

# FE Week

**HUNT FOR  
PAY RISE**  
PAGE 5



**BIG BREXIT  
BATTLE?**  
PAGE 8



**EDITOR ASKS...  
EFA & SFA BOSS**  
PAGES 12 AND 13



Faz Mansuri (left), aged 19, a Crossrail apprentice engineer, and Matthew Peddie (right), 22, a Crossrail apprentice civil engineer, presents the Queen with a commemorative Elizabeth line plaque

See page 7

## COLLEGE ACADEMISATION 'PRESSURE'

- > Principal breaks silence on 'very short' timescales for DfE applications
- > Government defends linking opportunity to area review deadlines

JUDE BURKE  
@JUDEBURKE77

See page 3

**BOOK TODAY**

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## NEWS

**Training provider goes under**

JUDE BURKE  
@JUDEBURKE77

A national training provider has ceased trading four months after being hit with an 'inadequate' rating from Ofsted, with the loss of 35 jobs.

Education and Youth Services (EYS), which had a head office in Stevenage as well as 16 training centres around the country, went into administration on February 4 after having its contracts with the Education Funding Agency (EFA) and Skills Funding Agency (SFA) terminated following the Ofsted verdict.

The closure comes after the provider, which had an allocation of £5.2m from the EFA and £2.8m from the SFA for 2015/16, was taken over by the Merseyside-based Progress to Excellence Group (PtoE) in August.

PtoE managing director Sandra Kirkham told *FE Week* that EYS's EFA and SFA contracts "amounted to over 80 per cent of the company's revenue".

Ms Kirkham said they had worked with the EFA to find alternative providers for all of its EFA-funded learners, and were continuing to work with the SFA to find alternative provision for its SFA-funded learners.

EYS had around 2,000 learners at the time of the Ofsted inspection in October.

It had started to wind down its apprenticeship provision following takeover by PtoE, Ms Kirkham said, and they had stopped recruiting new apprentices before the Ofsted inspection.

Twelve of the EYS training centres had

been acquired by other training providers, Ms Kirkham said, which meant they had safeguarded 72 jobs.

In the end 35 members of staff were made redundant, "a number of whom have already found new roles", said Ms Kirkham.

Ms Kirkham said that they had "recognised that this was a turnaround situation" when they took EYS over, but had hoped for more time before being inspected by Ofsted.

"We thought, with Ofsted, you got at least a six month extension after a new ownership, and we thought that would give us enough time to turn it around. We knew it needed improving," she said.

"I'm sad for the learners and the staff that we weren't afforded the time to make an impact on that business. I knew we had the expertise in the group to turn that provision around, and had we been afforded that time with

Ofsted, it would have been a totally different picture," Ms Kirkham added.

A spokesperson for the SFA said: "We can confirm that Education and Youth Services Limited has now ceased to trade.

"We are working to transfer learners to other providers and are consulting with employers and staff to take individual circumstances into account wherever possible.

"This is to ensure continuity of training for both learners and employers and to minimise any disruptions".

An EFA spokesperson said: "We have been working closely with relevant councils to transfer the students of Education and Youth Services Ltd to alternative provision.

"We are confident that all pupils funded by the EFA have now been given a new place."

**AoC backs move to end subcontracted loan-funded provision**

PAUL OFFORD  
@PAULOFFORD

The Association of Colleges (AoC) has said it supports the banning of subcontracted loan-funded provision from 2017/18.

The Skills Funding Agency (SFA) first announced on Monday that advanced learner loans would have to be delivered directly by lead providers after the next academic year.

It explained in its Update bulletin two days later that the decision followed "a review of subcontracted loans delivery and learner and sector feedback" and would "protect the interests of learners who use loans for their training, and public funds".

"We have allowed an 18-month period to enable lead contractors and current loans subcontractors to transition to the new arrangements," it added. "This will minimise any disruption for current learners, whose loans-funded training is subcontracted."

The AoC has now backed the move.

A spokesperson told *FE Week*: "It's important that people taking out student loans get the right advice and are

completely clear about who is teaching their course, so there's a case to remove subcontracting from the FE loan scheme.

"There's been a similar, though voluntary, shift away from sub-contracting for loan-supported provision in higher education.

"It is right that SFA has given advance notice of the change, because this gives time for colleges and providers to rearrange their activities and also to run through the implications for officials."

The SFA said delivery of all loans-funded subcontracted learning aims had to be completed by July 31 next year.

Providers should also "not enter any new subcontracting agreements for the delivery of loans funded provision in 2016 to 2017, over and above those which they are already be engaged with in 2015 to 2016," it added.

Meanwhile, in 2016/17 "any provider which holds a loans facility directly with the SFA cannot also act as a subcontractor to another prime contractor for the delivery of loan funded provision."

The agency has been contacting existing loans subcontractors "whom it considers may meet its criteria to access a loans facility directly".

## FE WEEK NEWS IN BRIEF

**Martin runs unopposed for NUS role**

Shakira Martin, the current NUS vice-president for further education, is running for re-election unopposed. Ms Martin, who was first elected last year, has spearheaded the #FEUnplugged campaign, launched to fight cuts to the sector and the merger of colleges after area reviews. In her election statement, Ms Martin said she would provide the radical, new leadership the student movement desperately needed. The elections take place during the NUS conference in Brighton, from 19 to 21 April.

**WorldSkills competition open**

Learners, apprentices and employees from England, Northern Ireland, Scotland and Wales can register online between 1 March and 7 April to secure a place in one of the heats for the largest international skills competition in the world. WorldSkills aims to raise the recognition of skilled professionals worldwide. Competitors and teams who achieve the highest will be invited to compete in the final at The Skills Show in November.

**Commissioner closes Totton report**

The Sixth Form College Commissioner, Peter Mucklow has closed his report into a struggling Hampshire sixth-form college. Totton College was placed under a financial notice to improve in 2014, and the report made several recommendations. The college formally merged with crime reduction charity Nacro in December last year. A restructuring plan proposes cutting 30 full time positions, but also says 14 new posts are likely to be created.

These organisations could, where applicable, be invited to apply for a direct loan facility for the 2016/2017 funding year.

It comes after SFA funding and programmes director Keith Smith warned college leaders last November they needed to face up to a future without subcontracting loans.

But Stewart Segal, chief executive of the Association of Employment and Learning Providers told *FE Week*: "Where a subcontracting [loan] arrangement works for both a prime and a subcontractor and more specifically the learner then those arrangements should be allowed to continue, as they allow for greater learner choice.

"We should therefore monitor the situation over a longer period before making any changes."

There were 75,400 learners with a 24+ Advanced Learning Loan in 2014/15, as revealed in the January Statistical First Release. It represented an increase of 28 per cent on 59,100 in 2013/14, but that is still thought to be well below the government's target take-up.

## NEWS

# Sixth form colleges academisation 'pressure'

JUDE BURKE  
@JUDEBURKE77

A principal has spoken out over the "significant pressure" being placed on dozens of sixth-form colleges (SFCs) that have been given just a few weeks to complete the complex application process for academy status.

The Department for Education (DfE) finally published guidance on how SFCs can go about converting to academies on February 19.

And although providers involved with phase one of the post-16 area reviews were given draft guidance at the end of last month, it still left the 33 SFCs involved with little time to digest the information and potentially lodge applications before the process closes for many in March.

*FE Week* contacted all of them over the past week and of the six that provided detailed responses, in which they all confirmed they were actively considering academisation, the principal of Hartlepool SFC Alex Fau-Goodwin (pictured) felt strongly enough to go on the record.

He said the timescale was far too tight for his college, which is part of the Tees Valley area review, and for many others.

"As a college in wave one, this places significant pressure on effective strategic decision making in order to meet the

timescales of the area review," said Mr Fau-Goodwin.

"When you consider the [academy status] application process, colleges are required to complete a detailed return to include details on collaboration with named schools, strategic financial planning and forecasting, governance structures, and information about the estate.

He added: "The ink is still drying on the guidance document, yet colleges in wave one are expected to submit these proposals in a very short timescale, this is going to be difficult.

"There needs to be an acknowledgement of the amount of work required with multiple partners to prepare for conversion, as such, time scales will need to be reviewed accordingly."

SFCs can only convert to become an academy as part of the area review process, according to the guidance DfE guidance document.

A total of 33 SFCs and 50 general FE colleges across seven areas are involved in the first wave of area reviews, which began between September and November.

*FE Week* understands that a number of these areas will be publishing their reports, including final recommendations, in March.

This leaves some SFCs with less than a month to reach a decision — a timescale that another principal who asked to remain

anonymous described as not long enough to "consider fully this criteria and to make an informed decision about conversion, let alone complete a 12 page application".

James Kewin, deputy chief executive of the Sixth Form Colleges' Association, said they had been pressing the DfE on the timescales for academisation.

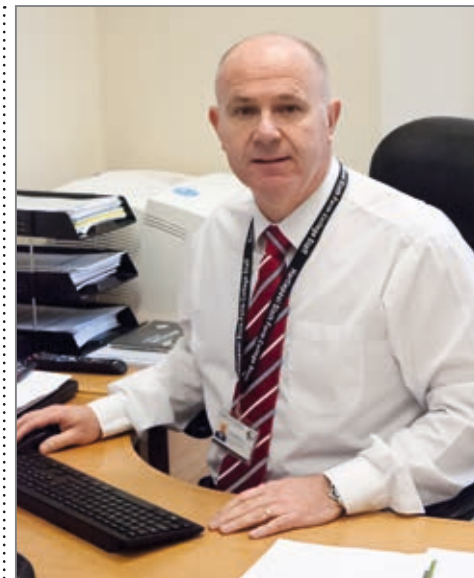
"We continue to make the case for SFCs in waves one and two [of area reviews] to have a greater degree of flexibility in developing proposals for academy status.

"Some SFCs in wave one have been given a matter of weeks to provide information (identifying potential partner schools for example) that colleges in wave five will have almost a year to prepare," he said.

