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EDITION 167

NEWS

FE WEEK NEWS IN BRIEF

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Former college worker jailed for £500,000 fraud

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 @PAULOFFORD

A former employee who defrauded Leeds City College of almost £500,000 has been jailed.

Julia Hogg (pictured) pleaded guilty to two counts of fraudulent activity against the college, between August 2011 and September last year, before she was jailed for three years and eight months.

Leeds Crown Court heard she had been in charge of giving out childcare financial assistance to students, but diverted large payments of money to her own bank account instead.

West Yorkshire Police confirmed the total amount stolen from the college was £479,000.

A Leeds City College spokesperson told FE Week on March 10: "We are shocked and disappointed at the behaviour of this former employee.

"As ever, our students remain our highest priority and we make every effort to ensure that they are supported at all times."

Hogg, aged 43, of Field Lane, Thorpe Willoughby, near Selby, Yorkshire, began working at the college in 2009 and on a salary of £14,800.

Hogg's role involved overseeing payments to childcare providers that were supposed to help students with parental responsibilities to attend lessons.

It was reported that she stole £141,000 in a single year at the height of her offending.

Hogg was sacked in October last year after the college realised what she had been doing.

The spokesperson said: "The learner



support fund is administered by the college for those who require financial assistance to study and does not form part of the college budget.

"Once identified, we took immediate action to prevent further fraud and to ensure that students were not affected. Student welfare is always our main priority."

The judgment came as the college, one of biggest in the country, dropped from a grade two to three Ofsted rating. The report, giving the college a 'requires improvement'-overall rating, was published on March 9.

The college had previously been rated 'good'-overall in May 2012.

Two more colleges join 157 Group

South Staffordshire College and South Thames College have joined the 157 Group of colleges. Graham Morley, chief executive principal of South Staffordshire, said: "As a business facing organisation we are committed to connecting with similar organisations who share our vision, values and principles. "We are looking forward to making a significant contribution to the work of this group for the benefit of those we serve." Both South Staffordshire and South Thames are rated good overall by Ofsted.

SFA allocations to come after Budget

The Skills Funding Agency has said it is ready to issue its 2016/17 funding statements for colleges. The statements will cover the adult education budget (including community learning and discretionary learner support); adult apprenticeships; 16 to 18 apprenticeships and SFA-funded traineeships; loans facility; loans bursary and the apprenticeship grant for employers. FE Week understands the statements are ready to be sent, but will be issued after the budget statement next Wednesday.

Merger consultation for Birmingham

A consultation has opened into the proposed merger of Bournville and South & City College Birmingham. A recent review of college provision in Birmingham looked at different options for colleges to merge to strengthen their ability to deliver a better standard of education. Both colleges would retain their identities and campuses. The consultation runs until the end of April, with the merger taking place in August if the plans are approved.

Young people in training and education rises nationally

PAUL OFFORD
 @PAULOFFORD

Local authorities have recorded a nationwide increase in the proportion of young people in education or training across England.

Data to be published on Wednesday shows that 91.2 per cent of 1,170,630 16 and 17-year-olds known to local authorities across the country were in some form of education or training at the end of 2015.

It represents a 1 per cent increase from the end of 2014.

All of the English regions experienced an increase, with the largest being 1.5 per cent for the West Midlands and the lowest 0.3 per cent for London.

The figures were welcomed by Catherine Sezen, senior policy manager for 14 to 19 and curriculum at the Association of Colleges.

She told FE Week: "Raising the age of compulsory participation in education and training has enabled colleges to

offer high-quality technical and professional pathways to more young people.

"These figures are extremely encouraging and they emphasise the value young people place on post-16 education and training, when they are enrolled on the right courses in the right environment.

"Colleges are pleased to play a part in creating a positive experience for young people to encourage them to continue into further study or training."

While the overall percentage increase was the lowest for London, where 169,250 16 to 17-year-olds were recorded in total, it had the highest proportion in full-time education and training at 88.8 per cent.

The capital, however, had the lowest proportion on apprenticeships at 2.3 per cent.

That was in contrast to the north east, where there were 57,620 young people from the same age group.

It had the lowest proportion in full-time education and training at 81.2 per cent, but the highest on apprenticeships at 7.4 per cent.

Skills Minister Nick Boles said: "The [overall] rise in 16-and 17-year-olds participating in education or training is very welcome, and we will work with councils to ensure this positive trend continues."

	Number of 16/17 year olds known to the LA	Proportion of 16 and 17 year olds recorded as participating in:							Change in year	Current activity not known to the LA
		Full time education and training	Apprenticeship	Work based learning	Part time education	Full time employment with study	Other	Total		
SOUTH EAST	187,310	83.9%	4.0%	0.4%	0.4%	0.4%	0.3%	89.4%	1.0%	5.7%
LONDON	169,250	88.8%	2.3%	0.6%	0.2%	0.2%	0.1%	92.2%	0.3%	5.0%
EAST OF ENGLAND	132,790	85.0%	5.5%	1.0%	0.2%	0.3%	0.1%	92.1%	1.0%	2.6%
SOUTH WEST	114,790	83.2%	5.6%	0.5%	0.6%	0.7%	0.1%	90.7%	1.4%	4.4%
WEST MIDLANDS	126,530	82.1%	4.5%	1.9%	0.0%	0.8%	0.2%	89.5%	1.5%	6.3%
EAST MIDLANDS	103,400	83.2%	6.0%	1.3%	0.1%	1.0%	0.4%	92.0%	0.8%	3.3%
YORKS & THE HUMBER	117,630	82.8%	6.6%	1.7%	0.1%	0.9%	0.2%	92.3%	0.8%	3.0%
NORTH WEST	161,310	82.4%	5.6%	2.0%	0.1%	0.7%	0.2%	90.9%	0.9%	4.2%
NORTH EAST	57,620	81.2%	7.4%	3.3%	0.1%	0.7%	0.2%	93.0%	1.4%	1.3%
ENGLAND	1,170,630	84.0%	5.0%	1.3%	0.2%	0.6%	0.2%	91.2%	1.0%	4.3%

Source: Proportion of 16- and 17-year-olds in education and training: December 2015, DfE

NEWS

Cash for area review consultants on offer



JUDE BURKE
@JUDEBURKE77

EXCLUSIVE FROM FRONT

Colleges will have access to cash to pay for consultants to help them implement area review recommendations, *FE Week* can exclusively reveal.

A spokesperson for the Department for Business, Innovation and Skills (BIS) told *FE Week* that grants of between £50,000 and £100,000 would be available to cover “the people that may be needed for that kind of structural change”, such as “people who can help with estates or finance”.

The news comes after Skills Minister Nick Boles told delegates at the Education and Training Foundation Leadership Summit on Wednesday that grants would be available to help colleges “pay for the professional capacity that they need if they are undergoing a merger or setting up a new group structure or something like that”.

More details about the grant fund, which is separate from the previously announced restructuring facility, will be available “shortly”, the BIS spokesperson said.

FE Week revealed in February that the government was setting aside more than £500m to help colleges put in place any area review recommendations.

This was confirmed by the government on March 1, when it published its updated area review guidance that included details

of the restructuring facility.

Speaking about the facility to delegates at the ETF event (pictured), the Skills Minister said: “In terms of the broader restructuring costs, the restructuring fund is a loan fund, but it is a long-term loan fund”.

“It is not necessarily on the same terms as the loans that you have been used to in the past.

