

FE Week

**SUBCONTRACTOR
'COLLAPSE'**



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**CORBYN THE
CHEERLEADER**



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**IN-YEAR GROWTH
REQUEST RESULTS**



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Picture by Milton Furtao

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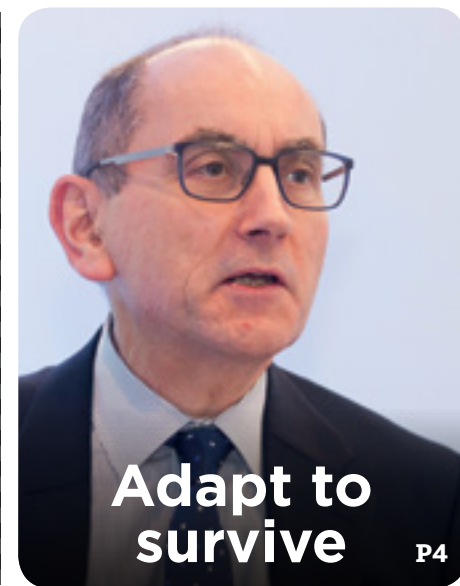
TREASURY SETS ASIDE £560M FOR COLLEGE RESTRUCTURES

- > Plans leaked to FE Week reveal 'facility' at Treasury until April 2019
- > AoC welcomes 'necessary' support for area review transitional costs

JUDE BURKE
@JUDEBURKE77

EXCLUSIVE

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NEWS

Principal blamed as college sent into administered status

JUDE BURKE
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The FE Commissioner has singled-out former principal Jacqui Mace (pictured) for failings at a London college that has been placed into administered status.

Dr David Collins said this in a report published on Thursday (February 18) on Stanmore College, which was led by Ms Mace until December.

A letter published on the same day, from Skills Minister Nick Boles to college chair John Howard, confirmed that he had accepted Dr Collins' recommendation that it should be placed into administered status.

Dr Collins said his team, which inspected the college in December, had found "at all levels, [a] lack of confidence in the [former] principal's ability to lead the college going forward".

His report added staff and managers had been "highly critical of her [Ms Mace]".

It also said Dr Collins' team advised Mr Howard that Ms Mace "should not continue with an active role in the college and should not return after term ends [last December]".

The visit by Dr Collins' team to the 3,500-learner college, which has a current SFA allocation of £2.1m, was prompted by an inadequate Ofsted rating in November.

Following publication of the Ofsted report,



the college governors took "decisive action" to replace Ms Mace "in terms of the day-to-day running of the college by an externally appointed interim principal", Dr Collins said.

The board had agreed that Ms Mace should move to an "externally-focused" role, developing the college's planned merger with neighbouring Harrow College, until Ms Mace's planned retirement at the end of March, the FE Commissioner added.

But this was considered "inappropriate" by Dr Collins. Interim principal Sarbdip Noonan told FE Week on Thursday

that Ms Mace was no longer employed "in any capacity by the college".

However, she declined to confirm if she had been sacked.

"All staff are now working in a focused and urgent way to improve the college's quality of provision and ensure our learners are successful," he added.

"We have every confidence that the strengths of the college will be consolidated further and the areas for improvement will be transformed to strengths."



FE WEEK NEWS IN BRIEF

Train your sights on WorldSkills UK
 WorldSkills UK is looking to appoint experts to train Squad UK and Team UK for the next international competition, which takes place in Abu Dhabi next year. The organisation said competitions played a vital role in raising standards, esteem and levels of expertise in further education, apprenticeships and skills. They enable participants to develop outstanding skills in a range of industries across the built environment, cultural and creative arts, professional services, engineering, IT and business administration. You can find more information at www.findafuture.org.uk

College recognised for innovative scheme
 City of Wolverhampton College has won an award for its programme designed to tackle local unemployment and skill shortages. The college won the Association of Colleges (AoC) Leading Light Award for its scheme. The college works with employers including Jaguar Land Rover, BAE Systems and Lego. Claire Boliver, the principal, said: "We are absolutely delighted to win the award because it demonstrates our hard work with employers and the local community to get people back into work." See the full list of the AoC Beacon Award winners on www.feweek.co.uk

East London colleges plan merger to survive
 Hackney Community College and Tower Hamlets College plan to merge to create a more sustainable single college. Both colleges will retain their existing campuses, names and branding. Tom Mautner, chair of Hackney Community College's board of governors, said: "We will be in an excellent position to achieve our shared vision of maintaining high quality and wide-ranging further education." The new board of governors will have an equal number of governors from the two existing colleges, with a new, independent chair.

Provider's cashback query met with 'grave concerns' by SFA

JUDE BURKE
 @JUDEBURKE77

One of the largest providers of apprenticeships has asked the Skills Funding Agency for permission to give cashback to employers, prompting the agency to say it would have "grave concerns" about any such arrangement.

In an email about Trailblazer funding, dated 22 December and released to FE Week following an FOI request, JTL Training asked the funding agency if it could offer "free training vouchers, tools or bank credit" to certain employers.

The payments from the provider, which has an SFA allocation of £17.3m for 2015/16, would be "completion grants from its charitable reserves" to employers that it said would be "treated adversely under the new funding arrangements", the email from JTL chief executive Jon Graham said.

In a reply dated 14 January, the SFA said: "It is a core principle of the apprenticeship programme that it is co-funded between government and employers.

"We would have grave concerns about any grants not going with the grain of government policy."

However, the email suggested that the agency's powers to enforce this principle were limited. The information given was intended to "clarify the position on the funding rules",

it said. "We will not offer advice on what are clearly your commercial decisions," it continued.

Under funding rules for the new Trailblazer apprenticeships, each standard is allocated one of five government funding caps (six from 2016/17).

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. Employers can claim one or more incentive payments on offer from the government: a 16 to 18 apprentice payment, a small employer incentive and a completion incentive.

JTL Training, which was rated good across the board at its last Ofsted inspection in December 2012, runs apprenticeships and traineeships in the electrical, plumbing, heating and ventilating, and electrical maintenance sectors.

Its SFA allocation of £13.7m for 16-18 apprenticeships and traineeships in 2015/16 is the largest such allocation of any training provider. According to its most recent accounts, the provider had 4,764 apprentices in training at the end of July 2014.

Mr Graham told FE Week that they had been exploring ways to make the transition from apprenticeship frameworks to new Trailblazer standards "as a simple as possible" for their employers, many of whom are "very small, micro-businesses".

For most of these employers the SFA's incentive payments would cover their contributions, Mr Graham said, but for "about 10 or 15 per cent" of their employers "when we did the calculations, depending on the size, of the age, of an employer, that wasn't always the case".

The SFA has confirmed that JTL has not finalised any Trailblazer funding arrangements with employers, and does not have any apprentices on Trailblazer standards.

A spokesperson for JTL described the email exchange as a "purely conceptual discussion".

"The SFA provided guidance and direction to JTL in the absence of current practice, and of course as soon as they advised of concerns, we immediately discontinued this idea," the spokesperson said.

A spokesperson for the SFA said: "If providers are found to have broken the co-funding principles set out in the funding rules we will issue them with a notice of breach."

Penalties for a breach include contract termination, in the case of a serious breach.

"We are currently reviewing the impact of other funding sources on the co-funding model, and will update the 2016 to 2017 funding rules if we consider that further clarification is needed," the spokesperson added.

NEWS

Apprenticeship funding cut a 'complete shock'

BILLY CAMDEN
 @BILLYCAMDEN

The Skills Funding Agency's decision to slash funding rates for a popular level three apprenticeship framework has been labelled a disaster. It was announced on Wednesday that the IT, Software Web and Telecom Professionals apprenticeship framework would be cut by about £2,000 from 1 April.

The SFA has not reduced apprenticeship framework rates since 2012/13, after a freeze was imposed during plans to switch to the new standards funding system.

Providers warned that the reduction in funding would only decrease the number of apprentice starts and quality of provision.

Ben Pike, managing director of QA Apprenticeships, one of the largest providers of this framework, said: "The lack of consultation and short notice for the drastic cut in funding for tech frameworks is met by surprise.

"The most significant concern for employers is that such large reduction in funding will directly lead to lower quality delivery, particularly as providers will have to reduce contact time and no longer be able to afford to utilise the high-cost specialist tutors and assessors that are required to develop the skills the sector needs."

Anthony Hobbs, managing director of Baltic Training Services, another provider

PROVIDERS DELIVERING THE L3 IT APPRENTICESHIP (TOP 7)	13/14 LEAVERS
BRITISH ARMY	490
QA LIMITED	450
REDWOOD EDUCATION AND SKILLS LIMITED	250
BALTIC TRAINING SERVICES LIMITED	200
WEST NOTTINGHAMSHIRE COLLEGE	170
BROOKLANDS COLLEGE	160
BRITISH TELECOMMUNICATIONS PUBLIC LIMITED COMPANY	150

Source: SFA National Success Rate Tables for 2013/14
 www.gov.uk/government/statistical-data-sets/sfa-national-success-rates-tables-2013-to-2014

of the IT framework, said: "It comes as a complete shock and is nothing short of a disaster.

"This decision simply does not reconcile with the direction the economy is heading in where the need for a robust digital skills strategy and investment is needed.

"It will definitely reduce the number of apprentice starts, reduce the quality of provision available and reduce the investment available to ensure tech education remains current."

The announcement comes three years after the National Audit Office criticised the SFA for a "lack of reliable evidence to support the estimate of training costs", which it said "may mean that some frameworks have become more financially attractive to offer than others".

The report added that the SFA was "not in a position to judge the extent to which providers

may be generating significant surpluses or losses due to the rates paid on individual frameworks".

"The agency is proposing to simplify the funding rates and increase transparency on adult skills funding from 2013/14," it said.

However, the agency confirmed in December 2013 it was scrapping plans to simplify the rates, which until now have remained unchanged. The SFA said the rate for the competence qualification would fall from £8,673 to £6,650, a 23 per cent reduction.

For a fully-funded 16-18 year-old learner, this would equate to a fall from £9,299 to £7,131 as part of a framework that typically attracts funding of more than £15,000.

The update bulletin, where the announcement was made, said: "This is part of our regular review of apprenticeship

FULLY-FUNDED COMPETENCY AIM	16-18	19-23	24+
Current fully funded rate	£9,299	£8,673	£6,938
New fully-funded rate	£7,131	£6,650	£5,320
Reduction	£2,169	£2,023	£1,618
Reduction	-23%	-23%	-23%

CO-FUNDED COMPETENCY AIM	16-18	19-23	24+
Current co-funded rate		£4,336	£3,469
New co-funded rate		£3,325	£2,660
Reduction		£1,011	£809
Reduction		-23%	-23%

Analysis by Nick Linford, author of www.lsect.co.uk/funding-guide
 Excludes area cost uplift (up to 20% more) and disadvantage uplift (up to 32% more)

framework costs to ensure value for public funds.

"From 1 April 2016, we will reduce the funding values for new apprenticeship starts only; those already on programme will remain on their existing rates."

Stewart Segal, chief executive of the Association of Employment and Learning Providers, told FE Week he would be calling on the SFA to review the timing of its decision.

He said this "very short notice" change had not been thought through and would "inevitably disrupt starts for learners and employers".

GRANT FACILITY FOR SMALL FIRMS 'FULLY COMMITTED'

ALIX ROBERTSON
 @ALIXROBERTSON4

Providers have been left waiting, as the Skills Funding Agency admits to having "fully committed" the budget for the Apprenticeship Grant for Employers (AGE) facility for 2015-2016.

AGE 16 to 24 supports businesses that would not otherwise be able to recruit 16 to 24 year olds into employment through the apprenticeship programme. The facility works on a first-come-first-served basis for employers with fewer than 50 employees. They can receive up to five grants in total, each worth £1,500.

FE Week made enquiries with the SFA after being approached by a college, which said it had put in a growth request using AGE funding for 2015 and had been told there was no money left.

The college's deputy principal said: "It does seem crazy to me that we are expected to go to small businesses, sell them apprenticeships for the first time, tell them the government wants to support them with a £1500 grant — only to then tell them that the government has no money to pay them.

"I can see a number of these small employers then deciding that they cannot afford to keep the apprentice on," he added. In response to FE Week's enquiries, an

SFA spokesperson explained that the agency was now looking to recall AGE funding that was not being used, in order to meet other providers' growth requests.

She said: "For the 2015 to 2016 financial year, we have acknowledged and responded to all AGE facility requests. AGE is a finite budget.

"All available budget is committed (i.e contracted) in provider facilities, however this is not all being utilised by providers.

"We are about to run our performance management process to support the reallocation of funds to those providers requiring growth. We aim to fund all AGE eligible growth claims, subject to affordability."

She added: "In the meantime, we are contacting providers with unutilised AGE budget to advise them of the need to reduce their facility, in line with their actual and forecasted activity."

At the college that approached FE Week, the deputy principal highlighted that this deferral has come on top of a delay to its 16-18 growth request, a funding hold up that has caused widespread frustration. (See pages 16-17).

"There will be impacts to our and our subcontractor's reputation if we do not get the £31,500 we have asked for," he said.