David Igoe, the chief executive of the SFCA, writing exclusively for *FE Week* (see page 14), also looked at the advantages and disadvantages for converting to academies, and described the "real prize" as being "taken seriously as part of the 16-19, sixth form landscape."

The DfE guidance stated that the key assessment criteria for conversion is the development of "stronger partnership and collaboration between the college and schools with which they will work".

Colleges that propose to "establish or join a multi-academy trust (MATs) should be well-placed to meet the partnership criteria", the guidance states.



Only SFCs that are "financially and educationally strong [assessed by the department and Ofsted as good or outstanding for both]" will have the option of converting to become a standalone academy.

A spokesperson for the DfE said it had given SFCs draft guidance ahead of publishing the full guidance, which *FE Week* understands was sent to wave one sixth form colleges on January 25. This, the DfE said, was "to enable them to begin preparing applications, and we have extended timeframes for all wave one reviews to allow colleges time to consider the guidance and submit their application".

## SECOND INADEQUATE RATING FOR GREENWICH COLLEGE

PAUL OFFORD  
@PAULOFFORD

Greenwich Community College has been hit with its second consecutive inadequate Ofsted rating, following an inspection carried out two weeks after it federated with another London provider.

The grade four-overall report, published by Ofsted on Tuesday, was highly critical of maths and English provision and wider teaching at Greenwich and said that "the proportion of learners who complete and achieve their qualifications is below that for similar colleges".

It came after the college received an inadequate Ofsted rating in December 2014, before it was subjected to a structure and prospects assessment by FE commissioner Dr David Collins, which resulted in a recommendation that it merge with Bromley College.

The original plan to merge by January 1 had to be shelved because of issues with consulting banks and reconciling the colleges' two different pension schemes.

The colleges federated instead at the turn of the year, meaning that grade two Ofsted-rated Bromley's management team effectively took over Greenwich two weeks before the inspection team's visit began on January 19.

Sam Parrett, who was previously

Bromley College principal and now heads both institutions, told *FE Week*: "Greenwich went through quite a dramatic period of change, following the previous Ofsted report [in December 2014] and a visit from the FE commissioner, and it was clear the same result was likely again.

"The slightly frustrating thing for us is that we were due to merge with Greenwich Community College before the inspection took place, which would have meant that Greenwich would have been dissolved as an independent institution, so there would not have been an inspection.

"However, this will ultimately be good for the college because we have basically been given a free consultation on all the issues that need addressing."

She added the plan was now to merge the colleges from August 1 and "Bromley Corporation will take the decision over this on March 16".

The latest Ofsted report on Greenwich called on the new management team to "rapidly improve teachers' skills to check all learners' understanding and knowledge during lessons to ensure that learners are ready for their next lesson and the next steps in their learning".

However, it did state that "new management arrangements are already leading to improvements".

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## NEWS

# Merger approved for Cumbrian college before 'cash runs out'

BILLY CAMDEN  
@BILLYCAMDEN

A cash-strapped Cumbria sixth-form college has been given the green light by the Skills Minister, Nick Boles to merge with its nearby FE college in July.

Barrow Sixth Form College (pictured) was issued with a financial notice to improve last month, as reported in *FE Week*, having been graded as inadequate for financial health in September.

The 900-learner college, despite being rated by Ofsted in May as good, pointed to falling numbers of Year 11 students in local schools — from 959 in 2009 to 747 this year — among the issues it was facing.

It opened talks with 3,000-learner Furness College, three miles away and rated as good in April, about a possible merger to become “financially strong”.

In a letter published today to Mike Phipps, the chair of governors at Barrow Sixth Form College, Mr Boles said he “fully endorsed” the decision to merge, after he received an assessment report from the Sixth-Form College Commissioner, Peter Mucklow, earlier this month.

Mr Boles said: “Both colleges are performing well, as evidenced by recent ‘good’ Ofsted grades and there is a history of successful collaboration as well as a shared commitment to high quality provision for the local community.”

The sixth-form college’s implementation



Cumbrian college

plan reviewed by Mr Mucklow was handed over on February 19 to the EFA.

Mr Mucklow’s assessment report said: “The college’s financial recovery plan is realistic and many efficiency savings have already been realised. However, the college runs out of cash in March and again at the end of July 2016 and a structural solution for 2016 to 2017 academic year is therefore essential to help stabilise the college’s cash position and maintain its solvency.

“A merger with Furness College is credible and has many strengths.

“The Sixth Form College Commissioner endorses the proposal of the two colleges to

retain a distinctive academic sixth form branded offer based on the high quality and distinctive ethos evident in the college currently.

“The college’s proposal is that it will dissolve in July 2016 and transfer its assets, rights and liabilities to Furness College.”

Dave Batten, principal of Barrow Sixth Form College welcomed the merger and said he thinks it can offer “something even better” than what the two colleges could offer individually for

Barrow.

“At the moment the FE college doesn’t offer A-levels at all and we only offer a small selection of vocational courses, so in the future for example, a learner doing a BTEC in engineering at the college would be able to do an A-level in maths alongside it to get the TechBacc that they can’t at the moment.”

He added that the colleges are anticipating that the students “won’t notice a difference” when the merger happens.

“We want to keep the sixth form provision on its current site and we want to keep the ethos and distinctiveness of a sixth form offer so apart from aligning timetables in the future to enable this blended learning I think the students will struggle to spot the differences,” he said.

“This one might just be a win-win.”

Furness College principal, Andrew Wren, said he strongly believes that the merger would be an “excellent development” for the wider community in Furness and South Cumbria.

“As a merged college, we would be able to deliver an unparalleled curriculum offer whilst maintaining the high levels of quality which students and employers currently benefit from at both colleges.”

The two colleges are expected to feature among wave three area reviews, taking place from April.



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## NEWS

# College managers ripping staff off, UCU head tells rally

**Alix Robertson**  
@ALIXROBERTSON4

The University and College Union (UCU) general secretary, Sally Hunt (pictured), has accused college managers of “ripping their staff off” and failing to challenge the government on its treatment of the sector.

Ms Hunt spoke out at a rally in London this week, on a day of joint strike action between members of the UCU and Unison over the Association of Colleges’ (AoC) recommendation for a zero per cent pay rise in 2015/16.

The Shadow Skills Minister Gordon Marsden also addressed the audience at Emmanuel Centre in Westminster, and said that the FE sector would be facing “a really difficult time over the next couple of years”.

He added: “If there was ever a better time to be able to say that much overused phrase, ‘we’re all in it together’, this should be a time to do that. I regret greatly that your employers are not in it together and I hope that they will get their act together and begin to have some conversations and negotiations with you.”

But Ms Hunt challenged the idea that employers needed to “get their act together” to address the issue of pay.

“We need to know that what is taking place here wasn’t by accident,” she said.

“It isn’t just because of government policy. It is a strategy that the employers, through the AoC, actively adopted.”

She added: “I think the employers have got their act together, I think they are all in this boat together and the boat they are in is about ripping their staff off.

“They are using you to hide from their responsibilities to stand up for FE, and today is about us doing the job that our employers should be doing.”

The day of strike action marked the first time in 10 years since the UCU and Unison

have joined together in protest and picket lines look place at a number of colleges across the country.

The UCU estimated that 198 colleges had been affected by the strike action, while Unison

put the number at 170. The AoC was unable to provide information on numbers affected.

Support for the protest was shared through Twitter with the hashtag #FEStrike24Feb, which trended in the UK throughout the day. Alongside events in London, a well-attended rally also took place at the Mechanics Institute in Manchester.

Dave Prentis, general secretary of Unison, attended a picket line at City and Islington College in North London and said he felt current treatment of the sector was immoral.

He commented: “It’s very unusual that our members in FE take industrial action. It’s a final resort.



**BRADFORD COLLEGE**  
On the picket line...Bradford College...@ucu



**WIRRAL METROPOLITAN COLLEGE, BIRKENHEAD**  
On the picket lines this morning at all three campuses on the Wirral #fairpayinfo.



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## STAFF ON PICKET LINES TOOK TO TWITTER TO SPREAD THE WORD



**SOUTH TYNESIDE COLLEGE**  
UCU and Unison picket outside South Tyneside College #FairPayInFE #FEStrike24Feb #UCUNorth @unisonstlg



**WARWICKSHIRE COLLEGE'S RUGBY CAMPUS**  
The picket line at Warwickshire College's Rugby Campus, one of 6 out on strike today in a national pay

“When you look at what happened over the last five years, the pay of our members has gone down by something like a fifth in that time and when the employers have had the chance of at least giving a cost of living increase they have said no. For our members this is about putting food on the table.”

Marc Whitworth, director of employment policy and services at the Association of

Colleges (AoC), responded to the day’s event, saying: “Strikes are very disruptive for colleges and more importantly for students. The pay recommendation of 0 per cent made by the Association

of Colleges reflects the specific financial challenges faced by our members.

“Colleges are facing increases to pension and national insurance contributions during 2015/16 and this coupled with reductions in funding mean that we have been unable to recommend an unsustainable increase in costs to our college members.

“No further dialogue has been scheduled with our union colleagues regarding this cycle of negotiations.”

However, a Unison spokesperson told *FE Week* that the union’s FE committee will meet at the end of next week to gather feedback and discuss next steps.

## Students join striking staff on picket lines

At colleges across the country teaching staff, support staff and even some students joined picket lines in support of the UCU and Unison joint strike action.

At City and Islington College, students Aby Murray and James Crawley (pictured) were handing out flyers alongside other protestors.

Murray, a student of politics, sociology, economics and philosophy, told *FE Week*: “I think the strike is important because it shows that they won’t take no for an answer. This isn’t fair on them because they deserve a pay rise so much. They keep our college running, they’re the people who are in the library 24/7, helping us study, providing us with what we need to actually get our grades.