We are able – and the Treasury has accepted that we are able – to look at longer term loans where that can be justified, and where there is a good prospect of them ultimately being paid back,” Mr Boles said.

As previously reported in *FE Week*, the guidance states that the “default position” of the facility, which is being held by the Treasury, is that “it will be provided as a loan on commercial terms” and it will “cover only a proportion of the total costs”.

Colleges will be expected to seek alternative sources of funds for implementing any changes but “in cases where the required funding cannot otherwise be secured there is a restructuring facility available,” the guidance says.

In exceptional cases “where repayable funding alone will not achieve the best value for money”, the guidance states, cash may be available as a non-repayable grant.

AGENCY DIRECTOR TO LEAD LEVY TEAM AT BIS

PAUL OFFORD
@PAULOFFORD

Skills Funding Agency (SFA) director Keith Smith (pictured) has moved to the Department for Business, Innovation and Skills (BIS) to take a lead role in levy implementation.

Mr Smith will be on secondment to BIS for the next year, from his SFA post overseeing funding and programmes, while working as director of levy implementation until it goes live next April.

When asked about this, a spokesperson for the department said: “I can confirm Keith Smith is joining BIS to specifically work on the implementation of the apprenticeships levy.

“He will be working closely with the director of apprenticeships.”

Peter Lauener, chief executive of the SFA and Education Funding Agency, said: “There is no one with more experience, knowledge and understanding of the apprenticeship system than Keith, so I am delighted he is going to BIS to lead the delivery of the levy programme, which is so important to the future of skills in this country.

“I look forward to welcoming him back to SFA when he has completed that vital assignment.”

George Osborne first announced the levy plans in his budget speech last July. The Government then confirmed in November that about £3bn a year would be raised from April 2017, by asking large employers to pay 0.5 per cent of their payroll costs towards the levy.

But this will be offset by a £15,000 allowance, so will not apply to smaller companies.

Mr Smith will have a huge task on his hands implementing the levy in just over 12 months, with question marks remaining on several issues, including how firms not required to pay it will receive apprenticeship funding,



and how it will effect existing levies such as the one charged by the Construction Industry Training Board (CITB).

The move comes after Mr Smith warned college leaders, at the Association of Colleges’ annual conference last November in Birmingham, they would face a huge challenge when the levy allowed subcontractors to receive funding directly from the Government.

He said the changes could have a serious impact on college funding, as “colleges are spending at the moment just under 20p in the pound on apprenticeships”.

“However, in the adult world ... over 40 per cent of that you are subcontracting out,” he added. “So if you convert that into how much money is going directly to you, in the worst cases it is an average of less than 10p in the pound.”

He warned they might be benefiting at present “from subcontracting bringing money in, but from April 2017 those subcontractors will take that capacity and they will get funded directly through the apprenticeship voucher system”.

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NEWS

AOC STRUGGLES TO FIND NEW CHIEF EXECUTIVE TO REPLACE DOEL

PAUL OFFORD
@PAULOFFORD

EXCLUSIVE

The Association of Colleges (AoC) will have to re-advertise for a new chief executive after failing to find a suitable candidate through the first round of interviews, *FE Week* has found.

It initially posted an advert for the role, which will pay around £135,000 a year with “attractive benefits”, on the AoC website on January 12 – with applications requested by February 21.

But although interviews with shortlisted candidates were planned last week, *FE Week* has learned that no one has been found to replace Martin Doel, who will leave in September.

Carole Stott, chair of the AoC board said: “We can confirm that we will be re-advertising for the position of chief executive in due course.”

“We were unable to recruit after the first round of advertising, which is not unusual when recruiting for posts of this nature with demanding skillsets.

“The board had agreed a long lead in period to allow us to find the right person to continue to take AoC forward as a successful organisation.”

FE Week reported in November last year that Mr Doel would be standing down from September 1, to move to a new professorship of FE and Skills at the Further Education Trust for Leadership (Fetl).

He will actually start part-time with Fetl from April 1, while continuing with AoC, before going full-time in the new post four months later.

The original AoC job advert said: “The association is looking for an exceptional leader to take the college sector’s agenda forward.”

You should have a passion for enriching lives through learning, a track record of success and the capability to influence at a national level.”

It added that the successful candidate “will be a strong negotiator, with well-developed political acumen and first rate communication skills”.

“This high profile, challenging role demands a national presence, ability to represent a wide range of colleges and an understanding of the mechanics of government,” it added. “It’s a tough and rewarding role, with a unique opportunity to shape our sector’s future.”

A Fetl spokesperson told *FE Week* that Mr Doel would “take up the prestigious [professorship] role on April 1 on a partial basis, moving to full time in September”.

“It is the very first professorial role for the sector and will help lead thinking to influence policy and help shape the future for FE and skills,” he added.

Dawe open to independent and college members

BILLY CAMDEN
@BILLYCAMDEN

Mark Dawe, former chief executive of awarding organisation OCR, has been appointed as the new boss of the Association of Employment and Learning Providers (AELP).

He will take over from the outgoing chief executive Stewart Segal, who is joining independent learning provider Aspire, Achieve, Advance as director of strategy, policy and funding.

Mr Dawe, who left OCR in September last year after leading the company for five years, will shadow Mr Segal until after the Easter bank holiday, when he will take full control.

When asked what his priorities would be, he told *FE Week*: “It is pretty clear that the levy and [3m] apprenticeship target and traineeships are at the heart of what the government wants and AELP members are keen to deliver that so that has to be the focus.”

“I would say one of the biggest jobs for me in the next 12 months is engaging with those employers, explaining the situation and helping them with our members deliver the apprenticeships.”

AELP has a mix of 770 members from independent, private, not-for-profit and voluntary sector training and employment services organisations.

Membership is also open to FE colleges, 40 of which are already members.

As a former principal of Hertfordshire’s Oaklands College — one of the first college members at AELP — Mr Dawe said: “For me if you are looking to deliver apprenticeships and traineeships, it is worth being a member of AELP, including colleges. We’re there to promote that offer and support providers in doing it.”

Mr Dawe said he was joining at a “very exciting” time “because for a long time AELP wanted a demand-led system and that is what is going to be coming in. It is however really important that it is implemented properly”.

Mr Dawe was previously deputy director of FE strategy at the former Department for Education and Skills, and deputy director of the adult basic skills strategy unit before that.

He is currently a governor of Sawston Village College and vice chair of Stapleford Community Primary School, both in Cambridgeshire. He is a Scout leader in his spare time.

Mr Dawe read economics at Cambridge University before qualifying as a chartered accountant at KPMG. He then joined Canterbury College,

becoming head of corporate services in 1994. In 2000, he helped set up eGS, an e-procurement provider to the public sector.

Mr Dawe told *FE Week* about his pioneering online procurement work for colleges with eGS when he was profiled by this newspaper in June 2014.

“I was sitting there looking at all these businesses that were getting millions of pounds worth of funding, and as far as I could see they had no business model behind them, and it seemed crazy.

“So I wrote one, then the college allowed me a couple of days a week secondment to the Association of Colleges, and I basically went around with this model, which was around online procurement and a portal for the college sector, and went around touting it to venture capitalists to get funding.”

Commenting on his new appointment, AELP chairman Martin Dunford said: “I am delighted that Mark will be our new chief executive.

“We were pleased by the response we had from a number of very high calibre candidates and the selection of Mark has been the result of a very competitive process.”