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NEWS

Lead providers step in after subcontractor ‘collapses’

PAUL OFFORD @PAULOFFORD

Four lead providers based in the north east have said they are taking steps to ensure more than 160 apprentices get qualifications after their subcontractor was said to have ceased trading.

Learning Curve Group (LCG) chief executive Brenda McLeish (pictured) told *FE Week* on Tuesday that her company had been informed by Sunderland-based Xiscad Training Ltd it was going into liquidation.

It means, *FE Week* understands, that alternative training arrangements need to be made for 164 level three and four IT professional apprentices that were with Xiscad, through subcontracting with LCG, Sunderland College, Stockton Council, and South Tyneside Council.

LCG, which employed Xiscad as a subcontractor for 97 level three and four IT professional apprentices through an SFA contract worth £1.8m as of last December, is setting up a new training centre in Sunderland next Monday, specifically for affected learners.

Ms McLeish told *FE Week*: “We have been working with Xiscad since 2011 with no problems. They were with us for our ‘good’ Ofsted rating [in March 2014].



“Unfortunately, on 10 February, they told us they had taken the decision to liquidate. “We have retrieved all our apprentices’ files and record of work they have done attempted to contact every single one of them via phone, text, emails or social media.

“We are opening a brand new IT training facility in Sunderland on Monday so we can continue with their training directly.”

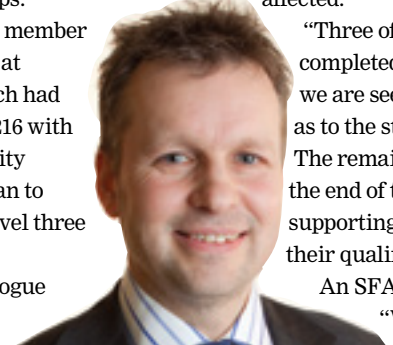
Nigel Harrett (pictured), the deputy principal of Sunderland College, which had an SFA contract worth £253,566 with Xiscad, said: “We are aware that Xiscad ceased trading last week.

“As a result, we have been in contact with the 35 [level three] apprentices and six on traineeships who are funded through Sunderland College, and we have also held an information, advice and guidance event for them.

“In addition, our business development team is currently working with employers to establish opportunities for the 41 people affected to be able to complete their apprenticeships and traineeships.”

Councillor John Anglin, lead member for regeneration and economy at South Tyneside Council, which had an SFA contract worth £265,216 with Xiscad, said the local authority was “doing everything we can to support those affected [21 level three apprentices]”.

“We have opened dialogue with all of our



apprentices and are currently reviewing their files,” she added.

“Moving forward, we will look to appoint a new supplier to support the apprentices in completing their qualifications as well as identifying potential new employment opportunities.”

Councillor Jim Beall, cabinet member for adult services and health at Stockton Council, which had a contract worth £88,325 with Xiscad, said: “We are doing everything we can to support the 11 [level three] apprentices affected.

“Three of them have recently completed their apprenticeships and we are seeking urgent clarification as to the status of their qualifications. The remaining eight are nearing the end of their training and we are supporting them so they can complete their qualifications.”

An SFA spokesperson said: “Where our providers

decide to use subcontractors, we expect these arrangements to add value to the provision and for public funding to be used to directly support learners.

“Xiscad is a subcontractor to a number of lead providers and we are working with these organisations to ensure there is minimum disruption to learners and employers and ensure continuity of training.”

The homepage of the Xiscad website was down and there was no answer on the main company phone number up to Thursday (January 18).

But when *FE Week* called company director Steven Carr’s mobile number, a man who answered, but refused to confirm his name, said: “I can’t comment [on the trading status of Xiscad]. It is in the hands of the insolvency people.”

However, an Insolvency Service spokesperson told *FE Week* before publication that it and Companies House had not yet been made aware Xiscad had folded.

You must adapt to survive, SFA boss tells FE leaders

ALIX ROBERTSON @ALIXROBERTSON4

The chief executive of the Skills Funding Agency (SFA) has warned providers that failing to adapt to changes in the FE sector could put their future in the market at risk.

Peter Lauener (pictured), who is also chief executive of the Education Funding Agency, described recent changes in the sector as radical and stressed the importance of providers finding ways to work with the new system, in a speech at the Skills Summit yesterday in London.

He told an audience dominated by colleges and training providers: “This is a radical,



radical change programme and in any radical change programme there are some organisations, some employers that will adapt and work out the best way of working with the new system — and there are others that will take longer.”

He warned that failing to adjust to developments, such as the impending introduction of the apprenticeship levy, could jeopardise providers’ progress.

“There is risk in this, particularly probably for training organisations and for colleges if they don’t adapt to the new world,” he said.

Mr Lauener repeatedly acknowledged that the process would not be an easy one, but reassured his audience that though there were “some big, big challenges” there would also be “some big opportunities”. “There is, I think, a lot of opportunity for innovation. Providers do need to diversify; they need to be the first port of call for employers, whether that’s colleges or independent training



providers.

“That’s the biggest single difference that we’re looking to build into the system as the levy gets underway,” he said.

He told his listeners that although he saw the future as “a challenging environment”, he also looked to the next five years with “considerable optimism”.

“There will be enormous challenges for colleges, for other providers, for employers, in all this. But there will be massive opportunities as well for apprenticeship growth,” he said.

He said that with funding from the apprenticeship levy, the government target of 3m new apprenticeships by 2020 would be “an achievable target”.

“I see no reasons why that should not be achieved with the tools that have been in

place and the funding that has been put in place,” he said.

When pressed in a question and answer session to expand on what the potential risks would be for providers who failed to keep up with this changing landscape, Mr Lauener replied: “In the system, the demand will come from employers and under the adult education budget will be a matter of meeting local needs.

“This will be national entitlements and other things but the exact provision needs to be right for the locality — people need to adapt to that and people who don’t adapt won’t do as well.”

He said it would be “no good” to call for a return of the old system.

“The people who don’t adapt to the market won’t have a future in the market,” he said.

NEWS

College numbers could fall dramatically, principal says

ALIX ROBERTSON @ALIXROBERTSON4

The number of colleges in England could drop by a third over the next two years, according to one principal with first-hand experience of the government’s area review process.

Stuart Cutforth, the principal and chief executive of Chesterfield College, raised the issue in a speech at the 2016 Emfec conference in Nottingham, saying that he expected the number of colleges in England to fall to 200 by 2018.

Mr Cutforth spoke about his experiences of leading Chesterfield College through the first wave of the post-16 education and training area based reviews, at the Innovation in FE – Embracing Devolution conference on 8 February.

He said his college’s review had started last September and should have finished at the start of February, but is still not complete.

He described taking part in a process of “speed dating” over three and a half months, during which the nine colleges in the Sheffield City region – all of which are rated good or outstanding by Ofsted — were encouraged to look at working collaboratively together.

“These are unprecedented times for FE, makes no bones about this, this is real, this is going to happen and we need to embrace it. Whether we like it or not, area based reviews are here to stay,” he said.

“We have got radical restructuring brought upon us by political intervention ... This is the



Nic Dakin MP in conversation with Nick Linford at the Emfec Annual Conference

biggest change for 22 years – it is serious.”

Mr Cutforth said that since 1993 the FE sector had lost a third of its colleges, and that he predicted the number of colleges in England would drop down to just 200, possibly as soon as 2017.

“If you sit and wait for the FE commissioner to sort this out, you will lose. Get on with it and find some solutions for yourself,” he advised the conference audience.

He added that merger did not have to be the only option, despite the government calling for fewer, larger institutions in the future. “I know colleges fear that word. I’ve merged a college, I’ve stopped a college from being merged – I know the difference,” Mr Cutforth said.

“The merger of my previous college, City College Birmingham, with South Birmingham saved about £200,000 — that’s it, that’s all. That won’t work on its own,” he added.

Nick Linford, *FE Week* interim editor

and chair of the event, pressed the other FE experts taking part in the morning’s Creating Innovation in the Skills and Education Sector panel discussion to give their views on the future for college numbers.

The panel of five all said that the number of colleges was likely to fall as a result of changes brought about by the area review process. Andy Wilson, the principal of Westminster Kingsway College and chief executive designate of City and Islington and Westminster Kingsway Colleges, agreed with Mr Cutforth that the number of colleges could drop by a third to 200.

Melanie Ulyatt, the regional chairperson for the Federation of Small Businesses predicted 243 colleges over the next two years, while Mark White, the chair of the Association of Colleges Governors’ Council, expected 253 and Jo Lappin, the chief executive of Northamptonshire Enterprise Partnership, guessed 260.



Mr Linford also asked members of the conference’s afternoon session on how many colleges they expected to see by 2018, but none were willing to give a figure. The Future Horizons for the Skills and Education Agenda panel included Gill Clipson, the deputy chief executive of AoC; Paul Eeles, the chief executive of Emfec; David Hughes, the chief executive of the Learning and Work Institute; Chris Moody, the chief executive of Landex; Stewart Segal, the chief executive of the Association of Employment and Learning Providers; and Jill Westerman chair of FETL and principal of The Northern College. Mr Segal did confirm that he expected an overall decrease in the number of colleges in England by the time of the 2018 Emfec conference.

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NEWS

Row over make-up of new policing body

PAUL OFFORD
@PAULOFFORD

The Government has come in for criticism after rejecting attempts to ensure representatives from FE providers and trade unions sit alongside employers on the new apprenticeships policing body.

Labour tried unsuccessfully on 11 February to get a clause inserted into the enterprise bill, which would have ensured the Institute for Apprenticeships, which will monitor standards and quality, was “broadly based”.

The rejected clause stated that the make-up of the institute should “take into account the experience and contribution of all interested parties”, including employers, FE providers and trade unions.

The government, which indicated the planned body would be “employer-led”, claimed this was too prescriptive.

It caused Martin Doel, chief executive of the Association of Colleges to say: “While the institute should, quite properly, be employer-led, there must be some representation from colleges. We would like to see at least two members of the institute with direct experience of delivery in the FE sector.”

Andrew Harden, national head of FE for the University and College Union, added: “Employer engagement is essential, but government should ensure the full range of stakeholders is represented on the board.”

Shakira Martin, National Union of

Students vice president for FE, said it was disappointing the Government had denied apprentices and providers “a guaranteed voice”.

But chief executive of the chief executive of the Association of Employment and Learning Providers (AELP), Stewart Segal, said he was confident “those involved in creating the institute will see the benefit of the involvement of providers”.

Kevin Brennan, the Shadow Business, Innovation and Skills Minister, also raised concern during the 11 February debate about the make-up of the Apprenticeship Delivery Board, charged with advising the Government on how it could achieve the 3m apprenticeship starts target by 2020.

He said: “It’s made up of members who are all able people, I’m sure, but drawn from a relatively narrow section of business.

“It is therefore crucial the remit and board of the Institute [of Apprenticeships] are broadly based.”

Anna Soubry, the Minister for Small Business, Industry and Enterprise, replied: “Once the opposition have had the opportunity to look at the institute, I am sure they will welcome that wholly independent body, which will not be overly prescribed by this place.”

She added: “I am afraid that the opposition are really showing their true face. It is the old, state-heavy way of doing things. If they want to do something, they have a long,

long list.”

Membership of the ADB was unveiled on 18 January, five months after its creation was first announced.

The Department for Business, Innovation and Skills said it would be chaired by the Prime Minister’s apprenticeship advisor Nadhim Zahawi, Conservative MP for Stratford-Upon-Avon, and businessman and apprenticeship champion David Meller.

Other board members announced include David Abraham, chief executive of Channel 4, Mike Thompson, head of apprenticeships at Barclays, and Andrew Parmley, an alderman for the City of London.

When asked to respond to concerns that the institute would be over-dominated by employers, a government spokesperson told *FE Week*: “At the heart of our reforms lies the principle that employers must be in the driving seat.

“Independent of government and employer-led, it will be for the institute to decide who they work with.”

The enterprise bill does not specify what backgrounds institute members should come from. It stresses that they could set up a committee to advise core members over the quality of apprenticeship assessments.

The majority of such committee members “must be persons who appear to the institute to have experience of the assessment of education or training” and “not members of the institute”, it says.

Morgan made controversial call over growth requests

JUDE BURKE
@JUDEBURKE77

Nicky Morgan, the Education Secretary has made the controversial decision to only part-fund providers’ 16 to 18 apprenticeship growth requests, *FE Week* understands.

The revelation comes less than two weeks after many providers were left short-changed after the Skills Funding Agency announced on February 5 that £25m additional funding would be available for 16 to 18 apprenticeships.

The extra cash, which should have been announced on January 8, was in response to growth requests submitted by colleges and training providers to help fund apprenticeships and traineeships in 2015/16.

However, many providers received significantly less than they had requested for apprenticeships, and there was no extra money for traineeships.

As exclusively revealed in *FE Week* on January 29, the delay in announcing the funding was due to the Department for Education (DfE) over-allocating its discretionary fund for 2015/16.

An unnamed source told *FE Week* that this overspend had led Ms Morgan to have to make a ministerial decision over which areas would be cutback.

When asked by *FE Week* if the allegations were true, a spokesperson for the DfE said: “We have allocated an additional £25m for 16-to-18 apprenticeship recruitment this year in support of this government’s commitment to deliver three million apprenticeships by 2020.