“Colleges are such an important option to people who feel they can’t study at school or university. Here it is a chance for us to actually be ourselves and get the grades we deserve, that’s really important to me.”

Crawley, who studies graphics, photography



and music technology at the college had had a class cancelled due to the strike.

“I think teachers should be paid more because the people they work with are all going to be a part of society.

“My three hours graphics lesson has been cancelled. It’s not so annoying for me because I live quite close, but

many people have to pay a lot of money to be travel here.”

At the rally, one Tower Hamlets College student also spoke out.

She said: “I really support this strike that is going on today. The teachers in Tower Hamlets have changed my life so much and opened doors for me that I didn’t have when I was in secondary school. I left and I just went into work.

“Now, going back into college, I’m worried about the cuts ... To me as a mature adult student I see my doors are closing and I see my future not as bright as before. I hope the teachers get the pay rise they deserve.”



Dave Prentis general secretary of Unison



Picket line at City and Islington College



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## NEWS

## CROSSRAIL APPRENTICES GET ROYAL TREATMENT AS QUEEN PAYS VISIT

BILLY CAMDEN  
@BILLYCAMDEN

The Queen was presented with a plaque by Crossrail apprentices this week to commemorate the new railway being named the Elizabeth line.

The monarch was given a tour of the still under-construction Bond Street station site by the Mayor of London Boris Johnson before meeting with apprentices working on Europe's largest construction project, due to open in 2018.

Faz Mansuri, 19, a Crossrail apprentice engineer who presented the Queen with the plaque, said: "I never expected to get to meet the Queen and witness such a historic moment for the new rail line at such an early stage of my career."

There are currently 543 apprentices working on the Crossrail project in a range of trades including construction, accountancy, quantity surveying and business administration.

New apprenticeship frameworks have also been developed for the Tunnelling and Underground Construction Academy including tunnel operations, sprayed concrete lining operatives and pre-cast concrete operations.



### "IT'S A FANTASTIC NEW STATION"

One of the apprentices who met the Queen was technician engineer Zoe Conroy (pictured), Crossrail's 500th apprentice.

Before she started working on the project, Zoe was studying an A-level equivalent in science and technology at a school in Portugal.

The 19-year-old opted for a hands-on job instead of university and found an apprenticeship to be the best route because she could "earn and learn"

at the same time.

"It's a fantastic role and I get hands-on experience on a real working site and every day I get to see the progress on the building of a fantastic new station," she said.

Working on Crossrail's Tottenham Court Road station site, Zoe assists the site engineer with activities including carrying out surveys and completing a daily construction report.



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## FE WEEK COMMENT

## Don't be Bole'd over

It is totally unfair and short sighted of the Department for Education to force sixth form colleges in the first round of area reviews to prepare and apply for academy status in just over four weeks, when others in future rounds are likely to get at least a year.



This is all a consequence of Skills Minister Nick Boles' decision to force through the one time only area reviews under unreasonably tight deadlines.

It is hard to understand why decisions over academisation are being tied to area reviews anyway.

The colleges that don't need immediate rescuing from financial problems should be allowed to take their time to make reasoned decisions over whether they want to make the switch in the interests of their learners and future.

It's also one thing to complain off-the-record about the rushed process, but another entirely to have the guts and conviction to break ranks and speak publicly.

So full-credit to Alex Fau-Goodwin for having the courage of his convictions and expressing his views so openly and well.

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

## TWEETS FROM #LWDEBATE ON WEDNESDAY

**Vicki Belt @Vicki\_Belt Feb 23**  
Vince Cable - rebirth of apprenticeships is a good thing especially at higher levels #LWdebate

**Tony Breslin @UKpolicywatch Feb 23**  
We've just opened the debate on the future of lifelong learning with @LearnWorkUK hosted by @theRSAorg: Blunkett/Cable/Willetts #LWdebate

**Stephen Evans @Stephen\_EvansUK Feb 23**  
London, England  
Every panel member has now criticised HMT officials. \* keeps head down \* #LWdebate

**Andrew Davidson @designandrewd Feb 23**  
How can the power of cities and city regions be harnessed to drive #learning at a local/regional level? @RSAMatthew #LWdebate

**John McGuirk @john\_mcguirk 28 May 2012**  
David Thompson from Farmers for NO gets the first big round of applause. #euref #lwdebate



## Brexit possibility raises skills funding questions

JUDE BURKE  
@JUDEBURKE77

Questions remain over what the impact will be on cash from the European Social Fund (ESF) if the UK votes to leave the European Union (EU).

However the government has committed to providing more information before the country goes to the polls on June 23.

"As required by the EU Referendum Act 2015, the Government is committed to producing clear information, ahead of the referendum, on the outcome of renegotiation, the rights and obligations in EU law, an assessment of alternatives to membership and publishing the process for leaving," a spokesperson for 10 Downing Street told *FE Week*.

The ESF is cash that the UK receives, as a member state of the EU, to increase job opportunities and help people to improve their skill levels, particularly those who find it difficult to get work. The current funding round, which runs from 2014 to 2020, is worth about €3bn (£2.3bn) across England.

It is administered through the Skills Funding Agency (SFA), Department for Work and Pensions (DWP), and the Big Lottery Fund, which act as co-financing organisations

to provide match funding.

Projects delivered through the SFA focus on learning and skills, with a particular emphasis on young people who are not in education, employment or training (NEETs).

According to SFA allocations in 2014/15, 107 different providers, including colleges and independent training organisations, received a combined total of £305,267,633 in ESF cash.

The SFA's current round of contracts, worth £650m, is being delivered with the involvement of local enterprise partnerships (LEPs).

As revealed by *FE Week* in December, the funding agency is running a 'sequence of procurement' that must be finished by the end of September. All projects must be delivered by March 2018.

So far three rounds of invitations to tender have been announced, across 16 LEPs.

No date has yet been set for when the UK would leave the EU in the event of a leave vote in June. According to a parliamentary research paper, published in 2013, there would be a two-year negotiating period after the UK notifies the EU of its intention to leave.

"The message re Brexit has been that the 2014 to 2020 programme will run in full at that value provided the UK makes the necessary match available," said John Bell, senior partner at policy consultants Curved

Thinking. Mr Bell is specialist adviser to the House of Lords European Union Committee and was policy editor of ESF-Works, which provided policy and practice lessons from ESF in England 2007 to 2013.

"The contracts DWP agrees with co-financers and providers are binding so far as we know, so it is likely that most would indeed run to term, but we cannot be sure," he added.

David Cameron is leading the campaign to stay in the EU, while the London mayor and MP Boris Johnson — who will be leading the London area reviews of post-16 education and training — has come out in support of the leave camp.

A leave vote would lead to the UK no longer having access to ESF cash.

An expert in EU funding, who spoke on the condition of anonymity, told *FE Week* that "the people who would be losing out would be the people who need a lot of support, who have complex needs, who are battling all sorts of issues like homelessness, addiction, who are further away from the learning".

A spokesperson for the DWP said that it would be wrong to pre-judge the outcome of the referendum. A spokesperson for the Department for Business, Innovation and Skills said it had nothing to add to what the DWP had said.

## COMMENTS

## Treasury sets aside £560m for college restructures

Money to support merger is essentially money to finance cuts. It may sweeten the pill, but the diagnosis is grim as the sector faces yet more redundancies as the number of colleges reduces year on year. Please don't pretend this rationalisation will help learners either. The disadvantaged will be particularly hit as the focus moves to colleges developing more higher level skills.

Alison Scott

## Reading is for life – but also good grades in the FE setting

Referring to 'the painful struggle' mentioned in your article was exactly my experience yesterday

with my 16-18 year old students. They had to read 2 non-fiction documents for their Functional English Reading Mock and 75% of the class groaned and complained under the strain of being expected to read 980 words (2 documents' word count). 25% of students resisted reading altogether and took a gamble by writing an answer based on scanning the documents only. Suffice to say that of the 75% who resisted reading, their mock results were very, very low.

Maryam McKenna

## Lead providers step in after subcontractor 'collapses'

An example, albeit unfortunate, of how strong prime providers can protect the tax payer from such losses. Under a free-for-all system post 2017 who

would pick up the learners and employers let down by a failed provider?

Matt Garvey

## You must adapt to survive, SFA boss tells FE leaders

If colleges are to undergo radical change and adapt to meet employer needs they need to be freed of the time and money wasting bureaucracy which is required to please Ofsted. SMT are scared to death of a bad Ofsted report and waste valuable management time trying to second guess what Ofsted want rather than planning ahead and trying to reduce overhead costs. Free colleges of Ofsted and they will flourish.

Anon



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## PROFILE

## MILLENNIALS DON'T OWN THE INTERNET

ALIX ROBERTSON  
@ALIXROBERTSON4

Sal Cooke's experience of using technology in the sector certainly proves that — at least amongst her peers — millennials aren't the owners of internet.

In fact one of Cooke's worries for the future is that the next generation might not be ready keep things moving forward with technology in the sector.

"There's a whole generation of us that seem to be this network of people working on technology in education, and it's not a closed network, it's not an old boys' network or anything like that, it's just people who have had a variety of experiences in this area," she says.

"Where do we have the time and the resources in order to be able to help the next iteration of whatever those champions are in whatever the thing is that we need?"

The recently-retired education technology expert has visited London to attend the Bett Show (formerly known as the British Educational Training and Technology Show, which she often speaks at) but does not like to spend too much time away from her hometown of Bridlington in Yorkshire.

At the weekends Cooke now volunteers at the village hall, helping locals to engage with digital media.

She was born Rotherham, in South Yorkshire, in the mid-1950s, to a father who was a doctor and a mother who taught at Kimberworth Primary School.

Cooke, who was given an OBE in recent New Year's honours list, joined the school in the nursery, but when her parents divorced and her mother moved to the east coast town of Bridlington, Cooke transferred to a small private school in Retford Lorne House.

