leigh.ac.uk/job-vacancies](http://www.wigan-leigh.ac.uk/job-vacancies)

The successful candidates will be required to apply for a Disclosure and Barring Service (DBS) Enhanced check.

## Riverside College

We are looking for talented individuals with a commitment to excellence, to undertake the following role:

### GCSE and Functional Skills English Lecturer

Part Time (29.6 hours per week), Temporary Maternity cover  
The qualified lecturer scale starts at **£23,832 rising to £35,982**

We welcome applications from NQTs

This post is subject to an enhanced DBS Disclosure

Application forms and job descriptions are available on our website [www.riversidecollege.ac.uk](http://www.riversidecollege.ac.uk)

E-mail: [HRUnit@riversidecollege.ac.uk](mailto:HRUnit@riversidecollege.ac.uk)

Closing date: 12 noon Wednesday 20th January 2016

**Riverside College**  
Widnes & Runcorn



## 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](mailto:jobs@nccskills.co.uk)

[www.nccskills.co.uk](http://www.nccskills.co.uk)



**MATHS TEACHER AT THE ACADEMY GRIMSBY - REF: 15/468**  
**ENGLISH TEACHER AT THE ACADEMY GRIMSBY - REF: 15/470**  
**£22,224 - £37,871 PER ANNUM**  
**37 HOURS PER WEEK**

Required for September 2016. Due to rapidly expanding numbers, The Academy Grimsby requires a Maths teacher and an English teacher to work within an already strong department.

The Academy Grimsby is a small school with BTEC pathways, with Engineering being the most popular. We are looking to recruit an enthusiastic teacher who can teach Maths and an enthusiastic teacher who can teach English across Year 10 and 11. There is also the opportunity to teach post-16 at our new sixth form centre, Career 6.

We will be operating informal tours on **Tuesday 19th January at 4pm and 5pm**. Please contact us on **01472 311231** if you would like a space on one.

In return for your experience and skills, we can offer you a good salary, pension membership (TPS), access to a wide range of other Group benefits and opportunities for career and personal development progression. If having read the job description you are interested in this role, please visit

## MATHS TEACHER REQUIRED

Salary: Competitive + Golden Hello Incentive

Closing Date: 22nd January 2016

Contract Type: Permanent Full-time

Location: Ellesmere Port, Cheshire

**WEST CHESHIRE COLLEGE**

LEARN EXPERIENCE  
SUCCEED GROW

WORKING TOGETHER TO ACHIEVE SUCCESS

We are seeking a dedicated, forward thinking, enthusiastic and inspiring Maths Teacher to deliver Functional Skills and GCSE Maths to students on full-time vocational programmes. You will be part of a successful team working towards our mission of being an exceptional College. We are looking for a talented teacher with the enthusiasm and drive to live up to our high expectations to deliver. You will work in a supportive yet high energy atmosphere.

Applicants will need to have a Level 4/5 Diploma in Maths and/or a Degree in Maths and a teaching qualification.

We can offer you:

- CPD Programme
- 100% focus on improving outcomes for our students
- Strong support for your further professional development
- Golden Hello Incentive, following successful completion of your probationary period

We require you to:

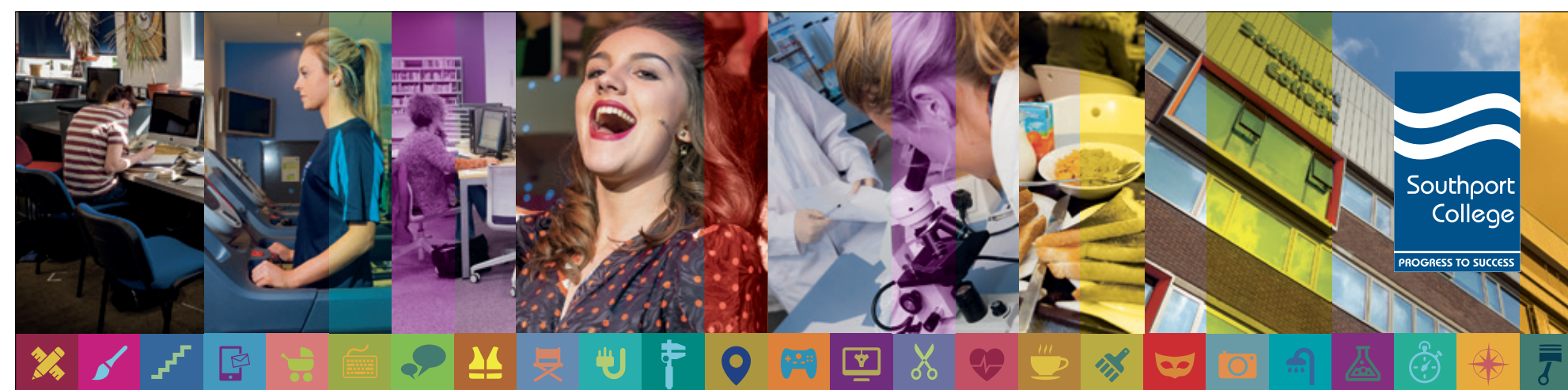
- Be passionate about your students' learning and development
- Be an exceptional team player with a positive outlook
- Have high expectations of students' learning and behaviour
- Be an experienced classroom practitioner with a strong record of achievement and success