This will ensure all current apprentices can be funded. We will review the position again in April.”

When asked to confirm or deny Ms Morgan’s actions, the spokesperson said it had nothing to add to their statement.

Access Training, based in Nottingham, was one of a number of training providers that contacted *FE Week* following the SFA’s announcement to say it had been left out of pocket.

The managing director, Corrina Hembury said that it had received just over half of their 16 to 18 apprenticeships growth request for the period from August to March, and zero of what it had requested for the period from April to July.

She had been told by her SFA adviser that “I’ve actually done quite well compared to a lot of other providers that he looks after.”

“It is ridiculous that we’re in a state where the government have set a target of 3m apprenticeships and there is a commitment to train more people and help move them into employment and they are now putting that at risk and not funding things,” Ms Hembury said.

Stewart Segal, chief executive of the Association of Employment and Learning Providers, said that many providers “can ill-afford this stop-start approach” to developing apprenticeships.

“The position on traineeships is even more disappointing as the programme is still in its early stages and needs continued support to establish the credibility of the programme,” Mr Segal said.



See pages 16 and 17 for more on providers’ angry reaction to the growth requests chaos.

JUDE BURKE
@JUDEBURKE77

CONTINUED
FROM FRONT

The Government is planning a fund worth more than £500m to help colleges put in place any area review recommendations, *FE Week* can reveal.

But colleges will still be expected to shoulder at least part of the bill for any changes themselves.

Information on the fund, described as a “restructuring facility”, was included in draft guidance to the Area Review Advisory Group on 27 January and seen by *FE Week*.

In a section headed “Current thinking on the restructuring facility” the paper reads: “There will be a restructuring facility available to support, where necessary, the implementation of the recommendations of area reviews by further education and sixth form colleges.”

It goes on: “The objectives of the facility and the criteria and processes for considering applications for access to the facility remain to be finalised and approved by ministers.”

The document does not give a size for this facility, but *FE Week* understands it to be £560m.

Unusually, the college fund will be administered by the Treasury.

When asked why this was the case, a spokesperson for the Treasury said it was due to “uncertainty over which institutions may need access to the facility and the timing of this funding”.

Martin Doel, chief executive of the Association of Colleges, welcomed news of the fund.

“Area review restructuring funding is necessary to underwrite transitional costs and with early reviews now approaching the final stages, there is a need for the Government to publish details of how a restructuring fund facility might operate,” he told *FE Week*.

According to the draft guidance, one expected objective of the fund is “that the cost to government of implementing any given change is minimised”.

As a result, colleges, supported by local authorities and local enterprise partnerships, will be expected to foot the bill themselves “wherever possible”.

“Where access to the restructuring facility is required, there will be a strong presumption that any funding will be by way of loan,” it continues.

A “transaction unit” of experts across both the Skills Funding Agency and the Education Funding Agency will consider applications.

“Any approvals will be made by ministers as part of a governance process which will include external as well as internal consideration,” it continues.

The Treasury will also have to approve applications.

A spokesperson for the Treasury confirmed that the fund would be available from April this year until April 2019, but declined to comment on the size of the pot.

Any loans provided would be on “commercial terms” and would cover just “a proportion of the total costs identified”, the spokesperson said.

The first wave of the government’s area reviews of post-16 education and training were announced in September, with each review expected to last three to four months.

However, as reported by *FE Week* in January, the process has been running behind schedule.

Further details of the fund will be published later this month, the Treasury spokesperson said.

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*Source: Sport England Nov 2015

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FE WEEK COMMENT

Area reviews won't be cheap



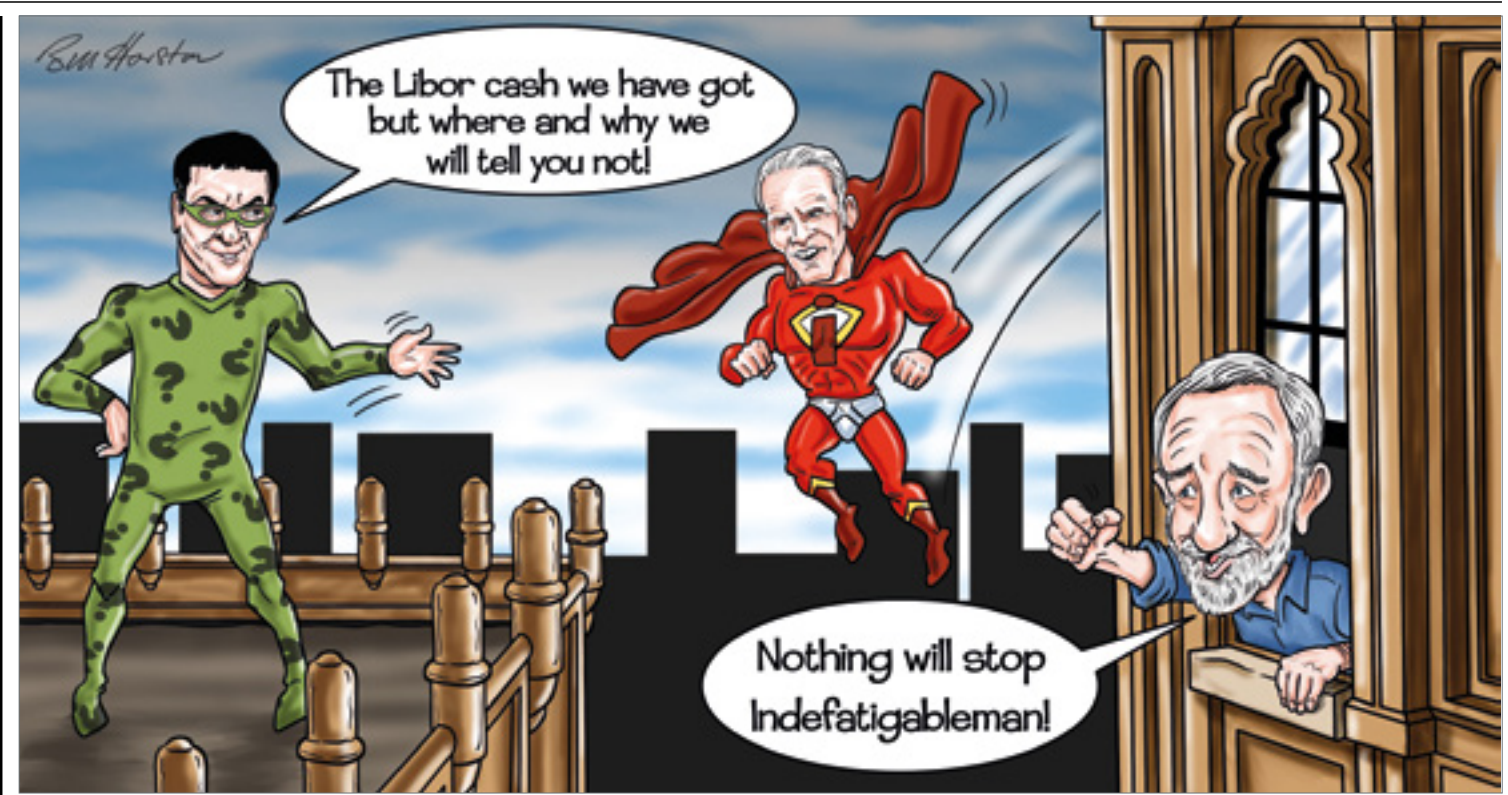
Setting aside £560m until April 2019 for restructuring and mergers is a bold move at a time when many will question whether it could be better spent on frontline provision. Slashed budgets for non-apprenticeship courses have caused huge distress and anger, which came to a head recently with protests over English for Speakers of Other Languages cuts. And the announcement coming in the same month as disappointment over 16-18 growth requests won't go unnoticed.

But the long game here is to stabilise colleges' financial footing which for many is looking ropery at best — as this edition's investigation into the dramatic increase in financial notices of concern has exposed. And the Treasury is right to keep a close hold on the purse strings, making sure the money is spent as intended. However, mergers and restructures can prove expensive and repeat few immediate rewards. So the Government may not get its 'loan' back, but if it serves to incentivise the college leadership team to implement difficult but necessary decisions then so be it.

Nick Linford news@feweek.co.uk

TOP TOP TWEETS FROM THE SKILLS SUMMIT #PATHS2PROD

- Suzanne Offer @Suze007 Skills system led by local business need & local commissioners. Where is learner choice & opportunity in this? #paths2prod
UKCES @ukces Most young people are well-prepared for work (UKCES data) - when they're not, it tends to be for lack of work experience #paths2prod
Simon Perriton @SPerriton #paths2prod. I always feel we mention #apprenticeships but let's not forget #traineeships.
Annie Peate @AnniePeate #paths2prod Mike Cherry calls for greater clarity on the apprenticeship levy — particularly for smaller firms
David Morris @dgmorris295 #paths2prod Elephant in the room: lack of labour market demand! We can up skill as much as we want, but who will provide the jobs?



Frustration over 'misleading' Libor answer

PAUL OFFORD @PAULOFFORD
JUDE BURKE @JUDEBURKE77
ALIX ROBERTSON @ALIXROBERTSON4

The Shadow Skills Minister has been left frustrated with a "misleading" answer to a parliamentary question he lodged over what happened to Libor fine cash for apprenticeships promised by the Prime Minister. David Cameron announced last April that if he won the general election, his government would fund 50,000 apprenticeships and traineeships for unemployed 22 to 24-year-olds using a £200m pot from fines paid by bankers in the wake of the Libor scandal. The Government has refused to answer a string of questions lodged by FE Week, asking what happened to the key election promise widely reported in The Sun, the Financial Times and BBC. Shadow Skills Minister Gordon Marsden also tabled a parliamentary enquiry on the issue on February 5. He has now received an answer, but complained to FE Week that it "didn't answer

the question". Mr Marsden had asked Chancellor George Osborne what progress his department had made "on incorporating the proceeds of the £227m fine imposed on Deutsche Bank, in relation to their Libor activities into a new three-year fund to create 50,000 apprenticeships". The response said that the Government would "be spending twice as much in cash terms on apprenticeships by 2020 compared to 2010. Spending on apprenticeships in England will be £2.5bn in 2019-20. "The BIS spending review settlement for apprenticeships reflects the government's commitment regarding the proceeds of the Libor fine the FCA announced in April 2015." After reading this, Mr Marsden told FE Week on Monday: "They [Treasury officials] didn't answer the question, which was really quite simple. There has been a vague allusion to it [what happened to the Libor fines money], but little more which is misleading. "We will press further on this, with further parliamentary questions if necessary, when we return to parliament next week.

"If the money really has been spent on apprenticeships and traineeships, why can't the Government show us the figures?" It comes after Labour leader Jeremy Corbyn told FE Week on 7 February he was confident Mr Marsden would get to the bottom of what had happened to the Libor pot, adding he "has indefatigable skills at following things through". FE Week also went back to the Treasury to point out that the only settlement announced in the spending review specifically for apprenticeships related to the planned new levy on large firms — which had nothing to do with Libor. We added that Mr Cameron said in April that a specific sum (£200m from Libor fines) would be allocated to fund training for a set number (50,000) of older learners, not that it would be incorporated into wider skills funding. But a Treasury spokesperson declined to say whether the £200m had already been spent, or if Mr Cameron's plan to reserve it specifically for apprenticeships and traineeships for 22 to 24-year-olds had been scrapped.

COMMENTS

Cost of college bailouts as high as £100m The point is that the whole sector is being starved of cash because of political dogma and all you can do is try to kick colleges when they're down. Give your head a wobble and you might start to see things from a more inclusive and less partisan perspective. LRoding

Numbers falling, closing down — University Technology College revolution fails to deliver This was always the risk with building UTCs. We created additional provision that competed with existing schools, colleges and learning providers. Everyone agrees with the principle of applied learning, blending vocational skills with academic learning. This works. What doesn't work is creating additional capacity

for learning at a time of reducing demographics. We have always known that any successful UTC will be at the expense of other provision in the area, displacing existing learning and putting existing provision at risk. We need to utilise and improve on existing provision and stop wasting much needed income that should be used for the benefit of those being educated. Noel Johnson
Cameron to break bank fine pledge? Cameron the clown has once again forgotten his comical pledges of the past and hopes we have as well. When he came into power he promised many things but has delivered nothing but hot air. FE Lecturer

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PROFILE

BEATING BULLIES ALL HIS LIFE

NEXT EDITION'S PROFILE
Read our profile interview with Sal Cooke in the next edition

JUDE BURKE @JUDEBURKE77
ALIX ROBERTSON @ALIXROBERTSON4

Andrew Harden can trace his activism back to a life-changing experience at school in Australia, when he led collective action with classmates that put a stop to a bully's reign of terror.

It was a Eureka moment that has served the now head of FE at the University and College Union (UCU) well throughout his life.

"When I was in year nine, there was a particular class, and there was a kid in this class that was bullying everybody, basically," he recalls.

"The teacher was doing nothing about it, so, at the age of 14, I organised for the rest of the class to go to the library and sent a note to the teacher to say we're not coming back until it was sorted out. It was."