"My parents separated at a time when divorce was an unheard of thing," she says of the time.

A couple of years later, Cooke moved to join her mother in Bridlington, which she describes as "a very typical seaside resort", and attended Moorfield Primary School for the last two years of junior school.

She passed the 11-plus exams and went on to attend Bridlington High School for Girls, where she also took on part time jobs from age 13 alongside her O and A levels.

After school, she worked in hotels, bars, hairdressing, and music and attended evening classes in FE colleges.

These included Scunthorpe College, where she took the transport managers exams and even worked in haulage driving lorries.

Cooke moved back to Bridlington in the early 1980s and completed a part time FE service teaching qualification at

Hull College, where her daughter Katie would later study.

She also completed a degree in education at Hull University.

At this time she took on part time contracts at East Riding College, teaching subjects such as business studies, catering and hairdressing, to 17 to 18 year olds.

"I think the only thing I didn't teach at the time at the college was joinery ... I even covered a bit of welding," she says.

She also put her training to use teaching at her former school, Bridlington High School for Girls.

Following this experience, she gained a job on secondment for Humberside Local Education Authority, on one of the early Education Support Grant programmes, supporting the 54 colleges in Yorkshire and the Humber.

This role as a curriculum development manager involved encouraging teachers and lecturers to use IT in their teaching — at the time that the very first personal computers were just coming into education.

She shook up existing provision and created continuing professional development packs that brought together students from subject areas as varied as hairdressing to construction.

Staff may have been lucky enough to see their first Amstrad at this time, but it was long before Windows would come into being.

One of her first visits in the role was to Bishop Burton College, where she was looking at helping integrate a spreadsheet into a farm accountancy course.

Cooke ran a regional volunteer organisation called Share IT, and with the help of volunteers ran a large conference every year at Woolley Hall near Wakefield.

This heralded some of the maiden presentations of key players in the digital world, such as Professor Stephen Heppell, Chris Yapp, and Graham Whitehead.

She also worked on the BBC's education team in the late 1980s, looking at how teachers were using computers in school.

Cooke was later invited to focus on FE learning at a national level for the National Council for Educational Technology (NCET), which would later become the British Education Communication Technology Association (BECTA).

She was teaching at Hull College part time, but in her new role at NCET was focussed on encouraging staff in the post-16 world of education to use digital technologies.

This later moved into how to incorporate the internet into the work of staff — despite the fact that few could access it at home.

After this, Cooke moved to the Department for Education in 2001, again advising on use of education technology and worked in Europe circles, visiting Brussels when negotiating for legislation on accessibility in technology.

By the early 2000s, Cooke was focusing more and more on ensuring that all learners could access technology, and when a job came up 12 years ago in York for director of the Jisc funded service TechDis she eagerly snapped it up.

"We were one of the first services, in Jisc, to actually appoint someone at a senior level from an FE college. That was a real challenge but it was fantastic," she says.

"I absolutely enjoyed it. I think at the time I'm sure they thought, 'It's that woman again, she's going to talk about FE', and at times I almost felt I was completely talking a different language.

"But we got over those kind of things, and it was very productive, and I was conscious that there were half a dozen services that this committee saw the budget for that were likely to become FE focused."

One of her key achievements in this role involved working with Cereproc, a Scottish based company specialising in voice techniques, to acquire additional funding from the Department of Business, Innovation and Skills to commission two new voices (TechDis Jack and TechDis Jess) to be distributed free to 6m learners.

During her time leading TechDis, the company also commissioned from scratch a portfolio building system for students with complex needs.

With nearly 40,000 users, it gave students with special educational needs a system for controlling their work.

"They might have some pages that were for college, pages for their friends, pages for employers, and one lad I always remember used to say, 'My mum can't see that bit because that's got me and my girlfriend on it'," Cooke says.

She cannot praise the work of specialist colleges enough, saying: "If you want to see how technology really changes lives, they're the places to be — some of those students need technology to live, they are phenomenal, phenomenal colleges."

At the beginning of 2015, TechDis was closed down, when Jisc needed to rationalise their offering.

"I think the hard thing was that the things that were being recognised for FE and skills are now no longer being focused on in the new version of Jisc. But then Jisc is working on a restricted budget," says Cooke.

This goes back to her concerns about the future of technology and education.

"Times change, times move on, but there are things you have to keep doing," she says.

1958 - 1962

Sal aged two and a half with her Grandfather, Sydney Alfred Oakley, taken in Rotherham



Sal aged seven with Father Christmas, taken in Sheffield at Redgates, the famous toy shop of the time



1979



Sal in her early twenties

2005



Sal aged 50 with her daughter Katie, 25, in Newcastle

2006

Sal takes part in a charity bike ride in India



2014 - 2015

Sal receives an honorary fellowship for lifetime achievement by Myerscough College



Sal at RSPB Bempton Cliffs where she has volunteered for 30 years, with Geoff Brown, one of the oldest volunteers



RNET

## NEXT EDITION'S PROFILE

Read our profile interview with Nichola Hay, board member of AELP in the next edition



It's that woman again, she's going to talk about FE

## It's a personal thing

## What's your favourite book?

It has to be the first accessible version of Harry Potter, for the simple reason that JK Rowling was an absolute star and realised that she couldn't have a non-accessible book. So by the time she got to the point where there were the midnight launches, you couldn't have a situation where a child couldn't get an audio book or Braille book. We worked with the Royal National Institute of Blind People and everybody else in order to get that book guaranteed by Bloomsbury at midnight on that day – they were available in all formats.

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

Take people to see puffins! Even though I stand on the boat and go, "Right, GCSE geography, come with me," it's probably the only time I'm not fully in work mode. It's like another job because I've done it so long and I coordinate the volunteers, but it is a different kind of thing.

## What's your pet hate?

I just despair sometimes when I see people using technology and there's such a much easier way to do it, something or other that they could do if only they knew what button to press or what equipment to use. That can be just infuriating. It's not a hate as such, it's more that if I had the time I could show them.

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

I would need to have a combination of people. Who would get on, or not – watch the sparks fly. Douglas Adams would definitely be there – he's not only brilliant writer and genius but one of the first to become a technological entrepreneur. Samuel Joseph Cooke, my paternal grandfather from Northern Ireland. He was a head teacher, but he died when my father was seven years old. I'd also have Malala Yousafzai, an inspirational young lady in anyone's books; two apprentices of the year from vocational subjects; and my daughter and son – in – law, as family are the most important aspects of one's life.

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

Different. I don't like doing as other people do.

## Curriculum vitae

**Born:** Rotherham, South Yorkshire

**Education**

1955 Born in Rotherham at St Anne's nursing home  
1959 Joined Kimberworth Primary,  
1962 Moved to Lorne House, Retford  
1965 Started at Moorfield Junior School in Bridlington  
1967 Started Bridlington Girls High School  
1980 Daughter Katie is born

**Career**

1983–1986 Secondary school teacher, Bridlington School  
1986–1988 Secondary school teacher, Headlands School  
1986–1992 Lecturer and staff developer, East Riding College  
1987–1992 North of England curriculum representative, National Communications Educational Technology (NCET)

1992–1999 Curriculum development manager, Humberside IT Unit (Local Authority Service)  
1989–2002 Development officer, BECTA  
1999–2003 Part time lecturer and liaison with FE Colleges, University of Hull  
1992–2004 Lecturer/staff developer/IT services manager Hull College Group  
2000–2004 Member of Jisc committees as FE & Skills rep  
2001–2004 Education technology advisor, Department for Education and Skills  
2004–2014 Director, Jisc TechDis  
2012–Present Trustee of the Royal Society for the Protection of Birds (RSPB)  
2012–Present Council member, British Assistive Technology Association (BATA)  
2016 Awarded an OBE for services to FE, accessibility and inclusion in the New Year's Honours List

# WILL THE EFA AND SFA EVER MERGE AN

## EDITOR ASKS...



NICK LINFORD  
@NICKLINFORD

*Editor asks... is a new feature that will involve me interviewing some of the most influential figures from across the world of FE and skills. I will concentrate on a key issue for the future of our sector. I caught up with Peter Lauener, chief executive of both the Skills Funding Agency (SFA) and Education Funding Agency (EFA), after the recent Skills Summit in London, to ask about what their future holds.*

**A** new Funding Agencies Shared Service Team (FAS2T) covering finance, IT and data will be launched from April.

It is the latest development with SFA and EFA boss Peter Lauener's drive to identify areas where they can work together more efficiently.

He spoke with me at length about why the Department for Education is in a hurry to recruit for the FAS2T role, and what further efficiency savings can be made across both

agencies.

"We have significantly reduced the number of senior roles [across both agencies] by essentially merging two into one," said Lauener.

"We weren't able to fill all the roles, as we established the new shared service operation and we have brought in one or two senior colleagues to establish the senior team.

"One senior role that is really critical

to the operation is for data [overseeing FAS2T], so that has gone out to advert and I am very interested to get some new ideas and expertise.

"Both the EFA and SFA have got vast quantities of data that we manage and I think we can do a lot better to analyse it, to use it and actually share it."

He added: "With the EFA, you have the quite significant benefit, we have developed a lot of our data work around 5,500 academies, which as you know has grown enormously over the last four years.

"We are used to handling very large quantities of data and putting it into this matrix, and all that kind of stuff. There are lots of lessons to be learned."

It comes as the number of permanent staff at the SFA fell from 1,241 in April 2014 to 899 by October 2015.

This was in contrast to the EFA, where permanent staff numbers increased over the same period from 753 to 837.

"When I was appointed chief executive of the SFA back in November 2014 [he already ran the EFA], I looked at a number of areas where I thought, actually, there is scope to join up here," Lauener said.

"Of the areas that I have chosen to do that, first of all we have established a joint area review delivery unit. It's the team of people that supports the area review steering group.

"People from the SFA and EFA are working on that to make sure we are working with local partners to deliver the programme of area reviews on time."