Institute gets first boss as UKCES reveals closure plans

JUDE BURKE
@JUDEBURKE77

The first appointment to the new Institute for Apprenticeships (IfA) has been made in the same week that the fate of the UK Commission for Employment and Skills (UKCES) was revealed.

Rachel Sandby-Thomas, currently director general for skills, deregulation and local growth at the Department for Business, Innovation and Skills (BIS), was named as the shadow chief executive of the IfA on March 8.

Sir Charlie Mayfield, UKCES chair, wrote to stakeholders on March 7 to outline what would happen to several of its key functions, including the Employer Skills Survey and national occupational standards (NOS).

Ms Sandby-Thomas, who will take up her new role at the IfA on April 4, said: “I’m very excited to be appointed. Over the next year we’ll be working to ensure the organisation is ready to launch in April 2017.”

BIS Permanent Secretary Martin Donnelly said: “Building on her in-depth knowledge of the apprenticeship programme as DG for skills, Rachel will play a major role in establishing the IfA, which is due to launch in April 2017 and be an essential part of ensuring the quality of apprenticeships in support of the Government’s target of delivering 3m apprentices by 2020.”

The creation of the IfA, which will help police employers as apprenticeship reforms take effect, was announced as part of the government’s spending review and autumn statement, at the same time as it was revealed that the UKCES would have its funding cut.



IN



OUT

At the time, a spokesperson for the Treasury told *FE Week* the UKCES would be “ceasing” from 2016/17, due to the creation of the new Institute for Apprenticeships.

In his letter, Sir Charlie said the UKCES was working with BIS and others in government “to review our functions to see how they can be brought to a close, or continued via other routes”.

He confirmed that the Employer Skills Survey (ESS) would continue, but managed by BIS.

There had been question marks over the future of the ESS, with comments from Skills Minister Nick Boles suggesting that responsibility for gathering labour market information could fall to local enterprise partnerships (LEPs).

The future of the NOS is “still under discussion”, Sir Charlie wrote, adding that he was “hopeful it will be continued via the devolved administrations”.

“BIS have concluded that they do not consider NOS as a mandatory requirement in England although employers may wish to use them if they so choose,” Sir Charlie wrote.

According to the UKCES, NOS are developed “for employers by employers through the relevant Sector Skills Council or Standards Setting Organisation” and are “statements of the standards of performance individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding”.

As reported in *FE Week* in December, Nigel Whitehead, a UKCES commissioner, warned that the government was in danger of bypassing NOS in the development of Trailblazer apprenticeship standards.

“Employers are free to refer to national occupational standards to support the development of their Trailblazer apprenticeships — most have chosen to do something different,” said a BIS spokesperson.

NEWS

Support for UTCs as another shuts its doors

Alix Robertson @ALIXROBERTSON4
Freddie Whittaker @FCDWHITTAKER

FROM FRONT

University Technical Colleges (UTCs) have been told they will get a new source of financial support, as another of their number is forced to close due to recruitment problems.

Skills Minister Nick Boles wrote to the chairs and principals of UTCs on March 3, to inform them of the “new centrally funded package of educational and financial support”, which will be accessible to UTCs in their early years.

It will be available to those that have not yet been judged good or better by Ofsted, but not to those that are subject to intervention. The letter was delivered only a week before Central Bedfordshire UTC announced that it would have to close in August this year — just four years after it first opened its doors.

Leaders at the struggling 14 to 19 vocational institution admitted it has not been able to attract sufficient pupils to provide a “financially viable experience” after this year.

It is the third UTC to close since the programme began, with Black Country and Hackney UTCs shutting last summer following problems with recruitment and viability.

The Skills Minister’s intervention in the UTC programme comes after *FE Week* found that 40 per cent of UTCs opened between 2010 and 2013 saw student numbers fall for the current academic year.

Exclusive research by *FE Week* through Freedom of Information requests found that six of the 15 UTCs opened between 2010 and 2013 saw their learner numbers decrease for 2015/16.

Central Bedfordshire UTC had only 101 students for 2015/16. This was an increase of nine on the previous year, but still meant that the UTC was only 16.8 per cent full.

Meanwhile, the new funding stream and educational support for UTCs will be delivered through a range of different channels, to help them to bed in during their preliminary years.

These include sources of advice such as an experienced mentor for the principal; support for UTCs’ trust boards through a National Leader of Governance (or equivalent); and enhanced education advisor visits in term two for all new UTCs.

The letter also describes “increasing educational and financial capability with up to two years intensive support from a Teaching School, organised via the National College of School Leadership, under similar terms as the current school to school support fund”.

The Department for Education was unable to confirm to *FE Week* how much this new funding would be worth per UTC or per year in total.

The Government’s focus on offering support for UTCs has been manifold. Alongside further financial provision, Mr Boles told the House of Commons last week that UTCs should function as part of multi-academy trusts (MATs) to make them stronger.



This point is also addressed in his letter, which says that “all future UTCs should be established as part of a strong MAT or within a partnership of similar depth, strength and permanence”.

It refers to “crucial educational, financial and pupil recruitment benefits” from these partnerships, and says this will be helpful in overcoming the “current hostility which some UTCs face from other local education institutions” which “makes working as a single stand-alone institution more difficult”.

For UTCs already approved for pre-opening and planning to open from 2017 onwards, the letter says “the Secretary of State will not agree to enter into a funding agreement” unless the UTC is part of a MAT or has arranged other partnership arrangements.

In response to this recommendation, Alice Barnard, chief executive of the Edge Foundation, a charity dedicated to technical, practical and vocational learning, commented:

“There’s no evidence that being in a multi-academy trust guarantees better performance, but it does provide the opportunity to share resources and expertise.

“However, a lot of stand-alone academies perform very well and there are many ways to collaborate less formally with other schools, colleges and academies.”

Charles Parker, chief executive officer of the Baker Dearing Trust, which supports and promotes UTCs, said: “UTCs exist because they are needed locally and they are controlled by the employers and the university that have backed them from the very beginning.

“UTCs are always looking for robust local partnerships with supportive educational providers. These come in many forms and depend on local circumstances. One size does not fit all.”

He added: “The key factors which lead to successful UTCs are profound employer engagement and really good leadership.”

STUDIO SCHOOL WITH ‘FEW’ 14 TO 19 YEAR OLDS TO CLOSE THIS SUMMER

Billy Camden
@BILLYCAMDEN

A studio school set up by the now dismantled Barnfield Federation will close this summer.

The Shared Learning Trust, formerly known as Barnfield Academy Trust, said it was closing the site, in Luton, after “carefully weighing up its long-term viability” in the face of dwindling pupil numbers.

Studio schools are an alternative to mainstream education for 14 to 19 year olds, with institutes taking on cohorts of about 300 pupils.

They provide a work-related curriculum for pupils with vocational and academic qualifications, as well as work experience.

The Studio School Luton opened in 2010 but only has 66 pupils and 12 staff, with no new students signed up to start in September.

Shared Learning Trust chief executive Andrew Cooper said the decision to close was an incredibly difficult but necessary one to ensure their pupils were given the best possible educational chances.

“We’ve had to take a step back and look at whether what we’re trying to achieve at the studio school is working — with so few students, it clearly isn’t.”

The Shared Learning Trust changed its

name last July to sever ties with the Barnfield College-led Barnfield Federation, formed in 2007, which originally ran the academy trust.

In February 2014, the Skills Funding Agency and Education Funding Agency both published critical reports into the federation, following the departure of former principal Sir Peter Birkett, knighted in 2012 for his services to FE and the academy movement.