The oldest of four children, Harden was born in 1970, nine months after the moon landing — he jokes about being a "moon baby" — in the small town of Balaklava, South Australia.

"It was a conservative town when we moved in, and in Australia voting is compulsory, so when the votes were being counted there were two extra Labour votes and they could tell it was mum and dad," he says.

Harden first courted controversy at the tender age of five.

On his first day at Balaklava Primary School, Harden was taken to the school library and asked what book he wanted to read.

He shocked his teachers by asking for a book on how to make babies.

"So, in 1975, an hour and a half north of Adelaide, in a conservative farming community, they didn't have such a book. They went on to have a staff room vote later that day, and decided not to get one."

Harden was fascinated by politics from an early age.

He was nicknamed "Mr Prime Minister" by classmates, even before the incident with the class bully, and got involved with the Nuclear Disarmament Party aged around 15.

His formative experience of bad management practice and trade union representation came while Harden studied politics at the University of Adelaide.

"I had a part-time job at a department store at weekends and summer holidays selling computers, and in Australia at the time, on the day you turned 21, you would receive adult wages," he recalls.

"But they actually rang me and left a message on my 21st birthday saying that I was no longer required and no longer rostered on — it was unbelievable."

"Fortunately, the union stepped in and got me more rostered hours," he says. "But it was quite clear that I was on my way out of there, so I learned a few lessons."

Harden moved to an administrative role at the Federated Furnishing Trade Society soon after.

Then, he recalls, "by the time I was 25, the Australian Council of Trade Unions was basically training young people to be union officials and trade union organisers".

"I applied and got a position with New South Wales Timber Workers' Union, which meant going from an administrative role to actually being an official, and it was a 12-month traineeship, so that was quite a change," he adds.

It meant "going into quite isolated communities where there's like one pub, one major employer, which was the timber mill, one shop, and one school," he recalls.

"You were being called in because the boss wanted to sack one of the workers," Harden adds.

It meant having "a conversation with the boss when you say, 'Look, I've got 40 angry blokes out there with chainsaws. You drink in the same pub. Your kids go to the same school. Are you really sure you want to do this?'"

Harden moved to London after two and a half years in that demanding post "for love", he says, in 1997.

Any culture shock he might have felt on arrival — "somebody should tell you when you come through border control, that [TV hosts] Richard and Judy are an item" — was eased by knowledge that his skills and experience had left him well-placed to secure work with British trade unions.

His first job in this country was representing print workers through the Graphical, Paper and Media Union (GPMU) — which involved the unenviable task of opposing cuts enforced by media mogul Rupert Murdoch, whose empire had started in Harden's home town of Adelaide.

"It was a bit like saying, 'I'm from Adelaide, but I'm here to try and make up for it,'" Harden quips.

Nonetheless, he discovered that union organising in the UK was easier than back home.

"Trying to get people to join the union and do something about it in Australia is much harder, because if they've had a bad day at work and they're pissed off, they go and have a lie on the beach and they feel a lot better.

"But over here, the weather is so miserable that there's no feeling better about it," he says.

Harden became the national official for FE at the National Association of Teachers in Further and Higher Education in 2005 — the predecessor to the UCU.

Although this was his work FE job, it wasn't his first FE experience.

That had come when he was younger, through his mum Gaye's job teaching dressmaking back in Australia.

Most of the people his mum taught were women on "their first foray into the outside world from being a mother or that kind of thing," Harden says.

"For some of them, it meant they had the confidence to get out of abusive relationships and things like that. I remember thinking 'this really makes a difference'. So it feels quite good that I have been able to be here at this time and hopefully help someone in FE."

He speaks with obvious pride about his involvement in the UCU's work on lesson observations, which he describes as a "different approach".

"It was evidence-based, we got the research done and it actually shifted things," he says. "I guess we realised if you're going to change to ungraded lesson observations, you can't just take the grades away and think that's the job done; there's actually a whole cultural change around it."

Harden remains as committed to the sector as ever after 11 years in the post.

He says: "People don't choose to work in FE to not deliver quality. They have chosen FE because they believe in its transformative qualities, and it's actually heart-breaking for a lot of our members to not be able to do the extra."



Look, I've got 40 angry blokes out there with chainsaws

It's a personal thing

What's your favourite book?
Jonathan Livingston Seagull, by Richard Bach. It's not just about a bird, but it is. It's a story told through this bird that gets ostracised from the flock because he was spending too much time on perfecting flight, finding out how fast and how far he could go, and loops and all this kind of stuff, which was just seen as weird and odd and different. I picked up on its message growing up, which was, you know, don't be afraid to be different, and when you know you're onto something and you know you're right, don't be afraid — be who you are.

What do you do to switch off from work?
Music, eating out and city breaks. You can't spend a weekend in Verona from Sydney

What's your pet hate?
People who think, as they are leaving a tube station, that it's a good time to read a text or text someone, and they have no regard for the hundreds of people behind them. Where do they think we all went? I think that makes me a real Londoner now

If you could invite anyone to a dinner party, living or dead, who would it be?
Gough Whitlam [Australian prime minister who introduced free education in the 1970s]. There was a great Aussie band called The Whitlams named after him. I think George Orwell, though it might be a bit depressing. But then I wouldn't mind having Frida and Agnetha [from Abba]. When I was growing up in Australia, Abba were bigger than The Beatles.

Curriculum vitae

- 1970:** Born in Balaklava, South Australia
- 1975:** Started at Balaklava Primary School
- 1983:** Started at Gawler High School, South Australia
- 1990:** Began a politics degree at University of Adelaide
- 1991:** (Part-time while studying) Administrator role for the Federated Furnishing Trade Society, Adelaide, South Australia
- 1995:** First union official role at the New South Wales Timber Workers' Union, part of Australia's Construction, Forestry, Mining and Energy Union, Sydney
- 1997:** Moves to the UK
- 1998:** Starts role at the Graphical, Paper and Media Union as Organiser, Deputy Head of Organising and Elected Regional Official
- 2005 - present:** Initially National official for FE at National Association of Teachers in Further and Higher Education, UCU's predecessor union. Now UCU Head of FE

1970



Andrew as a baby in his mum's arms

1974



A four-year-old Andrew is determined to get a piece of birthday cake

1992



Andrew in his student politics days



2014

Christmas day in Australia [l-r] half-sister Kate, Andrew, dad Trevor, brother Michael, half-brother David



FE WEEK & ME STUDENT PHOTOGRAPHY COMPETITION

INTRODUCTION

Mid-Kent College learner Bailey McElligott is the winner of this year's non-photography student category in the FE Week and Me Photography Competition.

The 16-year-old level three graphic design student was chosen by a judging panel made up of representatives from FE Week and NCFE from more than 700 entries.

Entrants' photos needed to depict learning environments in the FE and skills sector and Bailey

said that his photo illustrated some of the positives and negatives of college life.

His winning prize is a **Panasonic LUMIX DMC-TZ80EB camera**.

Bailey added: "I couldn't believe it when I found out that I had won, but was even more ecstatic. This has completely enhanced my confidence in photography and I am glad to see my efforts paid off. I am extremely happy with the prize and will make full use of it."

His fellow Mid-Kent College learner Stan Brooks followed Bailey in second place while Coleg Cambria's

Julia Szmít took third.

Jely Kikamba from City & Islington College came fourth and Vision West Nottinghamshire College's Alipa Uddin finished in fifth place.

The shortlist for the photography student category has now been made and you can choose from 10 entrants who will feature in our FE Week and Me Photography Competition supplement next week.

The winner in this category will win a **Nikon D5200 Camera Kit** and a work shadowing placement with a professional photographer.

Non-photography student competition category **WINNER**

BAILEY McELLIOTT, AGED 16

BTec level three diploma in graphic design
Mid-Kent College

BEYOND THE BRUSH

My photo is an example of the positives and negatives that are included within the college life. The harsh colours represent how difficult and stressful sometimes can be while the paintbrush represents the creativity and knowledge that can come of it, furthermore, the mess represents childish qualities which shows that college can be fun and interesting. The bursting sunlight is an example to show that the good outweighs the bad and that it is all worthwhile in the end.



MidKent College

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THE PRIZE

Panasonic LUMIX DMC-TZ80EB



2nd

MidKent College

STAN BROOKS, AGED 18

BTec level three diploma in graphic design
MidKent College

THINGS TO DO...

My photo is my representation of college as I always have a list of things to do, and it is always on a page titled "Things To Do...". This list normally has a few action points from the last week, so that I can complete these in home study.

I am really pleased to be in the top 5, I really didn't expect it. I have always been interested in photography from a young age, and it feels really nice to be appreciated. It means a lot, so thank you.



3rd

COLEG CAMBRIA

JULIA SZMIT, AGED 16

BTec diploma in exploring the creative arts and media sector
Coleg Cambria

JOURNEY TO THE STUDENT LIFE

I decided to enter this competition because the photos from last year inspired me. On this photo is an ambitious student who is laying on the floor in the college library. She is learning something about the environment, and she is exhausted. The student is in colour but everything around her is in black and white. This represents that sometimes in a student's life it can be grey, but in college she can learn to help inspire her, and bring some colour in to her life.

I really wanted to be in the top five but I did not expect it. For me, this shows that I am good with the trade of photography and has inspired me to continue doing my passion, which is photos.

CITY AND ISLINGTON COLLEGE

4th

JELY KIKAMBA, AGED 20

BTec level three diploma in creative media production 19+
City and Islington College

DON'T SNAP IT, REPORT IT!

The reason I have taken this picture is because I myself have seen situations in other colleges where students have been bullied and other students would get their devices out and start recording for social media. In my college it is important to report such events to a member of staff who can deal with it properly. I see my image as part of a campaign on what not to do if you are a witness to bullying.

Knowing that I came fourth out of 700 other students has really surprised me. It shows that the really serious message I was trying to get across is understood, as it is something that really does take place.



5th

VISION West Nottinghamshire College

ALIPA UDDIN, AGED 17

A-level biology, chemistry and psychology
Vision West Nottinghamshire College

STUDENTS: THE EPICENTRE OF EDUCATION

This quote represents that not only does college provide an environment for you to study and help reach your career goal- it also provides an environment for personal growth. The contrasting objects, such as the art equipment, calculator, and clock illustrates how you're always learning by meeting many unique students from other sectors- all during your time at college. I used books, a calculator, paints and brushes to depict the diverse skills needed in different sectors but all at college. Focusing on the student lanyard shows how across the many sectors, we're all still connected by being students at college.

As I study purely sciences, photography allows me to express my creativity, and I am ecstatic to have made the top five.



Look out for next weeks supplement where we announce the shortlist for the Photography Student competition category **FINALISTS 2016**

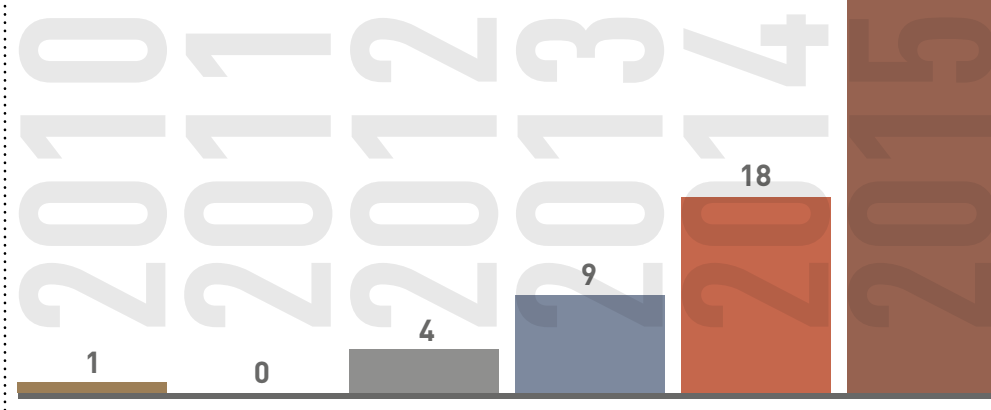


INVESTIGATES

NOTICES OF CONCERN MORE THAN DOUBLE IN WAKE OF FUNDING CRISIS

ALIX ROBERTSON
@ALIXROBERTSON4

72 NOTICES TO THE END OF 2015 (EXCLUDING 3 SO FAR THIS YEAR)



The number of notices of concern issued to FE providers by the Skills Funding Agency (SFA) has more than doubled in the last year, *FE Week* can reveal.

A total of 75 notices have been issued since 2010, with 53 per cent of these being given out in 2015 alone. Only 24 per cent were issued in 2014, and 12 per cent in 2013.

The notices set out the problems that providers must resolve, a timescale and the conditions under which the notice will be lifted.

Finances have been the main reason for the notices, with 55 per cent issued for concerns about financial health, according to data published for the first time by the SFA on 5 February. A further 8 per cent were delivered for a lack of financial control.

Ofsted inspection reports triggered 23 per cent of notices, while a failure to meet minimum standards prompted 15 per cent.

The majority of notices have also gone to FE colleges, which made up 47 of the 62 institutions to receive notices since 2010 — about 20 per cent of all colleges in England. Nine of the institutions receiving a notice were local authorities, and five were independent training providers.