Lauener added the second area falling under Mr Mucklow's responsibility was the drive "to bring together intervention teams".

"We obviously had an intervention team on FE colleges in the SFA and an intervention team

on sixth form colleges in the EFA," said Lauener.

"It doesn't really take a stroke of genius to think that there might be sensible ways of bringing these together, so I brought all of these people together."

Lauener added an obvious benefit of this would be removing the need for EFA and SFA representatives at the same meetings.

He explained: "If you take FE, it doesn't really apply to sixth form colleges in the

**I looked at a number of areas where I thought, actually, there is scope to join up here**

## Implementing the Prevent strategy

**Tuesday 5th April 2016**  
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Led by FE specialist, **Beej Kaczmarczyk**, Learning Curve Group is running a 'not to be missed' day-long workshop focusing on the key principles surrounding Prevent in education and training settings, including contributions from sector experts. The session will cover a diverse range of Prevent-related topics such as:

- setting the scene
- raising awareness
- the responsibilities of the FE sector
- development and implementation of a clear organisational strategy

The workshop is designed to be interactive and will include breakout sessions and keynote speakers.

For more information, please contact Mike Atkinson on:

[michael.atkinson@learningcurvegroup.co.uk](mailto:michael.atkinson@learningcurvegroup.co.uk)

**07587 034472** [www.learningcurvegroup.co.uk](http://www.learningcurvegroup.co.uk)



Don't forget that the following workshops are also still available and take place in central Manchester:

**Wednesday 2nd March**

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**Thursday 3rd March**

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\*Discounts are available for LCG clients

# D WHAT IS THIS FAS2T THING?

same way, and if you take FE colleges, then EFA has got a massive interest in any decisions about a particular college because maybe the EFA is the major funder of any particular college.”

Reflecting on the joining-up of finance and systems, he said: “Both the EFA and SFA have developed much better systems in recent years.

“In the EFA, we have just introduced a much more secure payment system, and I frankly expect to put the SFA on the same system because it is better and cheaper to operate.”

FE Week readers have been through a huge amount of turmoil with data returns as new SFA systems have been introduced in recent years — notably the Learning Aims Reference System, funding information system, and the Hub.

When pressed on whether his reforms would lead to a fresh round of upheaval, with the bringing together of EFA and SFA systems, Lauener said: “We are not rushing into anything. I don’t think people will suddenly see a change in the systems they use.

“We are doing some quite careful methodical work to say what is the best set of systems for the future — where are the legacy systems that we need to take out because they are just ineffective, and are there on either platform are there systems that are operating better?”

Lauener has also, he said, established a

single chief executive’s office overseeing internal communications.

But the drive towards more shared services begged the obvious question of why both agencies don’t just merge completely.

The Government has so far steered clear of this option, even though it could potentially produce huge efficiency savings.

Yet it has no such reservations about forcing through college mergers to cut costs, an irony not lost on many people who care about FE, myself included.

When asked about this, Lauener said he was currently “trying to put to one side the question of whether there should be a merged agency — let’s get on with the sensible things to do to save resource”.

He did not completely write off the idea, adding: “At some point we may come back to question of whether there should be a merged agency, but that is actually a matter for the two parent departments.

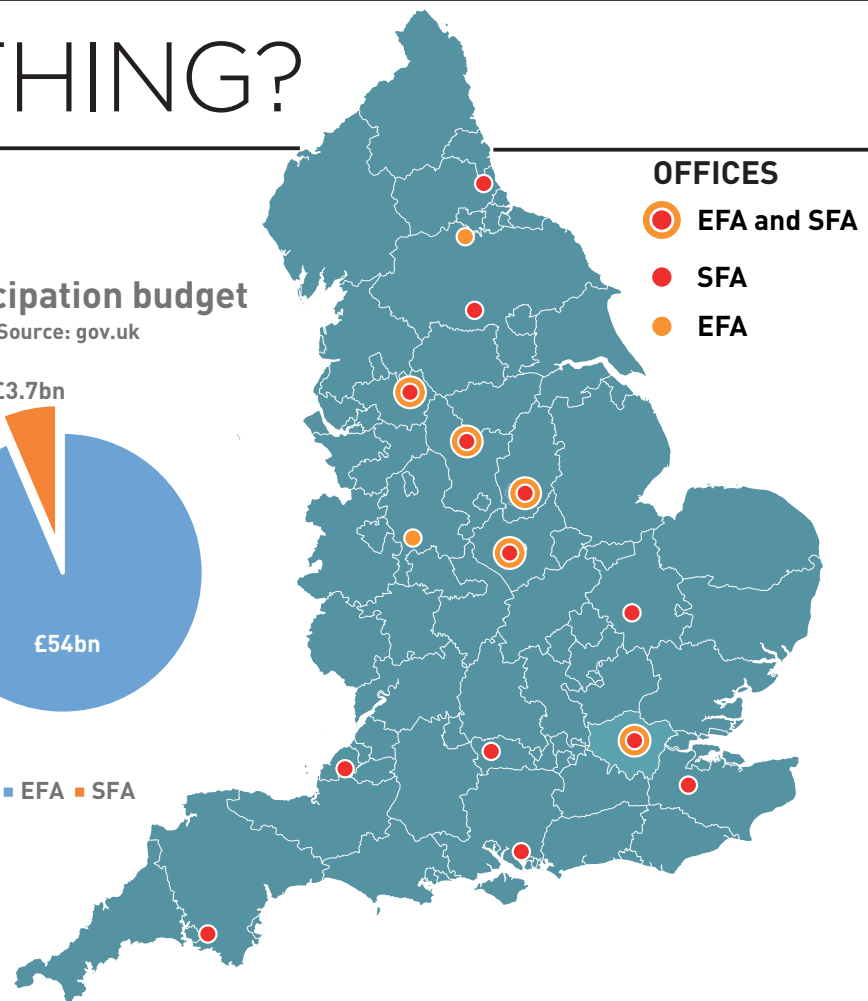
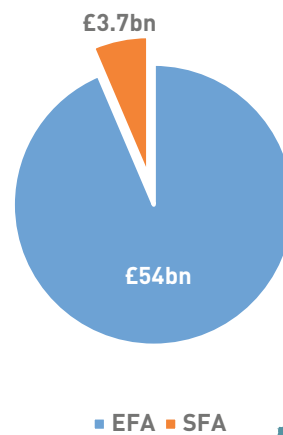
“I’m quite happy to operate in the way they ask me to. If it comes to joining up the agencies completely, then that will be absolutely fine, but there are no plans currently to do that.”

At the moment, a college has an EFA and an SFA person they will liaise with.

When asked if this would change, Lauener said: “I would like to get to that. I think that would be a very sensible thing to do.”

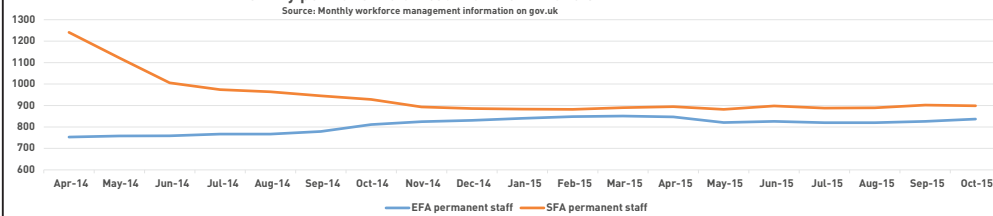
## Participation budget

Source: gov.uk



## Monthly permanent staff count at the EFA and SFA

Source: Monthly workforce management information on gov.uk



EFA staff based in London, Coventry, Sheffield, Darlington, Manchester, Nottingham and Bristol  
SFA staff based in Birmingham, Bristol, Cambridge, Chatham, Coventry, Fareham, Gateshead, Leeds, London, Manchester, Nottingham, Plymouth, Reading, Sheffield

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## EXPERTS



## THE PRINCIPAL'S OFFICE

Graham Taylor is principal and chief executive at New College Swindon. He has more than 25 years' experience in further and higher education across six colleges and writes exclusively for *FE Week* on the last Monday of every month.

# Lessons learned over study programmes

Graham Taylor casts a weary eye over the evolution of study programmes.

The study programme is now in its third year, but what have we learned?

Firstly it's a misnomer. It doesn't all have to involve "study" — just work experience or enrichment activities.

Is the marked increase in full-time learners attributable to padding out programmes with non-qualification aims to make up the 540 hours (450 for 18 year olds)?

If so, this is a poor use of public money, and it may be a reason that the Department for Education (DfE) is short of funds for 16-18 apprenticeships.

It's bizarre that up to half of the time can be spent on activities that don't lead to qualifications, especially when the last government cut enrichment time from 114 to 30 hours.

What they didn't like (thanks to Alison Wolf) is "mickey mouse" qualifications. So outlaw them, or raise their standards, they say.

But while enrichment, including work experience, may be good for the soul, the quality performance indicators are tenuous at best. Ofsted struggles to assess this.

With regards to "meaningful" work experience, departmental guidance is littered with references to this.

However, they forgot to take into account that many 16-18s have paid jobs (85 per cent in my college).

Surely paid work trumps unpaid work experience. Ofsted was dismissive of this — shelf stacking in Tesco, for example.

But we encourage the employability skills this sort of work encourages — punctuality, customer care, communications and trying to build relevant qualifications around the paid jobs.

Traineeships require a minimum of 100 hours of work experience. We struggle to run any because learners can pick up paid work around here.

But, in theory a "try before you buy" apprentice might work.

However, I cannot see why trainees are exempt from the grade D English and maths rule. If employers prefer GCSEs (and Ofqual say they do) then the rule should apply to all learners.

With regards to core aims, I can't see why these have to be designated and they are meaningless when it comes to A-level programmes. How can work experience be a core aim in itself? They should drop the notion.