In July 2014, both Barnfield College and Barnfield Academy Trust separated into two “wholly independent organisations”.

The studio school was told it required improvement after an Ofsted inspection in October 2014.

Mr Cooper said: “As a trust we inherited an underperforming academy in the studio school. The team has tried so hard to turn it around. But there comes a point when you have to look at the pupil numbers, and the finances too, and accept you’ve done all you can.”

He added that the trust had promised, wherever possible, to find pupils places at the trust’s other academies or elsewhere if appropriate.

“We will work hard with our students and their families to make sure the best solution is found for each individual student with absolutely minimum disruption to their ongoing education.”

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NEWS

No guarantees on apprenticeship budget, Boles says

JUDE BURKE
@JUDEBURKE77

FROM FRONT

The government “can’t make any guarantees” it will be able to fund all apprenticeship growth requests, Skills Minister Nick Boles (pictured) has said.

His remarks, at the Education and Training Foundation Leadership Summit on at Westminster Kingsway College on March 9, came a month after many training providers were left short-changed following the Skills Funding Agency’s (SFA) overdue announcement in February of extra cash for delivering 16 to 18 apprenticeships.

“You will understand that we’ve had the position where we’ve been agreeing every growth bid, more or less, every quarter, and there is a limit to how much we can carry on doing that given that we do have a fixed budget,” Mr Boles said.

He continued: “We will do our absolute level best to meet any growth bid that we possibly can, but I can’t make any guarantees, because the budget does have to be limited.”

On February 5 the SFA announced £25m of additional funding to deliver 16 to 18 apprenticeships.

The extra cash, which should have been announced on January 8, was in

response to growth requests submitted by colleges and training providers to help fund apprenticeships and traineeships in 2015/16.

However, many providers received much less than they had asked for, and no requests for traineeship growth had been funded — a situation that led to fury from providers.

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

Mr Boles acknowledged the pressure on 16 to 18 apprenticeships in his remarks to ETF delegates.

“And in 16 to 18 the budget was more constrained than the adult budget,” he said.

“And I was a bit puzzled as to why also, it

seemed to me, we were getting more growth bids at 16 to 18 than we were for adults in the last 12 months in a way that hadn’t been the case in the previous 12 months, which I don’t quite understand,” he continued.

“I understand the frustration because you want to be able to recruit people, and indeed some of you go ahead and recruit them anyway, and find your budget bid isn’t approved and in effect you’ve had to subsidise



them,” Mr Boles said.

The introduction of the apprenticeship levy would mean that “by the end of the parliament it’s going to be completely different”, the Skills Minister said.

“All of the money, all £2.5bn, will be in digital accounts, either by companies who pay the levy or by other companies who don’t pay the levy but who want to have apprenticeships,” he said.

“So by the end of the parliament, everybody – every employer of an apprentice – will be controlling the money and then deciding which training provider they want to work with.”

CHAOS AS DFE BUNGLES 16-18 GROWTH FUNDING REQUESTS

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

@ALIXROBERTSON4

ON@FEWEEK UK

EXCLUSIVE

Continued on page 9

SETBACK FOR BRISTOL COLLEGE AS OFSTED RATES IT INADEQUATE

ALIX ROBERTSON
@ALIXROBERTSON4

City of Bristol College has slumped back to an inadequate Ofsted rating, following an inspection in late January.

The report is a setback for the college, which was last rated inadequate in April 2013 but had pulled up its rating to requires improvement in June the following year.

The education watchdog criticised City of Bristol for slow progress in tackling the weaknesses identified at its previous inspection.

These included a fall in the number of students completing their courses, with a “very low proportion” successfully achieving qualifications in English and maths in particular.

Students’ attendance and punctuality at lessons was also highlighted as a “long-standing weakness”, while monitoring of progress failed to “challenge or support learners”.

Apprenticeships stood out as a problem area, with a “very low proportion” of learners completing their apprenticeships within the expected timescale and standards of training not being improved quickly enough.

Leaders and managers were also said to have neglected monitoring of learners’ progression into FE and employment.

Assessment, teaching and training at the



college was deemed to have been disrupted by a “high turnover of teachers and assessors”.

Ofsted also noted that “awarding bodies have been concerned about some of the college’s assessment practice and introduced restrictions on the college’s powers to award qualifications in a significant number of subjects”.

The report said that managers and staff had worked hard to support learners and fix this problem, however, it added: “This serious and avoidable position has taken a great deal of leaders’ time to resolve.”

One key area of strength identified by the report was provision for learners with high needs. Personal and in-class support for students with learning difficulties and/or disabilities was said to be effective, enabling

them to make good progress from their starting points.

City of Bristol College was visited by FE Commissioner Dr David Collins in 2013, and in his 2014/15 annual report the college was named as one of the providers that had made significant changes.

In January this year, the college gained a new principal and chief executive in Lee Probert (pictured), who

also worked on restructuring the leadership team during the autumn term of 2015.

Commenting on the Ofsted report, Mr Probert said: “This report provides a very clear sense of focus on where we need to invest our energies in driving improvement, with strengths which we can build upon.

“The judgments are a reflection of where we have been and not of where we are going as a college. It is pleasing that Ofsted have acknowledged the significant changes to leadership which will focus on improvement.”



FE&S report

City of Bristol College

General further education college

Inspection dates

Overall effectiveness

Effectiveness of leadership and management

Quality of teaching, learning and assessment

Personal development, behaviour and welfare

Outcomes for learners

16 to 19 study programmes

Adult learning programmes

Apprenticeships

Provision for learners with high needs

Overall effectiveness at previous inspection

Summary of key findings

This is an inadequate provider

- Senior leaders, including governors, have been slow to tackle the weaknesses identified at the previous inspection.
- The proportion of learners who successfully complete their course is low and has fallen since previous inspection.

- A very low proportion of learners complete their apprenticeships within the expected timescale.
- Leaders and managers have not improved the standards of training in apprenticeships quickly enough.
- The teaching of mathematics is not



26-29 January 2016

Inadequate

Inadequate

Requires improvement

Inadequate

Require improvement

Require improvement

Inadequate

Good

Requires improvement

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INVESTIGATES FROM FRONT

London colleges in spotlight as two top

BILLY CAMDEN @BILLYCAMDEN
ALIX ROBERTSON @ALIXROBERTSON4

The issue of FE's future in London is hotting up before the mayoral election in May.

One of the top jobs in the new Mayor's in-tray will be leading the capital's post-16 education area review and the current Mayor, Boris Johnson, has already taken a leading role in the preparations.

In an open letter to the next Mayor on March 4, Jeanette Arnold, chair of the education panel, called on the successful candidate to "seize the moment to re-shape the FE sector".

She wrote: "You can play a key role in ensuring that London's FE colleges deliver high quality education that prepares Londoners and businesses for the future.

"You will be aware that a national programme of area reviews has been established to shape that change. At the London level, you have a key role in overseeing the work of four sub-regional boards.

"With many external partners to rally together, your first task will be to ensure there is an agreed vision for what the FE sector in London should look like."

The letter concluded: "The sector needs a champion and you are ideally placed to take on that role."

On January 6, it was announced that 17 general FE colleges and six sixth form colleges (SFCs) will be included in the first two sub-regional area reviews of post-16 education and training in London.

The two reviews, in London (central) and London (west), are the first of four London reviews to be announced and are expected to soon begin as part of the second wave of area reviews.

Steering groups for both the reviews will include representatives from the London Enterprise Panel, Greater London Authority and London councils, and will be chaired by a leader from one of the boroughs in the scope of the review.