One notice went to specialist designated institution The Marine Society College of the Sea in Lambeth on 20 January 2015, for

dropping from a 'good' to an 'inadequate' Ofsted rating in November 2014.

Commenting on the findings, a spokesperson for the Association of Colleges, said: "Some colleges are experiencing financial difficulties following significant funding reductions since 2010.

"The spending review will make it slightly easier for colleges to plan for the future, but there will only be a dramatic improvement in finances with longer-term funding agreements and higher rates."

Malcolm Trobe, the interim general secretary of the Association of School and College Leaders, added: "Colleges don't need these notices to point out the challenges they've got in delivering provision under these circumstances."

Two providers, Focus Training and Development and Start Training, received a notice of serious breach according to the data.

A step up from a notice of concern, this sets the conditions necessary to continue receiving public funds. Failure to meet its requirements can lead to contract termination.

Private training provider The Training Brokers took over Start Training in December 2015, a month after the notice was issued.

Esu Hill, the managing director, said: "We have since replaced the management team and will be addressing this area of the business as

one of our primary concerns. "Our chief aim is to turn Start Training in to a leading provider of apprenticeships in the north west. We have not been notified of a potential visit by the FE commissioner and have every confidence we will get through the re-audit in March."

It comes after the AELP chief executive, Stewart Segal, said in a webinar on 26 January that "various reports suggest up to 90 colleges may fall into the [serious financial difficulties] category".

He added that he hoped "we can save much of that £100m going into the sector to make sure it can continue" through the Government's post-16 area reviews.

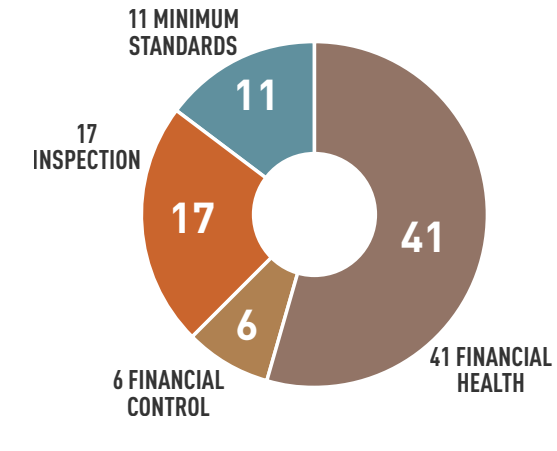
FE Week asked the SFA about the 90 colleges and £100m fund on the same day, but its response said that the figures were "out of date" and would be reassessed later in the year. The list of notices of concern and serious breach was published the following day (see illustration from edition 163).



62 INSTITUTIONS (INCLUDING 3 THIS YEAR)



75 NOTICES IN TOTAL



NOTICE OF CONCERN — FINANCIAL CONTROL

A notice of concern issued for financial control requires the provider to submit information to their funding body, to assure them that financial control arrangements are adequate. City College Brighton and Hove was required to submit a number of documents to meet its notice of concern for financial control, issued on 1 June 2015. These included an unqualified statement of corporate governance and internal control, annual report of the audit committee and report from auditors that confirmed all areas of concern had been addressed. The college submitted these articles to the SFA on 22 December 2015. Nick Juba, the chief executive officer of City College Brighton and Hove, said: "The SFA issued City College Brighton and Hove with a notice of concern for financial control following a review of the 2013/14 financial statements and the annual report of the audit committee. "Since then, City College has met all of the requirements of the notice of concern, within the timescales set by the SFA, and fully expects to receive formal notification that the notice has been removed in March (2016)."

NOTICE OF CONCERN — FINANCIAL HEALTH

The first trigger for a notice of concern is failure to meet the SFA's criteria for financial health. The SFA collects information from colleges each year in order to give them an overall financial health rating. An inadequate rating means there is a significant risk the college will be unable to fulfil the terms of its contract because of weak finances. Leeds College of Building (LCB) was issued a notice of concern for financial health on 2 December 2015, because spending on a new campus at Hunslet in South Leeds had used up most of the college's cash reserves. However, it has a long term financial plan for improvement, and says less than one per cent more income on its budget this year will bring it up to a satisfactory grade. Ian Billyard, principal at LCB, said: "Our corporation and executive team agreed some years ago to manage a number of deficit years to enable the purchase of the private training provider Achieve Through Learning and the building of our new Hunslet Campus. "This strategy has been achieved and despite many years of Government cuts we have ambitious plans for a phase two development at Hunslet, supported by the Local Enterprise Partnership."

NOTICE OF CONCERN — INSPECTION

An SFA notice of concern and a visit from the FE commissioner are both automatically triggered if a provider receives an 'inadequate' grade at inspection from Ofsted. City College Coventry received a notice of concern for inspection on 21 January this year, after Ofsted published a report grading the college as 'inadequate' on 31 December 2015, following an inspection from 23-27 November. A spokesperson for the college confirmed that the notice would remain in place until the college has met the minimum improvement criteria. This involves receiving a satisfactory financial health rating from the SFA and reaching at least requires improvement at the next full Ofsted inspection, which is expected within 12-18 months. The college also received a visit from the FE deputy commissioner and his team on 16-18 February. The spokesperson added: "The college has a detailed Improvement Plan, one that blends actions from the Ofsted-informed post inspection action plan, feedback from the SFA and our underlying financial improvement plan. "[The FE deputy commissioner's] findings will further refine our improvement plan and make sure that we are on the right track with our short and midterm direction."

NOTICE OF CONCERN — MINIMUM STANDARDS

A notice of concern can also be issued if a provider does not meet minimum standards in apprenticeships or education and training for adult learners. The minimum standards require that providers meet a threshold for Qualification Achievement Rates in different types of provision, such as Basic Skills Maths and English. Providers are expected to review their minimum standards assessments from the SFA every year and use them to improve achievement rates. If they fail to meet minimum standards the SFA decides whether to intervene formally, taking into account factors such as circumstances beyond the provider's control and whether data is being used to set targets and guide progress. A provider is not normally referred to the FE commissioner for failing minimum standards. A notice of concern for minimum standards was issued Bromley London Borough Council on 31 March 2015. A council spokesperson said: "The notice of concern applies to a small number of courses run by Bromley Adult Education College which did not reach the expected outcomes. "An action plan was put in place and recent results indicate that an improvement has been made. We are waiting for confirmation of this and for the notice to be removed."

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FURIOUS COLLEGES AND TRAINING PROVIDERS SLAM 16-18 GROWTH FUNDING SHORTFALL

JUDE BURKE @JUDEBURKE77

CHAOS AS DFE BUNGLES 16-18 GROWTH FUNDING REQUESTS

- Over-allocated 'discretionary funding' now stalling apprenticeship decisions
- College describes 'negative impact' as FE leader calls lack of info 'crazy'

EXCLUSIVE

Continued on page 2

Angry providers have slammed the government's failure to fully fund all their apprenticeship growth requests as "appalling" and "destabilising".

The comments were made by respondents to an *FE Week* survey carried out in the wake of the Skills Funding Agency (SFA) announcement on 5 February explaining how the money would be portioned out.

The funding agency said it had awarded £25m to colleges and training providers to deliver 16 to 18 apprenticeships in 2015/16 — but that left many providers short-changed, with many receiving much less than they had asked for.

In addition, no requests for traineeship growth had been funded.

The 30 people who completed our survey told *FE Week* they had put in a combined total of £3,187,179 in 16 to 18 apprenticeship growth requests for the period from August to March 2015/16 (period 1 to 8), but had only received 63 per cent — or £2,009,466 — of that amount.

Jill Nagy, the chief executive of Rochdale Training Association (RTA), said that while they had received all the 16 to 18 apprenticeship growth requests they'd put in for period 1 to 8, they had received no growth funding for the period from April to July.

RTA had already committed to over-

delivering to the tune of £150,000 for this period, which was "a risk to us as a charitable body which could potentially rise to £350,000 if we dare to continue to recruit", she said.

Mark Durham, the chief executive of the Training Trust, in Essex, called for "answers from government" on the situation, adding that "the public need to know this to put the pressure on".

Adrian Gunner, the managing director of South West Regional Assessment Centre (SWRAC), described the news that there was no cash for traineeship growth as "appalling".

SWRAC put in a bid for £100,000 in traineeship growth over period 1 to 8, having been effectively encouraged to over-

deliver, Mr Gunner said.

As a result, they now have "a substantial number of very vulnerable learners whom we now have a big doubt over how we can help them", he said.

Steve Roe, chief executive of Yorkshire-based Avant Partnership, which had unsuccessfully bid for extra apprenticeship and traineeship cash, described the situation as "potentially destabilising for the whole sector".

In a statement, the SFA said: "We assess all provider growth cases to ensure they secure high quality opportunities for young people."

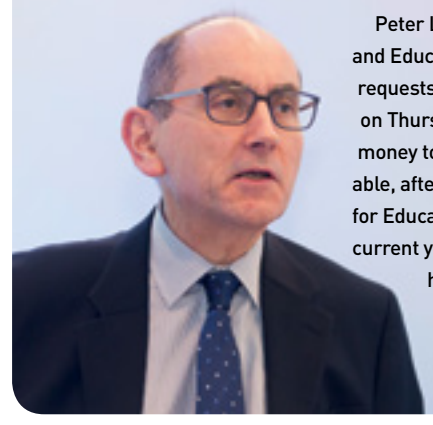
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£3,187,179 IN GROWTH requests

ONLY £2,009,466 received (63%)



SFA CHIEF — WE CAN'T OPERATE IN A DEMAND-LED ENVIRONMENT



Peter Lauener, chief executive of the Skills Funding Agency and Education Funding Agency, was asked about the growth requests chaos during a talk at The Skills Summit in London on Thursday. He said: "We were not able to allocate so much money to 16 to 18 apprenticeship growth although we were able, after carefully balancing the books in the Department for Education, to allocate £25m additional funding in the current year. It took three weeks longer than we'd originally hoped, but I don't think we reached a bad place even if not everyone got everything that they asked for."

"What no department or agency can do is allocate money that's not there. We've never

been able to give an absolute guarantee on growth funding. But we then need to work that into future plans. We're looking now at the allocations for 16/17, which of course are due out very soon. And we'll say, have we got enough in the apprenticeship pot? And if more young people are going into apprenticeships, are there fewer young people going into other routes? We've got the data on that, so we're having to adjust and calibrate."

"We did allocate £25m extra. What we can't do is operate in a demand-led environment. We can't allocate money just on whim. That would get me appearing at the Public Accounts Committee in an indefensible case faster than anything else."

MARK DURHAM, CHIEF EXECUTIVE, TRAINING TRUST (WFCCTT)

"I think we need some answers from government, not just through the Skills Funding Agency. Also the public need to know this to put the pressure on, not just kept between us in the wider college/provider network."

These numpties were elected on the promise of a future in building the country from within and now the goal posts have been ripped out of the pitch, nowhere to aim at now!"

STEVE ROE, CHIEF EXECUTIVE, AVANT PARTNERSHIP

"We will also not be the only provider in this position. Many others, like us will have invested substantial resources (including staff time, equipment, materials, marketing and liaison with referral agencies) in developing what we understood to be priority provision for young people. It is unacceptable and extremely inefficient to continually operate on a stop/start basis, which is unprofessional but also potentially destabilising for the whole sector. How would the SFA want us to respond to the young people and employers?"

ANGELA MIDDLETON, CHIEF EXECUTIVE, MIDDLETONMURRAY

"The position we, along with many other training providers, now find ourselves in is disappointing. The system permits growth requests but in order to be in a position to prove your ability to meet such requests you need to have over-achieved contract tolerance which due to the success of our award-winning 16 to 18 programme, is exactly what we've done. To then be told that due to the national overspend in 16 to 18 provision there is now no funding for growth after all, effectively means that MiddletonMurray has made a 'donation' to the government of over £600k in free training. Whilst we pride ourselves on our commitment to the communities we serve, we hadn't planned on being quite so altruistic as this!"

JILL NAGY, CHIEF EXECUTIVE, ROCHDALE TRAINING ASSOCIATION

"SFA has given us funding for period 1 to 8 to cover all 16 to 18 apprentices on the system at the of period 4 — 100 per cent of period 1 to 8 request. No new funding for traineeships and no growth funding for periods 9 to 12. Our existing apprenticeship carry-in value to period 9 to 12 already exceeds our MCV by circa £150,000. This is a risk to us as a charitable body which could potentially rise to £350,000, if we dare to continue to recruit. The SFA performance management process clearly broke down at review point 1. We now have no confidence in the system and have been given no reassurance that funding will be available and that timetables will be adhered to. The notification that we had been successful with our bid for period 1 to 8 came 80 per cent of the way through that financial period. This is clearly not a sustainable model for managing any business, let alone something as important as growing apprenticeships by 3 million in this parliament."