The perceived divide between academic, applied and technical qualifications is also largely artificial — although this is not the fault of the study programme concept. It has more to do with wanting to stream learners.

The differences are usually in the way things are measured (exam versus assessment) rather than content. Which category does an A-level in accounting fall into? All three in my view. We have many young learners taking 'hybrid' combinations.

With regards to measuring success, it's always made sense to measure quality of learning by success rates at course level comparing with national averages and internal progress over the years.

**It's bizarre that up to half of the time can be spent on activities that don't lead to qualifications**

This can be built up to team and sector skills areas and college level using weighted averages (a concept Ofsted struggle with).

The trouble with the school and college performance tables is that they only show 16-18 level threes who complete and do not account for drop-outs (by institution or subject) or level one and two learners — big business in many colleges.

So you could be top of this particular league, but with very high in-year drop-out rates, not good quality.

That's why we all need to keep our eyes on success rates.

On another note, one interesting outcome of area reviews for FE Colleges might be demerger.

Float off your 14-18 provision and become an academy — benefitting from 100 per cent taxpayer funding for new builds (useful if you have ageing and dilapidated assets) and the ability to reclaim VAT.

It makes more sense than merging with a failing entity, although the poor old 19+ bit would be left to battle in the new world of apprenticeship levies and loans.



## DAVID IGOE

Chief executive of the Sixth Form Colleges Association (SFCA)

## Chance to rejoin the 'mainstream flow'

The Government has published its long-awaited guidance for sixth form colleges (SFCs) becoming academies. David Igoe considers what this means for SFCs.

On the face of it there are headline advantages and disadvantages for converting to academies.

On the plus side, there is the extra money from the VAT rebate (available to academies but not SFCs that don't convert) — about £350,000 per annum for each college on average.

There may be other financial gains like insurance concessions that academies benefit from.

On the downside, there is some loss of autonomy that comes with moving into the public sector.

Academy status also means SFCs lose the ability to borrow on the commercial market and there are current legal and statutory difficulties over recruiting foreign and HE students.

There might be a way around the latter two difficulties and it may be possible for SFCs to continue these entrepreneurial activities.

However the real prize here, in my view, is the opportunity academy status brings to SFCs to be able to re-join the mainstream flow of education policy.

By becoming academies we get back into the Department for Education/schools/academies tent and have to be taken seriously as part of the 16-19, sixth form landscape.

SFCs have deep roots in the school system. They employ teachers not lecturers, with pay, terms and conditions almost identical to teachers in schools.

They have strong pastoral systems and an approach to the curriculum and organisation which is much closer, even after 25 years, to schools rather than FE colleges. Culturally, that is where they belong.

Incorporation, in 1993, wrenched SFCs from local authorities and placed them in the newly independent world of FE.

There were some gains from this. Most SFCs thrived with their newly gained autonomy and most have more than doubled in size in terms of student numbers.

Many have achieved wonders with their estates and now run super-efficient organisations that outperform the competition on all the accepted accountability measures.

In many ways SFCs were the trailblazers for the academy concept. They were schools released from local authority control and proved they could create autonomous self-improving, highly efficient institutions. They became the often-quoted "jewel in the

coron" of state funded education.

The problem for SFCs since Incorporation has invariably been financial.

They suffered from the Government-imposed FE efficiency drive in the 90s and from the need to converge with FE funding levels.

This equated to nearly a 50 per cent cut for some and this led many colleges to have little option but to merge with other GFE institutions.

**They have strong pastoral systems and an approach to the curriculum much closer to schools rather than FE colleges**

Since 1993, 30 have been lost through this process. Since 2010, we have experienced another funding onslaught with most SFCs now struggling to manage on 20 per cent less funding in real terms.

The current area based review process was predicated on "solving" this problem through creating fewer, larger and more robust institutions. We have been there before.

The autumn statement announcement (about possible SFC academy conversions) changed the focus of the area based review process.

SFCs no longer have to consider how they fit into the "fewer, larger" world of FE but now have the option to leave the FE world and become an academy.

As an academy, they come under the jurisdiction of the regional schools commissioner and can take their place on local head-teacher panels, which advise the RSC on all post-16 reorganisations.

They can foster closer links with schools and be part of the schools and academies improvement system. This makes far more sense than being part of an FE world driven by economies of scale and the need to deliver 3m apprenticeships.

This will not be an easy decision for SFCs. Change is never easy and always involves risk. But I believe this is the right way for our colleges to go and their best chance of continuing to prosper and grow.

## EXPERTS

**Bea Groves hits back at links made between immigrants who struggle to speak English and terrorism.**

If anyone thinks that being a person coming to the UK from abroad is a simple task of just a task of “integrating” and learning English, then you’re wrong.

My experience as an FE teacher of adults new to the UK has strongly impacted upon me over the past year.

I have, since spring 2015 been the course leader for the Certificate in Education and Training (CET) course, run by Bridge, a small not-for-profit independent learning provider located in Gateshead. What has been unusual about the experience is not so much what is being taught (teacher education) but the students I have encountered.

On my first day as tutor, I met an extraordinarily varied group of individuals from a host of national backgrounds.

These included adults from Poland, Romania, South Korea, Thailand, France, Lebanon, Iran, Iraq, Italy, etc.

I have students who are refugees, others who came here with their partners to work, some who could be termed economic migrants, those who have relatives already established in the UK.

What unites them is an extraordinary optimism about the power of education to change lives, something that I seem to encounter less and less in the indigenous population.

This, of course, is contrary to the media scaremongering about the role of migrants



## BEATRIX GROVES

President of Tutor Voices: National Network for Further Adult Community and Skills Educators

### Immigrants want to learn English

and their intractable reluctance to integrate.

Certainly, there are individuals who operate under the exigencies of cultural and religious pressures that make attendance at courses a fairly complex matter.

Power over English gives a gateway to other learning: something they are all very aware of. But is our Prime Minister aware of the very high priority that English has in migrant lives?

The focus that is applied by government and parts of the media alike is of a “bunch of migrants” who are incapable of managing to integrate into British society without the stick of government coercion. Terrorist activity in the news has diverted the public gaze towards the issue of how confident we each feel about the motivations of the stranger in our midst.

Consequently the simplistic diagnosis is that those who have the poorest English skills must also be those who are most likely to foster hostility to the British way of life.

But anyone who has ever taught refugee or migrant students knows this is clearly not

the case.

It is right only in the sense that anyone who travels to live in any country should learn the local language, both as a matter of pragmatism and out of necessity.

The same rule applies equally well (for example) to non-Muslim English women living in Spain or France for example.

Teaching English to migrants is just one part of what should be a European issue, part of a generalised concept of learning as a means for newcomers to embed themselves in local culture and practice.

Such things do not occur spontaneously, and the current FE/adult education system is far too stretched financially to make an impact.

We have the teachers, we have the initiative, and we have the enthusiastic students, but currently we are being told to make bricks without straw.

The “straw” we need is much better and more consistent funding for ESOL and other language-development courses.

These are absolutely vital as an access point for all kinds of learners who are

finding their feet in the UK.

It is socially detrimental (even destructive) to assume that language ability can simply emerge out of thin air.

Without the necessary support, individuals will remain linguistically exiled from the interactions that make a thriving and varied community possible.

“  
What unites them is an extraordinary optimism about the power of education to change lives

In addition, FE providers need to extend the presence of their language tuition out of the walls of their colleges and centres.

Fragile learners, unused to the UK educational system, want to access language provision at venues that accommodate them and in which they feel secure.

Old fashioned community-based adult education? Yes, we need it for its flexibility, not just in the UK but across the entire European Union.



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# CAMPUS ROUND-UP *with Billy Camden*



Former Stratford-upon-Avon College music student Elliot Sansom playing the piano

**A** former Stratford-upon-Avon College music student has made it through to the final of the BBC's Young Jazz Musician competition.

Elliot Sansom, aged 21, is one of five contestants who will battle it out for the top award.

Having already passed an intense audition process, the finalists will be accompanied by the Gwilym Simcock Trio, who will also act as their mentors.

Elliot gained his level three extended diploma in music at Stratford-upon-Avon College in 2012, before going on to study Jazz at Birmingham City University's Birmingham

Conservatoire.

After starting to play the piano himself at the tender age of five, 16 years later he credits the college for being "instrumental" in his career progression.

Elliot said: "I'm thrilled to be in the final of such a prestigious competition and to be recognised for playing the kind of music I love.

"They [his college lecturers] gave me confidence in my ability as a musician and helped me define the kind of musician I wanted to be."

The final will take place March 12 at the Royal Welsh College of Music and Drama in Cardiff, and will be broadcast on BBC Four.

## Flying over owl and kestrel tower



New College Stamford learners with Len Pick Trust and community members meet to celebrate success of conservation project

**S**kilful New College Stamford learners have teamed up with a local charity to complete a conservation project for endangered bird life.

The project sought to build a tower using recycled materials salvaged from a previously demolished barn, to encourage breeding of owls and kestrels.

The tower, constructed on farmland in Dyke by the Len Pick Trust with carpentry, electrical and bricklaying students, will not be accessible to the public, and as a result has been commissioned to include a live internet feed.

Live images of the nesting box, via the Len Pick Trust website, will be transmitted during active nesting seasons in the future.

Richard Brickwood, learning and standards manager for construction at New College Stamford, said: "This was an incredible opportunity for students to gain experience and develop their skills in a real work environment. They responded amazingly to the challenge working towards a very tight deadline. They can all be proud of making a positive impact in the community and on the environment"

## Charity walk for guide dogs



Learners and staff from the Barnsley College's childcare and education professions department with Guide Dogs representatives

**C**aring Barnsley College students embarked on a sponsored charity walk in aid of The Guide Dogs for the Blind Association (Guide Dogs).

The learners, who study childcare and education professions courses, made the 2.5 mile journey to the college's Wigfield Farm site as part of the department's relationship with Guide Dogs.