Ten general FE colleges and four SFCs, covering 12 London boroughs, will come under scrutiny in the London (central) review, while the London (west) review will see seven general FE colleges and two SFCs examined across seven London boroughs.

The two remaining London reviews, in east and south-west London, will be part of a third wave of area reviews, due to begin in April.

Both Labour candidate Sadiq Khan and Conservative candidate Zac Goldsmith have shared their views on the role of the next London mayor in the future of FE in the capital.

Sadiq Khan told *FE Week* that FE has been treated as "second class" for too long, and he intends to campaign for the Mayor of London to have more power over FE.

Sharing his brother's experiences as a mechanic's apprentice and his own as a college governor he said it was vital that the sector is appreciated, adding that he would use the area review process to ensure that FE provision meets the needs of London's economy.

If he is successful, Zac Goldsmith plans to focus the adult skills budget on closing the London skills gap in sectors such as engineering and construction and the digital economy.

His attention is on life-long skills and he wants to see direct access for younger and disadvantaged Londoners to the creative industries.

...first task will be to ensure there is an agreed vision

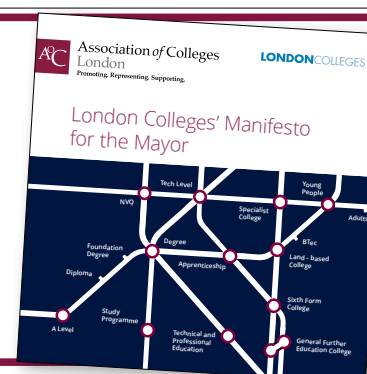
The Association of Colleges also penned its own manifesto for London, launched last Friday. It called on the next mayor to support the autonomy of colleges; ensure London gets its fair share of the apprenticeships levy; and lobby for funding of English for Speakers of Other Languages (Esol) — among other demands.

Ian Ashman, chair of AoC London Region and principal of Hackney Community College, said: "The Mayor should not lose sight of the valuable work of colleges in improving the quality of life for many thousands of people in our city every year, aiding social integration and helping communities."



Association of Colleges
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MANIFESTO



Summary of our recommendations

Skills and employment

- 1 The next Mayor needs to ensure that there is a diverse adult education and training offer and encourage individuals to invest in their own further education through Advanced Learner Loans.
- 2 The next Mayor must ensure that the maximum amount of devolved funding is devoted to the front-line delivery of education and training for students.
- 3 The next Mayor should lobby for adequate and sustainable funding of English for Speakers of Other Languages (ESOL) and for an entitlement for non-English speakers to study English for free.
- 4 The next Mayor should help colleges to employ teachers in hard-to-recruit sectors by providing specific support to these professionals as they look to meet housing costs in London.

Apprenticeships

- 5 The next Mayor should influence Ministers to ensure London gets its fair share of the levy to support apprentices.
- 6 The next Mayor should set a target and monitor the proportion of apprenticeships taken up by London residents.
- 7 The next Mayor should engage with employers to ensure the training offered to new apprentices is high-quality.

Area reviews

- 8 The next Mayor should ensure that the area reviews support colleges to continue to have the autonomy to deliver high-quality, technical and professional education to Londoners.
- 9 The next Mayor should examine the size and performance of all school and academy sixth forms in London with a view to no sixth form having fewer than 250 students.

Transport

- 10 The next Mayor should commit to maintain current free travel arrangements for students in London and look to further reduce the amount paid by students and apprentices for tube journeys.

SADIQ KHAN LABOUR CANDIDATE

Sadiq Khan, Labour candidate for Mayor of London, told FE Week:

"FE is a vital route into employment for many Londoners, and a route back into employment for many more. For too long under the Tories, FE has been treated as second class and I want to change that.

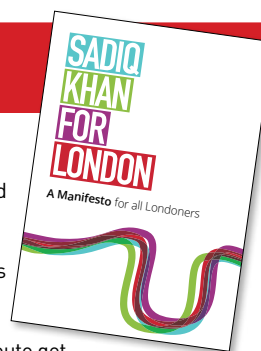
"I grew up in Tooting and was lucky enough to go to university but I also know that there are other, equally viable, routes into employment via apprenticeships and FE.

"My brother got where he is by starting off as a mechanic's apprentice and it is vital that young Londoners who don't want to go down a straight academic route get the same opportunities he did. I used to be a college governor and appreciate just how vital the sector is.

"That's why I will campaign for the Mayor of London to have more power over FE in London. Not just so I can make sure everyone gets the opportunity to gain the skills they require for a good job, but so we can take a strategic approach across London to make sure we are training people in the skills businesses actually need.

"I will use the local area review process to ensure FE provision meets the needs of London's economy and is of the high quality that Londoners deserve.

"I will be a Mayor for all Londoners, and that includes being a champion for the FE sector so that it can work both for Londoners and business."



ZAC GOLDSMITH CONSERVATIVE CANDIDATE

Zac Goldsmith, Conservative candidate for Mayor of London, told FE Week:

"We are at a critical time for ensuring London's FE colleges are delivering a great education for Londoners.

"The area reviews present an opportunity to examine the sector to ensure that it is delivering for students, and delivering for London. As Mayor, I will grasp this opportunity.

"I will ensure that there is closer mapping between the skills that businesses in London need, and the provision offered by FE colleges, so that we can fill skills gaps across London.

He added: "When skills funding is devolved to the Mayor in 2019, I will be able to take real action to make sure funding is channelled where we need it."

"The Mayor has a strategic role to play ensuring that our FE provision is as successful as it can be — giving Londoners the right skills to find fulfilling employment, and supporting businesses.

"It is because I think FE colleges are so vital to London's success that I want to take a hands on role in the area reviews.

"I will of course chair the London Area Review Steering Group, but I want to go further than that.

"From 2019 the Mayor will gain control of the adult skills budget. I will ensure funding is channelled into the skills London urgently needs to thrive — closing the London Skills Gap in engineering, construction, sciences, creative media and arts, financial services and the digital economy."

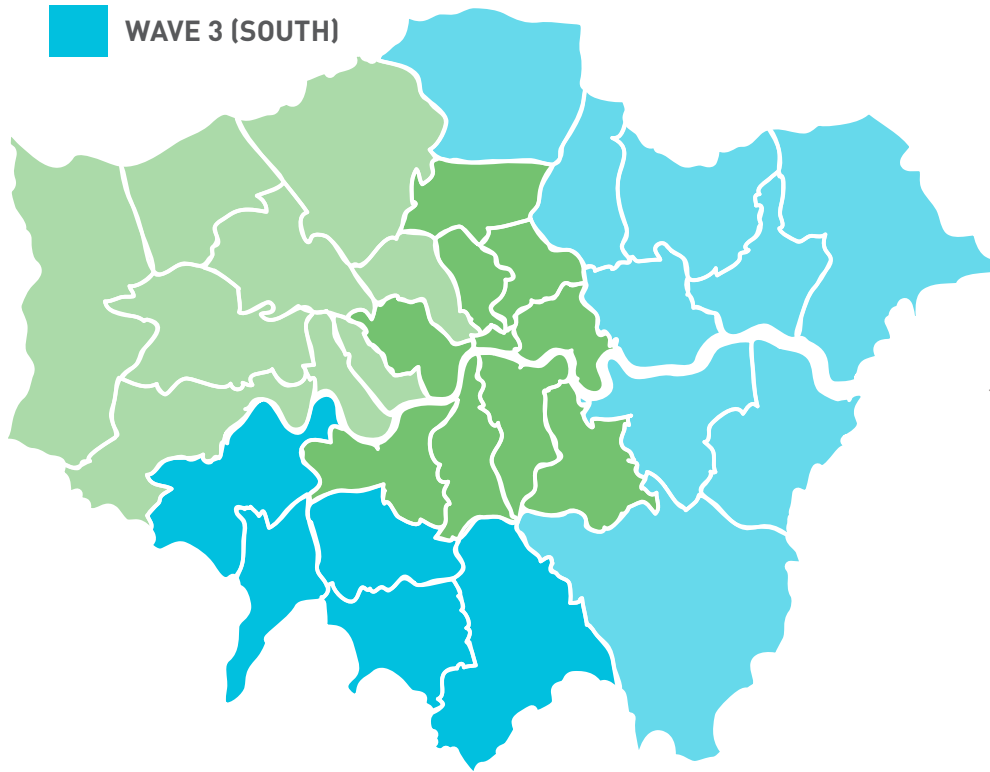
"London needs a wider and more thoughtful approach to the creation of life-long skills."