ADRIAN GUNNER, MANAGING DIRECTOR, SOUTH WEST REGIONAL ASSESSMENT CENTRE

"In response to government policy we have worked to develop traineeship provision to meet a significant need within the local authority areas of Bournemouth, Poole and Dorset. A provision which has been successful and well received by the authorities — working with the most NEET people. The SFA had alluded that growth in this area could be requested and it was clear that the only way to demonstrate an ability to meet growth was by over-delivering. We are now in a position where the SFA have effectively encouraged us to work for no income and we have a substantial number of very vulnerable learners whom we now have a big doubt over how we can help them. For the SFA/EFA and government to take so long to come up with this is appalling and their inefficiencies really do need to be called into question."

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EXPERTS



ALEXANDRA MARKS

Chair of the Prisoner Learning Alliance (PLA)

Freeing-up prison education could benefit more providers

The Prime Minister has spoken this month about plans to give governors more freedom over prisoner education budgets, as part of a keynote speech on wider prison reform. Alexandra Marks looks at how this could affect the FE sector.

It's great to see the Government supporting prison education from the very top, as it has been a neglected aspect of FE for too long. But what are the opportunities and risks for the FE sector through the reform plans identified by David Cameron in his speech (made on 8 February)? If we were marking the Prime Minister's work, what would he get?

The Prisoner Learning Alliance (PLA), a coalition of 23 expert organisations, has called for the end to meaningless "output" measures.

This reflects wider FE thinking, following the Wolf Report, that mechanisms focused on drawing down funds for individual accredited qualifications can result in perverse outcomes.

We, therefore, welcome the announcement by the Prime Minister to develop meaningful outcome-based metrics such as re-offending levels, employment outcomes after release and educational progression during a sentence.

The PLA has been critical of the fact that governors' lack control over education in their prisons and that the current education contract lacks sufficient flexibility to enable providers to deliver what they would ideally like.

We have also highlighted the difficulties caused by the lack of officers to unlock and escort prisoners to classrooms and workshops, not to mention the other limitations a severely overcrowded system imposes on the creation of a learning culture across the whole prison.

That is why we called for greater autonomy for governors and are pleased the Prime Minister intends to do this backed by a promise to protect prison education budgets in cash terms of £130m per year.

Of particular interest was the announcement of a pilot of six "reform prisons" giving governors total discretion over the budget, the ability to opt-out of national contracts and to choose their own suppliers.

But what does this mean for the current providers and the wider FE sector?

Although the details of Dame Sally Coates's review have not yet been published, it would appear from Cameron's speech that the Government may be moving towards a more fragmented and diverse market place for prison education provision.

This would create opportunities for a wider range of local FE colleges, voluntary sector organisations, private companies, academy chains, universities and other experts.

If satellite tracking is increased, as suggested by the Prime Minister, more prisoners could spend their weekdays learning

in the community and come back to prison at the weekend.

This would also allow them to access apprenticeships which are not available in prisons.

The risk for the current education providers is that rather than bidding for large regional contract areas, they may need to make their case to individual governors, or smaller clusters of governors, with increased competition.

The PLA's members know that engaging prisoners in learning so they can transform their lives takes skill, enthusiasm and creativity.

The PLA have called for a focus on excellence in prison teaching, so is delighted to hear the Prime Minister will develop a new social enterprise, led by David Laws, to recruit high quality graduates to teach in prisons, similar to the Teach first initiative in schools.

If satellite tracking is increased, as suggested by the Prime Minister, more prisoners could spend their weekdays learning in the community and come back to prison at the weekend

However we continue to call for more professional development opportunities for current teaching staff and officers, support to recruit and retain experienced teachers and vocational instructors, and greater access to resources, including technology, that you would find in mainstream FE provision.

The Prime Minister cannot cover everything in a speech of a few hundred words, but it marks a significant step in re-framing the purpose of our prisons, putting rehabilitation and learning at the heart.

It offers both risks and opportunities for the FE sector and we wait to hear more details from Dame Sally Coates in due course.

Muddled implementation against the background of limited resources and prisons under pressure could undermine the Prime Minister's ambitions.

But as a statement of purpose and direction, the Prime Minister's speech is heading to the top of the class.



BRIAN LIGHTMAN

Brian Lightman, board member of the Careers & Enterprise Company and former general secretary of the Association of School and College Leaders (ASCL)

Linking learners with employers

Brian Lightman, who stood down from his role at the ASCL last month, is now a board member helping develop the employer-led, government-backed Careers & Enterprise Company. He explains here how it can help colleges link-up better with employers for the benefit of their learners.

Improving destinations for young people continues to be a key concern for all FE institutions.

Of course, this isn't a simple task. However, research has found at least one factor that can have a huge impact.

Young people who have multiple encounters with businesses before they leave education are significantly less likely to become NEET (not in education, employment or training) and earn, on average, 18 per cent more than their peers who have not.

While this is encouraging, and some colleges, as well as schools, do have strong links with business, it's clear that this is not happening consistently across England.

This is the primary reason for the launch of The Careers & Enterprise Company, to simplify the process for local businesses and education providers to work together.

The difficulty in establishing relationships with local business is made worse by the lack of consistency of experiences across England.

As you may have found, some colleges are inundated with offers from careers and enterprise services and employers, while others have none.

But this doesn't stem from a lack of commitment.

The many conversations the Careers & Enterprise Company's board and staff have had, have highlighted employers' commitment to working to address the skills gaps, and we've had a really excellent response from businesses of all sizes since we launched.

The company's role, therefore, is to improve the interface between education and businesses to allow pupils to progress to worthwhile and meaningful routes that lead, at the right time, to employment.

To do this, the company created the Enterprise Adviser network.

This brings together senior business volunteers and education providers and is being co-led with local enterprise partnerships (LEPs).

Our aim is for every college to have its own adviser to galvanise local programmes and employers and make it simpler for them to engage.

The network also has no cost, making the tremendous resource totally accessible to colleges.

High quality mentoring is another important part of delivering the full scope of the careers provision and in the spring we'll be announcing our strategy around mentoring.

One of the very exciting aspects of the Enterprise Adviser network is that it has real potential to improve the outlook for young people by giving them better access to employers.

These encounters both inspire them and help them make better and more informed choices about their next steps.

Our aim is for every college to have its own adviser to galvanise local programmes and employers and make it simpler for them to engage

We've seen this in action across the country already and it is expanding.

The Enterprise Adviser network is up and running in more than 30 LEP areas, and the company will be in Leeds on 23 February to celebrate their official launch of the partnership.

It will increase information available to education leaders and students about the local labour market and how the curriculum links to careers.

This information is hugely valuable in a number of ways, not least in tackling the myth that vocational routes are in some way inferior to university.

As we continue to grow, we'll build on what works, facilitate the scaling-up of the best programmes and work nationally while tailoring locally.

I know, from first-hand experience, just how inspiring encounters with employers can be for young people in bringing the curriculum to life and galvanising their ambition.

I strongly recommend that college leaders embrace this opportunity and give us feedback about what more we can do to improve the life chances of the young people in your care.

EXPERTS

Sam Parrett explains how her college met the challenge of a 300 per cent increase in the number of English and maths GCSE students by investing £500,000 in improving provision. She advises other providers to adopt a similar a "whole college" approach.

The recent Organisation for Economic Co-operation and Development (OECD) report, Building Skills for All: A Review of England, painted a worrying picture regarding maths and English skills of young people in this country.

Around a third of 16-19 year olds were deemed to have low levels of literacy and numeracy.

There is no doubt that lack of core skills leads to unemployment. Effective teaching and learning of English and maths is fundamental to both our education system and UK industry as a whole.

Responding to this issue in 2014, the Government made it a condition of funding that all full time 16-18 year olds who do not hold a maths and/or English GCSE grade A*-C must enrol on these courses.

Then, in 2015, a further condition was introduced that all students with a grade D in maths and/or English must enrol "on a GCSE course, rather than an equivalent 'stepping stone' qualification.

This has had, and continues to have, a major impact on FE.

At Bromley College, the number of 16-18 year old students studying maths GCSE has risen from 115 in 2013/14 to 636 in 2015/16.

For English GCSE, students numbers have



SAM PARRETT OBE

Sam Parrett OBE, Principal of Bromley College

Investing in maths and English

rocketed by 525 (from 179 to 704) in this two-year period.

The number of students doing both English and maths GCSE has increased by over 300 per cent, with 1,340 currently studying for both qualifications.

These huge figures have seen no matching increase in study programme funding.

We opted to tackle this challenge issue head-on with a £500,000 investment to ensure our maths and English provision is of the highest possible quality.

The majority of the spending has been on resourcing and facilities — including a dramatic, threefold expansion of staff in our maths and English department to around 120, almost 20 per cent of the college's total staff.

We have changed the management structure, employing separate maths and English heads rather than just one overseeing both areas.

We have also put expert senior managers in place to develop staff, implement training and encourage very best teaching practice.

Our new maths and English Hub provides a centre for students of all ages and abilities to develop their knowledge.

Lecturers refer learners here as well as drop-in sessions being available for anyone wanting or needing extra support.

Ensuring the Hub is fully staffed all the time has not been easy. To help address this particular challenge, I have even managed to persuade my stay-at-home husband (with his three maths A-levels) to come and pitch in.

We are also developing our volunteer service — encouraging members of the community to come and assist with additional learning support can take the pressure off staff while giving learners encouragement.

Embedding maths and English into a vocational curriculum and making learning relevant is widely referred to in FE.

We have turned this approach on its head and embed the vocational elements into the maths and English scheme of work, rather than the other way around.

I would urge FE colleges to take a "whole college" approach to maths and English provision rather than simply having a "department".

Running activities such as cross-college maths and English weeks not only increases student engagement, but really reinforces the

message as to the importance of these skills

Students' needs vary hugely — what works for one person will not work for another.

The expansion of our teaching resources is enabling us to offer each and every student a personalised learning experience.

The majority of the spending has been on resourcing and facilities — including a dramatic expansion of staff in our maths and English department to almost 20 per cent of the college's total staff

There is no doubt that FE colleges have a tough jobs. We are trying to turn around many years of under-achievement in maths and English, often in just eight or nine months.

However, the year-on-year improvements in both GCSE maths/English and functional skills that we are seeing at Bromley College provide early evidence that our head-on approach is working.

Good core skills are key to career progression and success, which means that high-quality maths and English provision simply must be a priority in FE.


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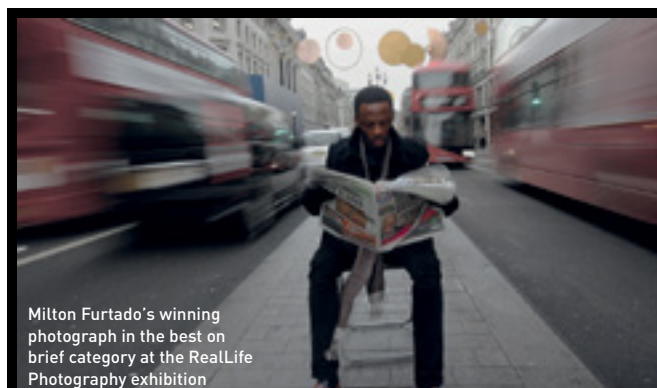
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CAMPUS ROUND-UP *with Billy Camden*



Milton Furtado's winning photograph in the best on brief category at the RealLife Photography exhibition



Kiera Johnson-Liddle with her best technical photograph



Jessni Teeluck with her winning photograph in the most artistic category

In the frame for photography awards

Three Lambeth College snappers have won awards at the RealLife Photography exhibition.

Held at the Menier Gallery in London, the BTec level three diploma in photography learners exhibited work that explored themes of space and community in the context of wellbeing.

Jessni Teeluck, aged 18, won the most artistic category, while Milton Furtado, 22,

was named best on brief, and Kiera Johnson-Liddle, 19, was recognised for producing the best technical photograph.

Mark Silverman, principal of Lambeth College, said: "This was a great opportunity for our learners. It was also good to see family and friends get involved and participate in their learning experience."

Each of the winners was awarded a cash prize of £50 and a certificate.

Curtain raises for Sleeping Beauty



From left: Walsall College dancers Ann-Marie Wood, Chelsea Cowley, Emily Hartshorne and Faye Bolan (front) during rehearsals at the Birmingham Hippodrome theatre

Talented Walsall College dance students performed at the Birmingham Hippodrome theatre ahead of award-winning director Matthew Bourne's production of Sleeping Beauty.

Level three learners Ann-Marie Wood, aged 18, Chelsea Cowley, 17, Emily Hartshorne, 18, and Faye Bolan, 16, impressed the audience with a brand new five-minute dance inspired by the main show, called The Beauties Awake.

They performed ahead of Tony Award winning director Mr Bourne's staging of Sleeping Beauty.