The charity has delivered tutorials to the learners about its work and how the public can support them in the past.

Claire Griffin, tutorial learning mentor, said: "The students enjoyed learning about

Guide Dogs and the service users.

"The experience provided the perfect opportunity for the learners to understand and reflect on the service that Guide Dogs offers to individuals.

"All learners enjoyed a different learning experience enabling them to put their energies into a good cause."

The students are also currently fundraising towards Barnsley College's Name a Puppy @ School scheme where they aim to raise a total of £1,500 to name a guide dog puppy which they will get a chance to meet.



Rob Johnson (middle) returns to Redcar & Cleveland College to help cement the futures of other plastering students hoping to follow in his footsteps

## Medallion man is WorldSkills mentor

**A** former Redcar & Cleveland College plasterer, who scooped a Medallion of Excellence at the 2015 WorldSkills Championships, has returned to mentor the college's current crop of students.

Rob Johnson completed his level three plastering diploma last year and visited the learners as part of the organisation's College Champions initiative, a peer-to-peer mentoring scheme which sees high-achieving former students return to "unlock the skills of others" in their line of work.

The 22-year-old presented a video to level two plastering diploma students to share his experience of the WorldSkills

Championships and offer an insight into the industry.

Rob, who works for his family's North Ormesby-based plastering firm, Classic Plaster Moulds, said: "I've now reached the age limit to compete in such competitions [WorldSkills], but it has been fantastic to be able to pass on my knowledge to the students. Who knows, one day I might be judging them at the WorldSkills Championships."

Rob is now studying for a teaching qualification at the college and, with the help of plastering lecturer Richard Cochrane, wants to become a tutor to help train the next generation of plastering talent.



# 'Inspirational' aviation teacher



Stuart Mackay being presented with the Aviation Skills Partnership teacher of the year award by Amy Helm, partnership manager at the Aviation Skills Partnership, and Andy Perkins, chairman of youth in aviation

City College Norwich's aviation engineering course leader Stuart Mackay has been recognised with a prestigious award for his "inspirational" teaching.

He was presented with the Aviation Skills Teacher of the Year award at a reception at the House of Commons by the Aviation Skills Partnership.

The award also has a great deal of personal significance for Mr Mackay as many of his students set to progress to the new Norwich International Aviation Academy, will hone

their engineering skills in the same hangar where his late father was based with the RAF during the 1940s.



Stuart Mackay's late father, Angus Mackay, in his Meteor F4 in front of the hangar at Norwich, 1948

On being presented with the award, Mr Mackay said: "I was truly honoured not only to be on the shortlist, but also to be selected for an award for doing something that has been a lifelong passion for our family. This award

is a testament to all the hard work put in by all of my teaching colleagues on the Aviation Engineering course at City College Norwich."

# Ready for Royal Marines

A Northbrook College student has successfully completed one of the most gruelling basic training programmes in the world to enter the Royal Marines.

Jamie Smith, who studied level two and three diploma in uniformed services at the college, took on the demanding 32-week programme at the Commando Training Centre Royal Marines (CTCRM) at Lymptone Devon.

During his training, the 21-year-old learned everything from the basics such as marching, and looking after his kit and weapons, to combat skills that will turn him into an elite soldier worthy of the Green Beret.

The combat skills included setting ambushes, cliff assaults and fighting in built up areas.

The final week of training involved the completion of four commando tests, including an endurance course, a nine-mile speed march, a Tarzan assault course and a 30 mile march across Dartmoor, with equipment and rifle, which had to be completed in less than eight hours.

Jamie said: "Training was extremely hard but rewarding and I wouldn't have been able to do it without the help and guidance from the uniformed services course at Northbrook College."



Northbrook College learner Jamie Smith enters the Royal Marines

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## CAMPUS ROUND-UP

## Tireless fundraising with sportathon

FEATURED  
CAMPUS  
ROUND-UP

Tireless learners at Totton College put their sleeping patterns out of sync for a 24 hour sporting spectacular to raise money for injured and disabled people who have worked in public service, writes Billy Camden.

Public Services students at Totton College have raised more than £2,000 following a 24 hour charity sports marathon in aid of injured and disabled people who have worked in the public sector.

The dedicated team of 25 current and six former learners participated in the sporting spectacular as part of a course project that spanned a whole day and night of continuous activity including rugby, volleyball, tennis and Zumba.

Each of the sleep deprived students took turns coaching a team, briefing them and refereeing.

It was in aid of Blind Veterans UK and PC David Rathband's Blue Lamp Foundation, two charities that inspired the students during recent visits.

Learner Jake Lambe, 18 explained: "This year, we wanted to really push ourselves to the mental and physical limit to hopefully raise as



Public Services students at Totton College during the 24 hour sports marathon

much as possible for these two brilliant charities.

"A group of us recently visited the Blind Veterans UK centre in Brighton and spoke to some of the veterans the charity supports.

"Both Blind Veterans UK and the Blue Lamp Foundation make a huge difference to the lives of people who have served their country. That's why we're all so passionate about raising money for them."

The marathon began on February 11 at 8.30am at Blighmont Territorial Army Centre, in Southampton, and carried on until the same time the following morning.

Learners were given a much needed boost 10 hours into the marathon, when they received a visit from veterans supported by Blind Veterans UK who took part in a football match.

The learners blindfolded themselves to make it a fair game and to give them a better understanding of the cause they were raising money for.

The ball had a bell inside for players to hone in their other senses.

Emily Masterman, 17, said: "It was a real honour to receive a visit from some blind veterans and really spurred us on in to the

evening following a long day of sport. Being blind folded really bought home the sacrifices made by service men and women."

Mark Threadgold was one of the blind veterans who joined in with the students.

He said: "We wanted to come along and support all the Totton College students because doing anything for 24 hours straight is a massive challenge, let alone playing sports.

"It was great that we were able to join in too. I know that the money they have raised will go a long way in supporting two very worthy charities."

And when the tough times came and fatigue began to set in during the 24 hours, the learners turned to each other to get through it.

James Hawkins, 17, said: "Energy levels were up and down throughout the marathon but when we got a little tired, we found music, sugary treats and lots of chatting with our teammates helped to get us through."

The sports marathon wasn't the only endurance test to boost the coffers — male students and staff from the class bit their bottom lips and participated in a charity leg wax a day before the sporting marathon.

Visit [uk.virginmoneygiving.com/team/tcps-charity-fundraisers](http://uk.virginmoneygiving.com/team/tcps-charity-fundraisers) to sponsor the team.

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

Send your stories with pictures to [campus@feweek.co.uk](mailto:campus@feweek.co.uk) including names, ages and course details of students where applicable

## MOVERS & SHAKERS

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

Professor **Becky Francis**, an education academic and parliamentary adviser, will lead the Institute of Education (IoE) from July 1.

She starts her new job as director of the leading research organisation, which is part of University College London (UCL), after almost four years as professor of education and social justice and director of research at King's College London's department of education.

Prof Francis said she took the role at the IoE because it is "the biggest job in education research in the UK and being able to have a hand in strategically directing that feels like an amazing opportunity as well as an amazing responsibility".

This appointment also follows her stint as an adviser to the education select committee.

She is the permanent replacement for former director Chris Husbands, who moved on to become vice-chancellor at Sheffield Hallam University in January.

Prof Francis said one of the "exciting" challenges will be to "strengthen the already multidisciplinary nature of the IoE's research

through the resources available at the UCL".

Before she joined King's, Prof Francis was also a director of the Pearson think tank and served as director of education for the Royal Society for the encouragement of Arts, Manufactures and Commerce.

The former chief executive of Dyson, **Martin McCourt**, has also switched his focus to education and skills by becoming chairman of specialist training provider Learning Curve Group (LCG).

Mr McCourt, who spent 15 years leading the British electronics firm, and has also worked at Mars, Toshiba and Duracell.

Commenting on his move to LCG, Mr McCourt said: "I have enjoyed success developing ideas and products throughout my career, and I am excited to be part of a company in a sector that is new to me but which has great potential for technological advance.

Brenda McLeish, chief executive of LCG, said Mr McCourt would bring a new dimension to the board and will help move the business to the "next level".

**Nick Spenceley**, principal at Seevic College in Essex, has announced his decision to retire following a battle against cancer.

Mr Spenceley was diagnosed with stage three prostate cancer shortly before he started his role at the college in January 2013.

Prompt surgery followed by a rapid recovery allowed Mr Spenceley to take up his duties just one week late.

However, two further cancer-related health scares in the last 12 months have seen him decide to announce his retirement.

Mr Spenceley said: "I am proud that my cancer did not impact on my work at Seevic.

"Apart from the handful who were told at the time, nobody even guessed that I had been ill until I disclosed it during fundraising for Movember at the end of 2013.

"I have now reached the age of 60 and I am still well but, given my recent health

scares, I have taken the decision to enjoy my retirement and my family."

After graduating from Cambridge University, where he read English, Mr Spenceley's career has seen him work at colleges across Essex and Hertfordshire.

Before joining Seevic, he spent seven years at Harlow College where he served as deputy principal.

Mr Spenceley's last day at Seevic will be July 29. A new principal will be appointed in March.

And the current operational director at the Schools, Students and Teachers Network (SSAT) **Bill Watkin** has been appointed as the new chief executive of the Sixth Form College Association (SFCA).

He will start in the post on April 18 following the retirement of current SFCA chief executive, David Igoe.



Becky Francis



Martin McCourt



Nick Spenceley



Bill Watkin

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

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**Tracy Roser, executive assistant to the group chief executive,  
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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:

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Apply to [enquiries@mcacoopers.com](mailto:enquiries@mcacoopers.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**.



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**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](http://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.