mayoral candidates battle for budget

Area review waves:

- WAVE 2 (WEST)
- WAVE 2 (CENTRAL)
- WAVE 3 (EAST)
- WAVE 3 (SOUTH)



Source: FE Week

LONDON COLLEGES CATER TO...

16,000 students study higher education

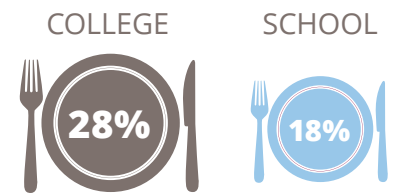
362,000
adults study or
train in colleges

90,000
16 to 18-year-olds
study in colleges

44%

OF COLLEGE
STUDENTS
ARE FROM
AN ETHNIC
MINORITY
BACKGROUND

16 to 18-year-old students
eligible for and claiming free
school meals at age 15



47,900 College students study ESOL

Number of apprenticeships in colleges by age in 2013/14



Source: AoC Manifesto

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FE WEEK COMMENT

Tough budget choices



Government budgets are of course finite — but our front page exposes questionable priorities over how it is being handed out.

How can it be right that apprenticeship providers could be short-changed, while the well-documented UTC fiasco is going to be propped up by even more handouts?

Lord Baker's UTC project is in trouble and ministers are wrong to throw more money at it.

It also worries me that colleges are being encouraged to climb on the consultancy gravy train over area reviews.

Isn't the FE Commissioner and his team supposed to provide the expert guidance over where mergers are needed and how to maximise benefit for everyone involved?

If highly paid college management teams can't then implement the recommendations themselves, they probably aren't fit for purpose.

Ministers keep telling everyone who will listen that apprenticeships are the overriding priority for FE, and providers across the country must play their part in boosting the number of starts.

If there really is more to this than bluster and rhetoric, they should send out a clear message by investing in them properly.

Nick Linfood
news@feweek.co.uk

JEREMY CORBYN USED HIS 100TH PMQ TO ASK ABOUT FE

@Jason_Keen
Forensic interrogation at #PMQs as Corbyn asks Cameron "if he will acknowledge the importance of further education" and sixth form colleges.

@JulianJames
Good to hear #FurtherEducation as Corbyn's 100th q. And no Mr Cameron, you are not protecting #FE Colleges. 19+ to pay full next year. #PMQs

@Number10press
PM: We achieved 2 million #apprenticeships in the last Parliament & we are confident of achieving 3 million in this Parliament. #PMQs

@UKLabour
David Cameron says we have a "skills shortage". But drastically cuts funding for Further Education, sixth forms, and adult skills #PMQs

@YasminQureshiMP
David Cameron admits we have a skills shortage but has still cut funding for FE, sixth forms and adult skills #pmqs



Boles weighs in — Sir Michael 'disagrees with himself'

JUDE BURKE
@JUDEBURKE77

Sir Michael Wilshaw "didn't really mean" what he said about the FE sector at last week's Education Select Committee, Skills Minister Nick Boles has said.

Mr Boles opened his speech at the Education and Training Foundation (ETF) Leadership Summit, held at Westminster Kingsway College on March 9 by disagreeing with Sir Michael's comment, which provoked widespread anger in the FE sector, that all 16 to 19-year-olds should be educated in schools.

"You will all be aware that Sir Michael Wilshaw, the chief inspector of Ofsted, made some comments last week that I'm sure he didn't really mean. I certainly hope he didn't really mean them," Mr Boles said.

"And I just wanted to say, not only do I disagree with him, not only does David Cameron disagree with him, I actually think Michael disagrees with himself," he continued.

The Ofsted chief inspector attacked the FE sector during an evidence session for the Education Select Committee on March 2, describing it as "in a mess — that's why the

government is reviewing it".

"My view is that 16 to 19 should be done in school," he told the committee, chaired by Neil Carmichael MP.

Mr Boles said that Sir Michael had complained "over the last few months and years" about the small number of 16 to 18-year-olds doing apprenticeships.

"It is simply inconceivable to have every 16 to 18-year-old in a school sixth form, and also have more of them doing apprenticeships, because there aren't very many school sixth forms that I'm aware of who are going to start engaging with employers and providing training that supports apprenticeships," Mr Boles said.

The Skills Minister told ETF delegates that Sir Michael believed that provision for 16 to 18-year-olds who "are not going to pursue the standard academic route" had "historically been inadequate, not high quality, not a source of pride and focus, not an investment in the same way as the A-level and the full-time university course route has been".

"So I can only assume that he was perhaps — as we all do, as I've often done — slightly misrepresenting his own considered views," Mr Boles added.

FE Week's news story about the chief inspector's comments provoked an unprecedented and unanimous backlash, with more than 40 comments posted on the *FE Week* website in just 24 hours many of which criticised him for airing his personal opinions in a public capacity.

Martin Doel, chief executive of the Association of Colleges, wrote to Sir Michael, challenging him to justify his opinions about the sector.

He called on Sir Michael to provide "as a matter of urgency a clear rationale for your conclusions".

"It would be all the better if those conclusions corresponded with the judgment of the inspectors in your organisation; I fail to see how this could be so given that 82 per cent of colleges who provide 16 to 18 education have been judged good or outstanding in recent Ofsted inspections," he continued.

FE Week contacted Ofsted to ask for Sir Michael's response to Mr Boles's comments, but a spokesperson said they had nothing more to add.

A spokesperson for the education watchdog had previously said that Sir Michael's comments were clearly his personal opinion.

COMMENTS

Boles says UTCs 'stronger' in multi-academy trusts

The UTC experiment has not worked and they should be bailed out by their local large amorphous building that has the word 'college' on it so that the young people there can get a good rounded education where they are treated like adults. The ideas of Tory grandees generally don't work and the outcome was entirely predictable. If UTCs were a patient in an NHS hospital, they would have been pumped full of adrenaline and have had several goes at cardiac resuscitation, unsuccessfully.

Phil Hatton

Back to future with FEFC?

Not a bad think in my opinion, if it professionalises the funding agency again. The FEFC was a good

organisation, much leaner and more effective than what we have now.

The only problem I foresee, is that we get stuck with the useless band of idiots we currently have running the SFA.