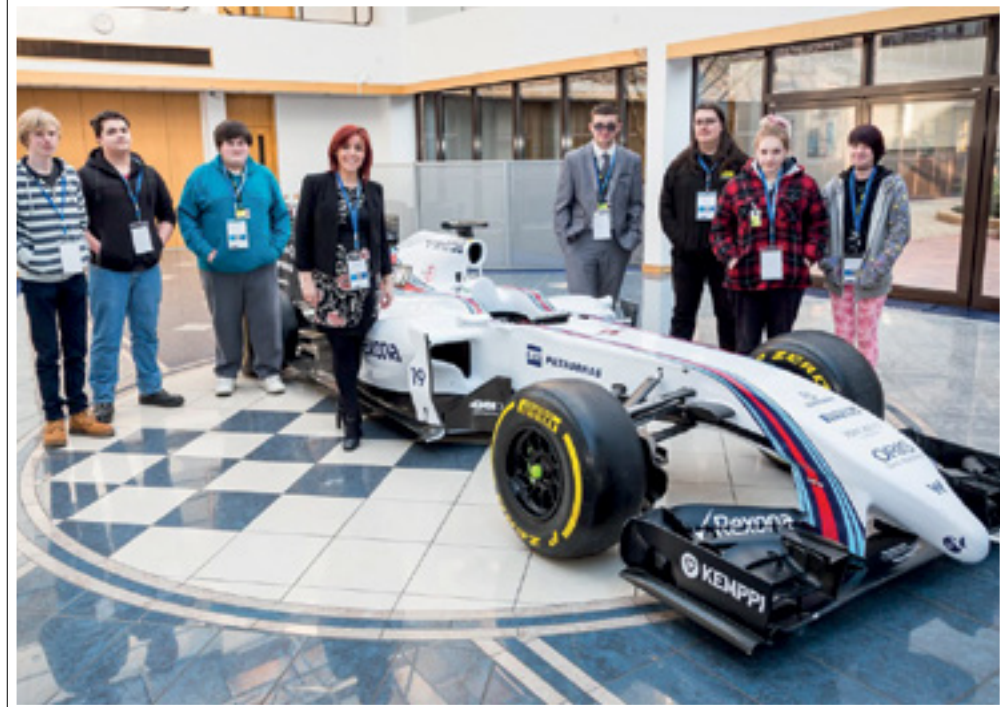
Chelsea said: "Being involved in the project

has been an eye-opener into the professional world of dance, and it's just made be more determined to make it in the industry myself."

In the build-up to the big night, the students attended regular rehearsals and worked with a professional choreographer and two members of Mr Bourne's New Adventures cast.

Performing arts lecturer Julie Wright said: "This was a fantastic opportunity for the students to build up their experience of performing to a live audience and working in a professional environment."

Pitstop at F1 team factory



From left: learners Christian Ball, aged 17, Jonathan Donaldson, 17, Jonathan Pinches, 17, Karen Guthrie, Randstad student and worker support, students Dylan Bowyer, 18, Rhys Arnold, 17, Rachel Ara Grant, 17, Jade Williams, 16

A group of budding engineers from North Shropshire College (NSC) made a pit stop to the Williams Martini Racing F1 Factory.

The 14 learners, who all study either engineering or mechanics, visited the advanced engineering section of the factory, learning how employees with the racing team use their scientific knowledge to solve everyday problems.

They were invited along after winning a prize-draw competition hosted by Randstad Student Support, a provider of learning

support staff, at the Association of Colleges conference in Birmingham last November.

NSC motor vehicle lecturer Derek Coffey said: "It was a fantastic day out. The students really enjoyed the visit, giving a real insight into what career choices and apprenticeships are available at advanced engineering firms such as Williams."

Sadie Besley, Operations Director, Randstad Student Support said: "It was fantastic to see the students engage with the experience and fully embrace all the elements that create a successful F1 team."



Hartpury RFC winger Jonas Mikalcius, aged 21, (right) goes head-to-head with England national full-back, Mike Brown (left)

Tackling England rugby stars

Hartpury College rugby players took their skills and speed to the next level as they faced the stars of the England national side.

The squad of 15 students from the Gloucester-based college took part in a training session with Eddie Jones' senior England side at Pennyhill Park.

After a strict breakfast and a briefing from the country's head coach, they were put through their paces by England and Hartpury's coaching staff.

England used the session to prepare for their opening victory in the Calcutta Cup clash with Scotland on 6 February.

Hartpury director of rugby, Alan Martinovic, said: "While we pride ourselves on the international players we produce, the majority of them won't end up playing at this level, so it really was something special."

Hartpury will provide the training opposition ahead of England's third match with Ireland at Twickenham on 27 February.

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CAMPUS ROUND-UP

Cutting it close for modelling competition

A Salford City College learner has secured a place in the final of a national modelling competition after gaining national attention through shaving off her hair for charity, writes Billy Camden.

Salford City College learner Leah Dean will be strutting down the catwalk during the Miss Teen Model UK competition, thanks to her money-raising efforts which gained widespread coverage for Cancer Research UK. The inspirational 17-year-old shaved her head last July to raise funds for the charity, after her former school teacher from the Albion Academy, Michelle Holding, was diagnosed with breast cancer in 2014.

"When I found out I was devastated," Leah said. "The way she [Ms Holding] dealt with it and the strength she showed, made me want to do something to show my support."

Leah received a huge backing on social media after shaving her hair, which resulted in her raising more than £3,000 for Cancer Research UK.

Her story was later picked up by local and national media outlets, including the Mirror, which led to her being approached by a top modelling agency, which put the student forward for the Miss Teen Model UK competition.



Salford City College learner Leah Dean shaves off her hair for Cancer Research UK



in her local area.

"I went to the shop to get the general bread and milk and I had a pound or so change left, so I bought a scratch card," Leah explained.

"I took it home and scratched it and won £600. I started spending the money in my head and I was going to put it towards my university savings, but after watching the news, I couldn't keep that money knowing other people out there were left with nothing. So I donated it."

When she's not raising money for charity, Leah is studying level three IT software at Salford City College.

She is a strong advocate for getting more girls into IT, explaining: "IT is a very male-oriented industry, but I believe in the equality of women, so I think that they should be entitled to the same opportunities."

Once she finishes at college, Leah plans to go to university to train to be an IT teacher, as she would like to be a role model for young girls who want to get into the industry.



Leah with her long locks before shaving her head

"I quite suited the shaved look," Leah said. "Everyone started comparing me to Sinead O'Connor and the modelling agency said they saw potential in me to grow as a model and to represent a different type of model."

"Women models nowadays all seem to follow the same look. They are all around 5ft 8ins and have long hair, they just look like copies of each other."

But at 5ft 3ins and with cropped hair, Leah is looking to break that mould.

"We come from a very diverse society and therefore to accommodate that, we need to have models that represent every sort of person."

"I am happy to fly the flag for the real people who come in all different shapes and sizes and different hair lengths," she said.

Leah is now one of five finalists, and is looking forward to attending the grand final in Warrington on 26 June.

Leah's charitable streak continued on Boxing Day last year when she won £600 on a scratch card, and donated it all to flood victims



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

8 MOVERS & SHAKERS

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

Alice Barnard has started in her position as the new chief executive of the Edge Foundation.

She takes over from David Harbourne, Edge's director of policy and research, who has been acting chief executive since Jan Hodges' retirement last April.

Ms Barnard moves from her position as leader of the Peter Jones Foundation, which she has held for the last four years.

Commenting on her new role, Ms Barnard said: "I am incredibly excited to be joining Edge at a time when how we shape young people's education, their training and their futures, is so high on the political agenda."

"I feel passionately about the value of practical, technical and professional learning which can lead not only to successful and fulfilling careers, but are essential if we are to be equipped with the skills we need for a 21st century global economy."

Before she was at the Peter Jones Foundation, Ms Barnard was the chief executive of the Countryside Alliance for five years. She read history at Cambridge University.

The RNN Group, a new education

and training organisation created by a merger of Rotherham College of Arts and Technology with North Nottinghamshire College this month, has announced four key appointments.

John Connolly takes the reins as chief executive of the group, after serving as principal at North Nottinghamshire College since 2007.

Prior to that appointment, he was director of finance at the college, joining after a career in the private sector.

Mr Connolly said: "Our merged organisation will give us greater resilience, greater scope to invest and greater influence for the benefit of our local areas and businesses."

"I'm delighted and proud to lead over a thousand talented and dedicated staff who are working towards these ends."

The chair of governors is Ken Barrass, formerly chair of Rotherham College from 2011 until the merger, who has been involved with the college since 1998, and a governor from 2000 onwards.

Prior to this, Mr Barrass was director of finance for several firms in South Yorkshire.

Phil Sayles, deputy principal at

Rotherham College for the past four years, becomes deputy principal of RNN Group.

Mr Sayles previously worked at Lincoln College as director of school, and before that at the Grimsby Institute, working his way up from a part-time teaching role to divisional director, after an early career in the retail and construction sectors.

He said as a larger organisation, the RNN Group will be able to play a stronger role supporting employers through providing apprenticeships, higher-level skills and training solutions, which will "enable students and the existing workforce to develop into the roles organisations need to succeed".

Paul Baylis has also been appointed vice principal of the group, after serving as assistant principal at North Nottinghamshire College and before that working at Leicester College.

He said merging the two colleges would give the group the clout to promote vocational education more widely.

Meanwhile, Nigel Evans has been selected by the Weymouth College board of governors to lead the college full time, after serving as interim principal since November 2014.

Weymouth College jumped from an inadequate to a good Ofsted rating in November 2015, under Mr Evans's direction as interim principal.

He guided the college through a structure and prospects appraisal process and out of administered status, following visits from the FE commissioner Dr David Collins, who withdrew his involvement with the improved institution in October.

Mr Evans said he was absolutely delighted to accept the appointment.

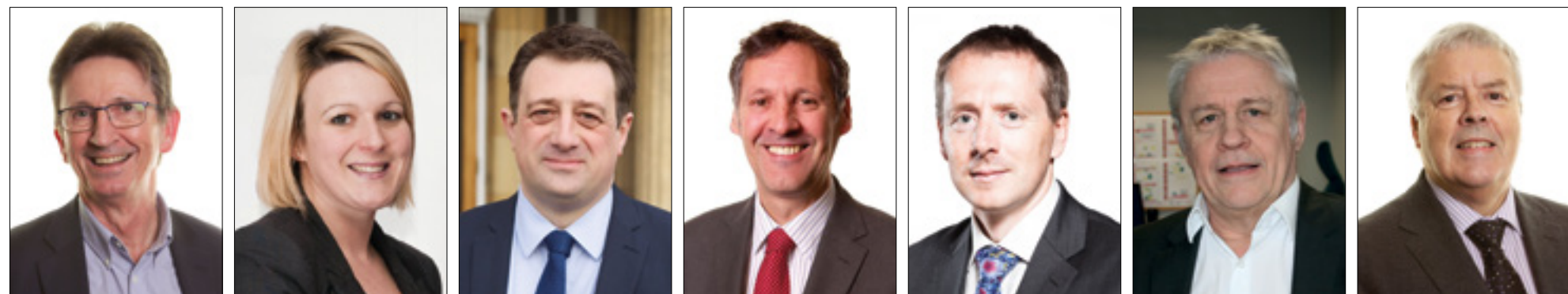
He added: "I have thoroughly enjoyed the challenges over the last 15 months and feel privileged to be able to lead the college into its bright new future."

"It is my strong view that although we are Weymouth College, we are Weymouth's college, Portland's college and actually Dorset's college, and we are committed to meeting the needs of students, parents, employers and all local stakeholders to strengthen the future of the Dorset economy."

Mr Evans brings more than 35 years of FE sector experience to the post, including around 20 years of teaching A-level biology and chemistry and 15 years in a variety of senior management positions.

Michael Davis, chief executive of the UK Commission for Employment and Skills (UKCES), has been appointed managing director of consultancy firm Ecorys UK.

He will take up the role with the company, which specialises in economic and public policy, on 1 March, after more than five years at the helm of UKCES. Manon Janssen, the chief executive of Ecorys, said Mr Davis's management expertise, leadership qualities and client focus would be great assets in leading the organisation.



John Connolly Alice Barnard Phil Sayles Paul Baylis Michael Davis Nigel Evans Ken Barrass

UKCES APPOINTS NEW CHIEF EXECUTIVE IAN KINDER TO 'PROTECT' LEGACY

Ian Kinder has been appointed as the new chief executive of the UK Commission for Employment and Skills (UKCES).

He starts on 1 March, taking over from Michael Davis, who is joining consultancy firm Ecorys.

Mr Kinder said: "Michael can be incredibly proud of the leadership he has given the commission, but it is now vital that the impact of the commission's work and its legacy, are protected for the future. I am looking forward to working with colleagues both within the organisation

and further afield to do just that."

Currently the executive director of UKCES, Mr Kinder has held a number of senior positions during his career, working across the education, skills and business departments in Whitehall and regional departments in the north of England.

He was a director at the learning and skills council in Lancashire, where he was responsible for post 16 FE funding and delivery.

Mr Kinder has also led work on enterprise and small business policy, and in regional and national skills policy roles, including

developing the Investors in People Standard.

Sir Charlie Mayfield, chairman of UKCES and the John Lewis Partnership said: "I am delighted that Ian agreed to take on the role of chief executive and lead the organisation during what will undoubtedly be a challenging few months, working with Commissioners, government, staff and stakeholders to ensure the best outcomes for the legacy of the work of UKCES."

"His experience of public service inside and out of government makes him ideally suited to lead UKCES at this time."