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or call: **01872 267000**

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**Interview and assessment will be held on Monday 21 March 2016**

### Curriculum Manager - Skills for Business (Communication & Development) - Permanent, Full-time

Salary from £32,142 - £36,162 per annum

We are looking for an outstanding Curriculum Manager with subject specialist knowledge and experience to develop and manage our Business Administration, ICT and Languages portfolio. You will have a track record of successfully developing creative learning programmes which attract diverse and effective forms of income and will know how to deliver and evaluate excellent learning experiences.

**Interview and assessment will be held on Monday 21 March 2016**

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**Interview and assessment will be held on Wednesday 23 March 2016**

**Closing date for all positions is 9am Monday 14 March 2016.**

To apply for one or more of these positions, please download an application form from our website at [www.wmcollege.ac.uk](http://www.wmcollege.ac.uk). The website will also provide more information about each of the positions.

When you have completed your application you can email it to [recruitment@wmcollege.ac.uk](mailto:recruitment@wmcollege.ac.uk) or by post to HR Department, WMC – The Camden College, 44 Crowndale Road, NW1 1TR.



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Location: Ellesmere Port, Cheshire

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

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

We can offer you:

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

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

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

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

Full application details can be located on our website at [www.west-cheshire.ac.uk](http://www.west-cheshire.ac.uk).

Should you require any further information please do not hesitate to contact a member of the Organisational Development & HR Team on 01244 656382.

# 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](http://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.



## JOBS

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](http://www.waes.ac.uk/vacancies).

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

[www.waes.ac.uk](http://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](mailto:jobs@nccskills.co.uk)

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



### New vision, new plans...new opportunities.

Here at WMC – The Camden College, we have several exciting roles available which offer the opportunity for you to join our outstanding college and expanding provision. We are looking for individuals who can make a significant contribution to the development of our students. If you are an organised, enthusiastic team player, able to work flexibly to deliver outstanding learner outcomes and share our mission of sustaining an inclusive learning environment, we would really like to hear from you. We offer a pension scheme, generous holiday and other benefits.

### English Tutor – 0.5fte – 17.5 hours per week – Fixed Term from April 2016 – March 2017

Salary from £25,093 - £31,466 per annum (pro-rata)

If you are looking for a new challenge and would like to utilise your skills and knowledge whilst developing your own career, this opportunity will be rewarding and fulfilling. In this role you will teach English Functional skills and/or GCSE English, to enable learners to fulfil their career aspirations and empower them to embark on working life. Our learner group are adults.

The successful candidate will demonstrate the qualities to deliver innovative and creative teaching for Functional Skills and GCSE to a variety of learning levels.

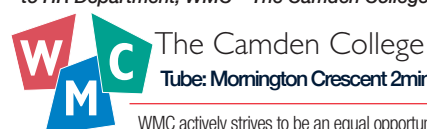
If you have exceptional communication skills and the ability to prioritise and coordinate a challenging workload, this may be the right role for you. You will be a self-starter, who can quickly develop a good rapport with a variety of people. You will also need to be suitably qualified and an experienced teacher who will bring knowledge of delivering this subject to a high standard.

The College offers many good employment benefits including generous holiday entitlement, pension scheme, and many on-site benefits and facilities. This position will be based at our Mornington Crescent site.

**Closing date: 9am 14 March 2016 Interview date: 24 March 2016**

To apply for one or more of these positions, please download an application form from our website at [www.wmcollege.ac.uk](http://www.wmcollege.ac.uk). The website will also provide more information about each of the positions.

When you have completed your application you can email it to [recruitment@wmcollege.ac.uk](mailto:recruitment@wmcollege.ac.uk) or by post to HR Department, WMC – The Camden College, 44 Crowndale Road, NW1 1TR.



Tube: Mornington Crescent 2mins / Camden Town, Euston & St Pancras 10 mins

WMC actively strives to be an equal opportunities employer and welcomes applicants from all sections of the community. All appointments will be solely on merit. Registered Charity No. 312803.



Connect with us: [WorkingMensCollege](https://www.facebook.com/WorkingMensCollege) [@WMCollege](https://www.twitter.com/WMCollege)



## JOBS



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](http://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



## Business Development Manager

**ATTRACTIVE SALARY PLUS 35 DAYS' ANNUAL LEAVE AND A GENEROUS PENSION SCHEME**

Derwentside College is a very successful College of Further Education. We are an ambitious organisation - dedicated to meeting the educational and training needs of the individuals, communities and businesses we serve. In addition to our well established further education provision in Derwentside, we are a significant provider of apprenticeships across the North East and Yorkshire and Humber regions. Our success at getting learners into jobs is well recognised and our work with partners and employers was judged as 'Outstanding' during our last Ofsted inspection.

The College is seeking to appoint an exceptional Business Development Manager with drive, enthusiasm and entrepreneurial flair, together with a proven track record of delivering significant business growth. His or her prime responsibility will be to further increase the College's delivery of employer-responsive provision, effectively contributing to the College's successful strategy of growth. The person appointed must also demonstrate the resilience and relationship management skills necessary to drive this forward.

Applicants for this post must either have a sound knowledge of priorities and developments in the further education sector or have the ability to rapidly get up-to-date with sector developments. The successful applicant will also be results driven, with strong business acumen and a high level of personal integrity.

**Any applicant wishing to discuss this position informally with Susan Errington, Executive Director of Business Development should call 01207 585940 to arrange a time.**

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

Application packs can be obtained by visiting our website [www.derwentside.ac.uk](http://www.derwentside.ac.uk).

Alternatively, email [personnel.department@derwentside.ac.uk](mailto:personnel.department@derwentside.ac.uk) or telephone (01207) 585947 to request a pack.

**CLOSING DATE FOR APPLICATIONS – Friday 11<sup>th</sup> March 2016**

# APPRENTICESHIPS

## THINK OCR

Our Apprenticeships offer real options for excellent career progression and provide a route for learners from Intermediate Level up to Higher Apprenticeships at Level 7. Come and talk to us at our stand at the Annual Apprenticeship Conference or join us at one of our four workshops. We look forward to seeing you there.

**When you think Apprenticeships, think OCR.**

Photograph: OCR Business and Admin Apprentice



For more information visit [ocr.org.uk/apprenticeships](http://ocr.org.uk/apprenticeships)

@OCR\_apprentice

**OCR**  
Oxford Cambridge and RSA

### FE Week Sudoku challenge

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

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

Difficulty:  
**EASY**

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

Difficulty:  
**MEDIUM**

Solutions:  
Next week

### Last Week's solutions

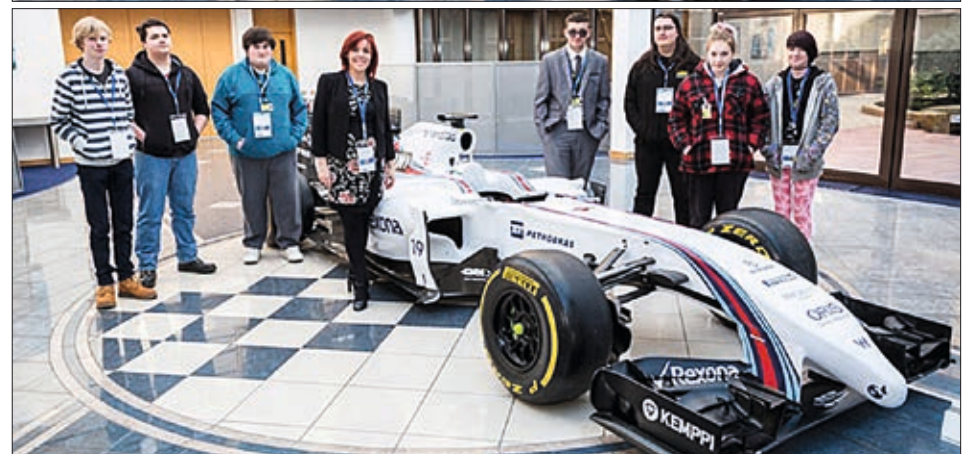
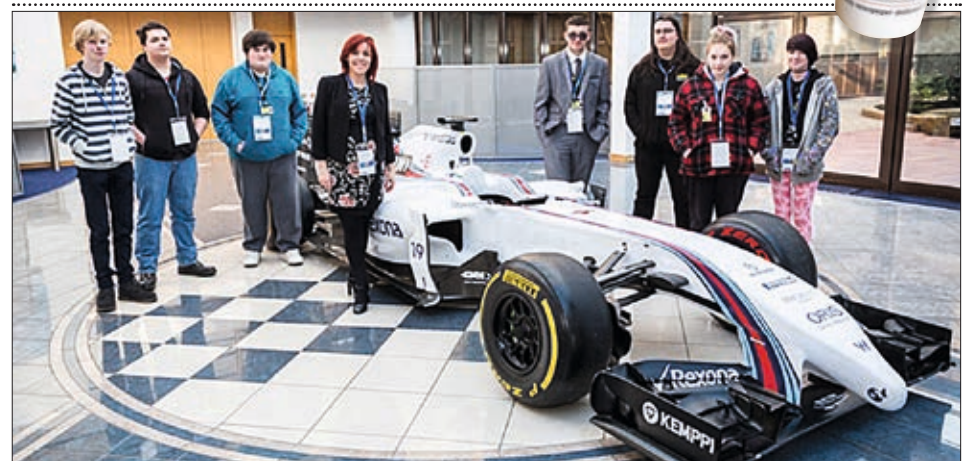
6	1	5	8	7	9	3	4	2
9	3	2	5	4	6	8	1	7
8	4	7	1	2	3	6	9	5
7	5	1	4	6	8	9	2	3
3	8	4	9	5	2	7	6	1
2	6	9	7	3	1	4	5	8
5	7	8	2	9	4	1	3	6
1	9	6	3	8	5	2	7	4
4	2	3	6	1	7	5	8	9

Difficulty:  
**EASY**

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

Difficulty:  
**MEDIUM**

### Spot the difference to WIN an FE Week mug



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

Last week's winner was Abena Akyamah Aday, Apprentice to Principalship, Lewisham Southwark College.