Bob Smith

More than 500 qualifications face full funding axe

The SFA spokesperson quoted is simply not telling the truth. When initial information came to Awarding Organisations (AOs) in the guise of a 'consultation', I personally wrote to the Skills Funding Agency (15th Feb) requesting an extension to their deadline. Their negative response prompted further action in the form of the aforementioned letter.

In addition, the SFA originally planned to provide

information (to AOs) for each qualification not included in the list outlining the reason why it no longer met the criteria — this information was never communicated.

It's another example of poor planning without full consideration of all stakeholders

Warren Cresswell

Would it be too cynical to suggest that if there are many fewer Full level 2's, then it would displace provision to L3 (loans) or smaller quals (as providers look to reach their funding allocation). It strikes me that higher participation at these levels would be a happy consequence to justify impending changes in the sector. (increase in loan take up and bump in enrolment figures across a smaller estate).

Anon



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FE Week 

PROFILE

BAGHDAD TO PM ADVISO

ALIX ROBERTSON
@ALIXROBERTSON4

The Prime Minister's apprenticeship advisor Nadhim Zahawi can hardly believe how far he has come from fleeing Iraq as a child and being so quiet at his first English school that teachers thought he had learning difficulties.

Zahawi and his Kurdish family fled from Iraq in 1978, when he was just 11, to escape a brutal ethnic cleansing programme.

He described the transition from Baghdad to the UK as harrowing.

"When you're that young, you don't realise why your parents have made such a big move, you're leaving all your friends," he says. "It's really difficult."

Zahawi's first school in the UK was Holland Park Comprehensive.

"I was the quietest boy in the class — the teachers thought I had learning difficulties because I was so quiet," he recalls.

Within six months he had learned to speak English and was adapting to his new home, but it was still "a really tough time".

"I think the first week I was at school, a bunch of kids thought it would be a good idea just to see whether I could swim in Holland Park pond," he says. "I knew what it was like to run for your life."

But these early challenges have not in any way diminished the gratitude he feels towards the UK, and the sense of wonder at how his life has developed here.

He says: "Every morning I wake up and I have to pinch myself when I stand in front of the mirror."

"When I look at what's happening in Syria, or even in Iraq itself, I identify with so many of those people. That could have been me, so easily."

After his early difficulties in the state school system, Zahawi's parents decided to move him into private education.

"They scraped enough money together to put me into Ibstock Place School first, and then Kings College School [an independent boys' school in Wimbledon]."

Kings gave Zahawi "real coincidence" and after

doing well in his A-levels, he went on to study chemical engineering at University College London.

When asked why he chose the course, he says: "Being the son of immigrants, mum and dad either wanted me to be a doctor or an engineer — you've got no choice. It's like you'd break their hearts [if you did anything else]."

Zahawi enjoyed his degree, but admitted he never really wanted to practice as a chemical engineer, despite the best wishes of his parents.

He would have preferred to ride horses for a living and says: "I was a pretty good jockey. My ambition was to become an international showjumper at some stage, but that didn't happen."

Zahawi set up a small business after leaving university with a friend, focusing on property, but they ran into difficulties when the market crashed in the late 1980s.

It led to a change of focus, with the launch of another business that sold colour-changing T-shirts all over the UK.

He recalls: "They were a huge hit for about 18 months. I think we sold over 3m T-shirts and they did brilliantly."

Zahawi later worked as a European marketing director for Smith and Brooks, while also pursuing his interest in politics through getting elected onto Wandsworth Council.

It was at this time that he met Stephan Shakespeare, with whom he went on to found the highly successful market research company, YouGov, in 2005.

He is still really proud of the company and described its launch as "my big successful moment".

But after five years as chief executive of YouGov, Zahawi saw a new opportunity that he couldn't pass up.

He explained to his business partner in 2010 that the upcoming election was going to be huge, and it was time to "try and come into politics and hopefully offer an alternative".

He was elected as Conservative candidate for Stratford-on-Avon — which he describes as "the greatest seat in the country" — and now splits his time between London and Tysoe in the south of Stratford, with his wife and children doing the same.

He met Lana, the sister of one of his best friends, when he was a teenager and is still clearly smitten.

"It was love at first sight," he says. "It was a real love story, and I still love her. I first met her when I was 16 or 17,

but we didn't get married until much later."

As well as looking after the family, Lana is a co-director of the pair's business consultancy company Zahawi & Zahawi.

She also shares his interest in horse riding and they run a yard at home.

"I love it. It's the one time I can sort of just switch off completely, when you're out on a horse," he says.

They used to have a full house, with 19-year-old twin boys and a three-year-old girl, but the boys have now moved to America to study at Princeton.

Zahawi is clearly proud of and enjoys spending time with his daughter.

He took the trouble to show me a hand-painted green mug, in his office, that she made for him and recalled a recent trip with her to London to see the musical adaption of the classic Roald Dahl story, Matilda.

"I think she was the youngest person in the audience but she sat through the whole thing," he says.

Looking to the future, Zahawi is excited about his work as the PM's apprenticeship adviser — a role he was given in November last year.

"I think I've got the best job in this place [Parliament], I relish the challenge," he says.

He has high aspirations for the future of apprenticeships and the impact of the government reforms.

"I want to get to a place where, when the envelope lands on the carpet with an offer from Oxbridge or an apprenticeship, you as a parent are just as excited and as happy for your son or daughter to go down the apprenticeship route."

Zahawi feels that apprentices themselves are doing a good job of championing this path into employment.

"I see it now all the time, where apprentices are saying 'Look at me — I've got a great career'," he says.

But he adds: "I want to get to a place where, when I'm long gone from here, when we're all long gone, the system just works — where I don't meet young people who say to me, 'Oh, I fell upon it by accident'."

"The options are there for young people. It's not just the traditional route of going to university — there is another route here which is aspirational, and can lead to a great career."

2010

Nadhim chats with others at the Warwickshire Hunt



2011



Nadhim meeting the Queen
Photo: Simon Foster

2012

Nadhim tries his hand at bag making at Warwickshire College for Vocational Qualifications Day



2013



Nadhim and paralympic gold medalist James Roe visit a Guide Dogs breeding facility

2014/2016

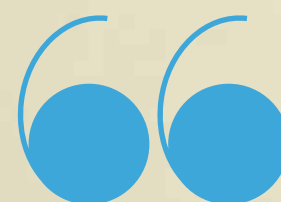
Nadhim with the Shakespeare Aloud Actors at the Shakespeare Birthplace Trust in Stratford on Avon



Nadhim hosts the National Apprenticeship Awards with Elizabeth Moffatt, commercial apprentice at Vauxhall

Drawing the raffle at Stratford Town Football Club

R



I knew what it was like to run for your life

It's a personal thing

What's your favourite book?

Perfume by Patrick Suskind, it's just a beautifully written book, and I thoroughly recommend it to anyone.

What do you do to switch off from work?

The best way for me to be able to switch off from work is playing with my three-year-old daughter. Being an MP is a very full on job, and I often work long hours late nights, so when I have the opportunity to spend some time with her I take it.

What's your pet hate?

People in businesses, national or local government who make my constituents' lives more difficult by just mindlessly following the rules — even if it's against all common sense.

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

As the Member of Parliament for Stratford-on-Avon, it has to be Shakespeare — especially as we commemorate the 400th anniversary of his death in April. Yet another reason to visit beautiful Stratford this year, if you needed one.

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

I wanted to be an international show jumper, but I've been very happy to be an entrepreneur and then an MP.