Ian Kinder

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Farnborough College
of Technology



Principal and Chief Executive

Competitive remuneration plus benefits

Farnborough College of Technology offers exceptional teaching and learning facilities, providing first class courses with a strong vocational orientation from our two sites in Farnborough and Aldershot. Rated as Outstanding by Ofsted, we offer programmes from level 1 through to higher education programmes accredited by the University of Surrey which, from September 2016, will be delivered from our new University Centre Farnborough building. We have worked with over 6,000 employers to provide a variety of services to the business community and our Business Services Team has achieved the prestigious Training Excellence accreditation.

We are now seeking to appoint a new Principal and Chief Executive who can build on our success to date and ensure that the college continues to evolve to meet the challenges of a dynamic sector.

With an outstanding track record of leadership and management, ideally gained in an education or training environment, you will bring the strategic skills to develop a vision of the college's place in the context of the region's

education provision and the developing national agenda. You will also bring the commercial and enterprise skills to think innovatively about new business and funding opportunities. You will have experience of leading a high performance culture and will be an outstanding communicator with the ability to influence and persuade at all levels. Above all, you will be committed to excellence for all students and will bring the ambition to deliver even greater success at our college.

To find out more, please visit www.fcotleadership.com

For an informal and confidential discussion, please contact our advising consultants at **GatenbySanderson: Elliott Rae** on 020 7426 3964 or **Manjit Mundair-Lalli** on 020 7426 3999.

Closing date is noon on Friday 18th March 2016.

Final interviews will be held week commencing 16th May 2016.

GatenbySanderson



Kingston Maurward College

Principal and Chief Executive

Kingston Maurward College presents the opportunity for a strong, dynamic and inspirational leader to join our team.

"The College has uniqueness in that the students, and particularly the staff, form a caring, supportive, and above all a very close 'family'" Clare Davison, Principal.

We are looking for someone to provide leadership and direction for this successful, innovative and dynamic College, ensuring consistently high standards of teaching and learning, and continued student and financial growth. The successful individual will need drive, resilience and tenacity and will need to have experience of working in an ever changing educational environment or institution with senior level strategic leadership and management in a complex organisation. You must have extensive knowledge and experience of FE and the issues and challenges facing the sector.

Salary: £100K per annum

Accommodation: Rent free accommodation on site would be available if required, expenses to be paid.

For an informal discussion about the post, please contact James Tirrell, the Chair of the Corporation, via Vanessa Gifford, the Clerk, on 01305 215170 during normal working hours.

Closing Date for Applications: 11 March 2016 at 12:00pm

Proposed Interview Dates: 22/23 March 2016

Please visit www.kmc.ac.uk and look under 'About Us' to apply for this vacancy.

Kingston Maurward College is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

www.facebook.com/kingstonmaurward

@tweet_kmc

Kingston Maurward College, Dorchester, Dorset DT2 8PY
recruitment@kmc.ac.uk



Barton Peveril
Sixth Form College

We are looking a dynamic, inspirational, motivated **Teacher of Maths who will make the subject exciting, high performing and stimulate students' interest and enthusiasm in their A-level studies to join us in September.**

Teacher of
Mathematics

Start Date: September 2016
Salary: £22,482 - £37,508

You will work within the hugely popular Maths department where you will teach AS/A2 Mathematics and Use of Maths as well as GCSE Maths. Experience of teaching Computing may also be beneficial.

You will contribute towards driving the increase of the ALPs scores for the department. Your teaching will be of the highest quality and the results will reflect the high calibre of your teaching. You must have a commitment to active and innovative teaching and learning, both inside and outside the classroom. You will have the passion to be part of a successful teaching environment which produce the best from the students. Application's from NQT's will be considered.

You will join a team of 14 full time and part time staff working in a spacious, well-resourced new building.

The vacancy closes on Monday 29th February 9am and interviews will be held on Tuesday 08th March 2016.

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

Our commitment is underpinned by robust processes and procedures that seek to maximise opportunity, minimise risk and continuously promote a culture of safeguarding amongst our workforce. All successful applicants will be required to complete an enhanced DBS (formerly CRB) check.

Tel: 023 8036 7200 | www.barton-peveril.ac.uk

Executive Director Finance and Planning

Circa £80,000pa

Doncaster College is moving to the next stage in its development and is now looking to recruit an experienced finance professional reporting to the Principal. This will involve an exciting agenda for change with opportunities to contribute to moving the College forward.

Candidates must hold a professional accountancy qualification (CIMA, ACCA, ACA) and be able to demonstrate practical experience at a senior management level. The successful applicant will be expected to lead and take responsibility for all Finance, MIS and IT functions and to contribute to the Senior Team's leadership of the College. This is a senior post holder role.

A copy of the Job Description and Person Specification for this post may be downloaded from **MCA Cooper Associates'** Web Portal HAMSTER by accessing the following internet address:

<https://hamster.mca.coopers.com/> and using the Username - doncastered and password - EDFINANCE.

Apply to enquiries@mca.coopers.com including a current CV by **12 Noon on Friday 4th March 2016**. For an informal discussion about the role ring **Malcolm Cooper** on **07950 931389**.



FE Week

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Protocol

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**A Level Maths Lecturer
Lancashire**

Full time - Annual salary up to £33,753

**A Level English Lecturer
Lancashire**

Full time - Annual salary up to £33,753

Must be:

- A qualified A Level teacher
- Up to date on A Level reform
- Experienced in a pastoral role
- Dedicated to student achievement
- Be committed, flexible, self-motivated



Want a new challenge? Take on management duties alongside teaching

**Maths Programme Leader
Chester**

Full time - £20-£25 per hour + holiday pay

Must have: Maths degree or foundation degree, teaching qualification and previous experience as a programme leader in a FE or 6th Form College

**AS Level Literature/Language Tutor
Lancashire**

Part time (5hrs p/w) £20-£22 per hour + holiday pay

Must have: English degree and a L5 teaching qualification, experience in a FE or 6th Form College and current knowledge of A Level curriculum

**GCSE/A Level English Lecturer
West Midlands/Staffordshire**

Various - £20-£22 per hour + holiday pay

Must have: English degree or foundation degree, teaching qualification, experience in a FE or 6th Form College and current knowledge of GCSE and A Level curriculums

**GCSE English Lecturer
Peterborough**

Full time - £17.00-£18.50 per hour + holiday pay

Must have: Teaching and L3 English qualifications, recent experience in a FE or 6th Form College and current knowledge of GCSE curriculum

**Functional Skills Maths and English Lecturer
Isleworth**

Part time - £21-£23 per hour + holiday pay

Must have: Teaching and L3 English/Maths qualifications, recent experience in a FE or 6th Form College and current knowledge of Functional Skills curriculum

**GCSE + Functional Skills English Lecturer
Derby**

Part time - £17-£18 per hour + holiday pay

Must have: Teaching and L5 English qualifications, recent experience in a FE or 6th Form College and current knowledge of Functional Skills and GCSE curriculums

To apply for one of these roles or to be considered for any of the amazing opportunities we have across the UK please send your CV to:

jobs@protocol.co.uk or visit www.protocol.co.uk to register online.

GCSE and Functional Skills Maths Lecturer

36 hours per week, 52 weeks per year
£27,843 to £33,255 per annum

City College Norwich is a great place to work. As one of the largest colleges in East Anglia we have a large and diverse team of over 900 full and part time staff in both teaching and supporting roles.

We are now looking for a versatile GCSE and Functional Skills Maths lecturer for our post-16 GCSE centre – one of the largest in the UK, teaching English and Maths to approximately 4,500 full time learners as part of their programme of study. Teaching groups typically have approximately 20 students and the majority have three hours of classes per week.

To find out more and to apply please visit www.ccn.ac.uk/job-vacancies

Closing date: **Friday 4th March 2016**

Interviews will be held on: **Tuesday 15th March 2016**

All new appointed employees are required to fund their own enhanced DBS Check and register with the DBS Update Service.



Westminster Adult Education Service, a service of Westminster City Council, is a medium sized college based in Westminster. It is the largest local authority adult education service in London and one of the largest in the country, offering a large and diverse programme of further education qualification courses and employer-based training as well as extensive community based provision. We have a diverse, enthusiastic student community, taught and supported by well qualified, dedicated staff. Our three main centres in Westminster are all modern, easily accessible and purpose built, offering high quality teaching and learning facilities. We have vacancies for the following roles:



PART TIME TUTOR – FUNCTIONAL SKILLS MATHS

RATE OF PAY: £24.88 PER HOUR, VARIOUS DAYTIME HOURS AVAILABLE.

WAES is seeking a tutor to deliver Maths Functional Skills classes at venues in Westminster.

You will need to have a minimum full level 5 teaching qualification and a subject specialism is desirable. Experience in delivering Functional Skills from Entry to Level 2 Maths to adults in discrete classes is also desirable.

In return, we offer excellent employment benefits including a public sector pension scheme and opportunities for Continuous Professional Development.

PLEASE QUOTE REFERENCE NUMBER: ED/WAES/673

PART TIME TUTOR – CAMBRIDGE ENGLISH & IELTS PREPARATION

RATE OF PAY: £24.88 PER HOUR, VARIOUS DAYTIME HOURS AVAILABLE.

WAES is seeking a tutor to deliver Full Cost Cambridge English and IELTS preparation classes at venues in Westminster.

We require a DELTA or equivalent qualification as a minimum. Tutors must be able to demonstrate good organisational skills, precision in lesson planning and confident, enthusiastic classroom delivery. Experience of teaching Cambridge English preparation classes is essential. Students are with us for a relatively short time, on average 10 weeks and classes have continuous enrolment.

PLEASE QUOTE REFERENCE NUMBER: ED/WAES/679

Closing date for both positions: 14th March 2016

In return, we offer excellent employment benefits including a public sector pension scheme and opportunities for Continuous Professional Development.

Job descriptions and application packs are available from www.waes.ac.uk/vacancies.

If you are experiencing problems downloading or have an enquiry regarding a particular vacancy email recruitment@waes.ac.uk quoting the relevant reference number.

www.waes.ac.uk



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



East Riding College

English and Maths tutors

Cross site, part-time hourly

Job ref:15/16-36

There are exciting opportunities for committed individuals to teach a range of either English or Mathematics qualifications including GCSE and Functional Skills on a part time hourly paid basis.

Applicants will have recent experience of teaching Functional Skills to Level 2 and knowledge of national developments in the teaching of Mathematics/English, Functional Skills, Literacy/Numeracy.

Applicants must possess, or be willing to work towards a Level 5 Literacy/ Numeracy specialist qualification, along with a Cert Ed/PGCE, and must have a degree or equivalent professional/vocational qualification.

£17.75 per hour (qualified)/£16.25 per hour (unqualified)

Please apply by visiting www.eastridingcollege.ac.uk/vacancies and completing the online application form.

East Riding College is a great place to work and study. In September 2015 we opened our £14m new Flemingate campus, part of a wider shopping and leisure development in the centre of the thriving market town of Beverley. This comes only six years after the opening of a new campus in the coastal resort of Bridlington and makes East Riding College one of the best equipped colleges nationally.



Sunderland College

EXTERNAL VACANCY

TRAINER/ASSESSOR (MATHS AND ENGLISH)

POST REF: 5795, 37 HOURS PER WEEK. FULL-TIME, PERMANENT £26,406.45 - £28,857.72 PER ANNUM

Sunderland College has a long history of employer engagement, achieved through developing the skills and knowledge that equip our learners to work in a diverse range of sectors. Today, Sunderland College works with over 400 businesses and is one of the largest providers of Apprenticeships in the region. The College is keen to continue to build on this success and expand its Trainer Assessor provision, having secured a number of significant contracts in the above areas.

We are seeking to appoint two suitably qualified Trainer/Assessors to work within the department of English and Maths. The majority of work will involve workplace delivery of Maths and English qualifications including our Apprenticeship provision. Successful applicants should hold a Degree, relevant teaching qualification (or be willing to work towards this) and a proven track record of delivering English and Maths qualifications with successful outcomes to a diverse range of learners. Applicants should also possess an assessor's qualification.

Applicants should be able to demonstrate relevant experience in their personal statement, giving practical examples of how they fulfil the person specification. Our Trainer Assessors need to be independently mobile and must be able to travel throughout the North East and in some instances may need to travel further afield.

Due to the nature of this post you will be required to undertake an Enhanced Disclosure Check. To find out more about this great opportunity visit sunderlandcollege.ac.uk/vacancies alternatively email vacancies@sunderlandcollege.ac.uk or call 0191 511 6046 to request an application pack.

ALL APPLICATIONS MUST BE RECEIVED
BY 5PM ON MONDAY 29 FEBRUARY 2016.

It is envisaged that interviews will take place the week commencing 07 March 2016.

We are working towards equal opportunities and welcome applications from all sections of the community. We are committed to PREVENT and safeguarding the welfare of children and vulnerable adults.



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Visit www.activeiq.co.uk or email businessdevelopment@activeiq.co.uk to start delivering from September 2016.

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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

Spot the difference to WIN an FE Week mug



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

Difficulty: **EASY**

Last Week's solutions

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

Difficulty: **EASY**

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

Difficulty: **MEDIUM**

Solutions: Next week

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

Difficulty: **MEDIUM**



Spot five differences. First correct entry wins an FE Week mug. Email your name and picture of your completed spot the difference to: news@feweek.co.uk.