If you are passionate about improving outcomes for students and you are looking for an exciting opportunity to have a real impact in a fast-paced environment, then we want to hear from you.

Each employee is required to undergo a Disclosure and Barring Service (DBS) check and must commit to safeguarding and promoting the welfare of children, young people and vulnerable adults.

Your application should tell us how you think you can contribute based on the above and the Job Description and Person Specification available on the College's website. If you feel you meet the above requirements, then we would welcome an application from you.

Full application details can be located on our website at [www.west-cheshire.ac.uk](http://www.west-cheshire.ac.uk). Should you require any further information please do not hesitate to contact a member of the Organisational Development & HR Team on 01244 656382.



**Southport College**  
PROGRESS TO SUCCESS

## Southport College 0.5 Lecturer in English

**Fixed Term Contract until 30th June 2016**

**Ref: SL0042-0116**

**Salary: £11,751.00 to £14,668.50 per annum**

**The closing date is Friday 29th January 2016 at 12.00 noon.**

The role is to teach GCSE English and/or functional skills to classroom-based learners, including those aged 16-18 within a specified curriculum area and other areas of the College.

Sessions will be conducted on the main college campus.

The successful candidate will have relevant teaching experience of GCSE English and/or Functional Skills and be able to meet the flexible access and delivery demands of 16-18 learners.

**For further details please visit our website or email [personnel@southport.ac.uk](mailto:personnel@southport.ac.uk) or call 01704 392721 during office hours.**

Southport College is committed to safeguarding and promoting the welfare of children and young people. If successful, you may be required to undertake a Disclosure and Barring Service (DBS) Disclosure.



**Southport College works**

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# AAC | 2016

**FE WEEK ANNUAL APPRENTICESHIP CONFERENCE AND EXHIBITION 2016**

ICC BIRMINGHAM | WEDNESDAY 16 - FRIDAY 18 MARCH

**CONFERENCE THEMES FOR AAC 2016 HAVE BEEN ANNOUNCED:**

**DAY ONE - 16TH**

APPRENTICESHIP SYSTEM REFORM - FEES, FUNDING, LEVY AND DIGITAL VOUCHERS

**DAY TWO - 17TH**

FROM FRAMEWORKS TO STANDARDS

**DAY THREE - 18TH**

ASSESSMENT - PLANS, END-POINT ASSESSMENTS AND APPROVED ORGANISATIONS

**WORKSHOP TOPICS WILL INCLUDE:**

FEES, FUNDING, LEVY AND DIGITAL VOUCHERS | FROM FRAMEWORKS TO STANDARDS | ASSESSMENT - PLANS, END-POINT ASSESSMENTS AND APPROVED ORGANISATIONS | DEGREE APPRENTICESHIPS | ENGLISH AND MATH FOR APPRENTICES | TRAILBLAZER EMPLOYER GROUPS AND STANDARDS DEVELOPMENT | BEST PRACTICE WHEN SUB-CONTRACTING APPRENTICESHIP DELIVERY | GROUP OR APPRENTICESHIP TRAINING AGENCIES | CAREERS ADVICE OR MARKETING | INSPECTION AND AUDIT

**ANNOUNCING OUR FIRST KEYNOTE SPEAKER**



**SIR MICHAEL WILSHAW,**  
HER MAJESTY'S  
CHIEF INSPECTOR



**BOOK BEFORE  
JANUARY 29 TO  
RECEIVE 25% OFF**

**AAC 2016 HOST:  
EMILY MAITLIS  
BROADCASTER &  
JOURNALIST**

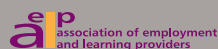


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## FE Week Sudoku challenge

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

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

Difficulty:  
**EASY**

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

Difficulty:  
**MEDIUM**

Solutions:  
Next week

### Last Week's solutions

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

Difficulty:  
**EASY**

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

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.

Last week's spot the difference winner was Clarkson Evans Training compliance manager Sharna George, in Gloucester.