Curriculum vitae

Born:

1967 Born in Baghdad
1976 Immigrated to the UK

Education & Career:

1985 Started a degree in chemical engineering at UCL

2005 Founded YouGov
2010 Elected as Conservative MP for Stratford on Avon
2011 Co-authored *Masters of Nothing*, a book that examined the financial crisis through behavioural economics, with fellow MP Matt Hancock
2015 Appointed as PM's apprenticeship adviser

INTERNATIONAL WHAT'S IN IT FOR

Education needs to take into account the changing world around us – a world of increasing mobility and instant access to information, where global issues in industry and employment are felt at a local level. In this complex and connected world, students need the right skills and awareness to engage with global labour markets and shape the future for themselves and for future generations.

International collaboration, through learning from different countries and sharing insights, has helped colleges across the UK

BREAKING DOWN BARRIERS

Central Bedfordshire College has been working with Iraq since 2004, along with other colleges as part of the Rawabit initiative. They responded to a call by the Association of Colleges (AoC) to work in the country as part of rebuilding efforts. The aim was to enable the FE sector in Iraq to build relationships with their communities in a similar way to UK colleges.

Central Bedfordshire College's work was cited by BBC Radio 4 as one of the most positive news stories to come out of the British involvement in Iraq at that time. It helped to develop a qualification for principals of FE colleges in Iraq that would enable them to engage more successfully with local business and increase their understanding of local communities.



**Principal and Chief Executive,
Ali Hadawi CBE explained:**

“We have invaluable experience of engaging with local businesses and communities and supporting our students to become good, active citizens. It feels like the right thing to do to share this experience with the world, not for the sake of income but because it is a worthwhile thing to do. Education breaks down barriers and promotes greater understanding between people and nations.

“As an organisation we reap as much reward from this as those we work with. When we train others to use our systems and processes, often we can see where improvements could be made. Our staff and students are enriched by interacting with visitors from Iraq and understanding more about their lives.”

ENRICHING

Coleg y Cymoedd in South Wales has established many international partnerships across Europe, Asia and Canada.

Principal, Judith Evans said:

“International partnerships and exchanges positively impact on teachers and leaders and give those involved a different perspective. The partnerships allow curriculum leaders and teachers to plan and deliver an exciting and enriched curriculum to learners, particularly when the curriculum incorporates the WBQ, ESDGC and/or language training.”

She added:

“We find that the benefit for learners who participate in international activity is not only positive in terms of their education and vocational training, but it also assists with personal development by providing a challenging and exciting opportunity, broadening their perceptions and experience of different cultures.”

INTERNATIONALISATION. FOR US?



tackle on-going challenges and benefits both students and teachers. If not addressed, challenges like youth unemployment and skills gaps threaten the growth of economies, the stability of societies and the wellbeing and prospects of individuals.

Given this, should the FE sector be endeavouring to become more international in its focus? And, if so, what impact might we expect this to have on further education organisations, staff and students? A handful of FE colleges that have pioneered international projects share their experiences of internationalisation and explain why they believe it is crucial for the sector.

IMPROVING PERFORMANCE

West Lothian College has been working with the British Council in Morocco to improve the employability of long-term unemployed young people from deprived areas, both at home and in Morocco. The number of young people going on to full-time work or full-time study following the partnership project is up from around 10-12% to approximately 65% in West Lothian and 85% in Morocco.

The college's Commercial and Enterprise Centre Head, Daniel Evans said:

“As FE colleges, we are tackling issues around citizenship, employability, employer engagement and entrepreneurship. Colleges in other countries have similar challenges and there is great value in working together. The recent successful Education Scotland review of our college highlighted excellent practice in relation to its international and employability programmes.”

A BETTER WORLD

Toby Peyton-Jones, HR Director for Siemens offered an employer's perspective on the importance of internationalisation in education:

“We are present in over 190 different countries so engaging on the topic of education with governments, communities, parents and students are always very high on our agenda. In each country laws and culture may be different but the fundamental issues around educating the next generation remain the same. It is the key to successful business and to creating a better world.”



OPPORTUNITIES TO INTERNATIONALISE

The British Council offers a range of different options for further education colleges to internationalise.

International Skills Partnerships pilot new approaches to vocational education for people in the UK and overseas. In 2015/16, there were over 40 partnerships between UK and overseas colleges. Erasmus+, the European Union programme for education, training, youth and sport offers exciting opportunities for UK participants to study, work, volunteer, teach and train abroad in Europe. For students wishing to develop an overseas perspective, **Study Work Create** offers opportunities to work abroad, while **Charles de Gaulle Trust** funding gives students an immersive experience in French partner institutions. For more information about these and other international opportunities, FE colleges can sign up to the British Council newsletter at <https://www.britishcouncil.org/education/skills-employability/subscribe>



EXPERTS



RAW HYDE

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

Demand-led funding needed to hit apprenticeship target

John Hyde calls for a demand-led apprenticeship funding allocation system.

The Government's target for 3m apprenticeship starts in this parliament was well trumpeted throughout the election campaign.

One would have assumed the civil servants concerned with apprenticeships would have planned how to implement this election promise by securing funding from the Treasury to meet this growth.

Internal systems for contracting and funding should have been reviewed to ascertain if they were suitable to manage and deliver this growth, and any barriers to achieving this target removed.

Given the current state of affairs, the Conservative electoral victory was as a big surprise to them as it was to the rest of us, including the pollsters.

However, that was last June and it would appear the opportunity to obtain funding to meet a manifesto promise and to review the systems needed to guarantee the delivery of the election promise has been missed.

The failure at the first growth review last month to fund additional 16-18 year old apprentices sent shock waves around the sector.

Ironically growth funding was available for the 19+ group, but internal rules prevented funding being transferred.

So do internal processes and procedure take precedent over a manifesto promise and political will?

To persuade an employer to involve their business with the apprenticeship programme usually takes considerable time.

It is a big decision for any company, whether small, medium, or large employer, involving most decision makers within the organisation.

From the initial consultancy meeting to an apprenticeship actually starting their programme usually takes several months, especially if the recruitment of an apprentice is also involved.

Planning ahead, training providers usually have a pipeline of future leads and potential starts as well as detailed charting of current apprentices progress and completion dates.

Let's hope they are not just trusting to luck the 3m will be achieved in the final two years when the levy has kicked in, or failing that by the public sector being coerced to help meet the target.

Two thirds of apprenticeships are delivered by small and medium sized companies and they will be need to contribute to this growth,

although currently we have no idea how they will be funded in the brave world of the apprenticeship levy.

The main deterrent to achieving growth is the current allocation system which does not provide for any growth.

Funding is allocated each year based on a formula applied to the volumes achieved in March at period eight.

Therefore, any growth achieved in the final quarter is not added to the new contract from August onwards.

This means every year a provider, who has achieved growth in the final quarter of the previous year, will start the new contract year with insufficient funding for their current cohort and have to wait until the first growth point, four months in, before even considering any additional growth.

The main deterrent to achieving growth is the current allocation system

This puts all the risk onto providers to achieve this growth and we hear this allocations system will remain in place for at least two years after the levy is introduced.

This problem is further compounded by the reduction of contract management staff at SFA with no one available to discuss a growth case on its merits, just allocation by computer.

To further complicate the situation, the SFA seems reticent to claw back under-delivery from certain providers, and in so doing has created a market in sub-contracting.

Many providers refused growth now have insufficient funding to support apprentices already on programmes.

Unscrupulous brokers, who exist to take advantage of a system that is not managed effectively, appear by magic.

How do these brokers find out the names of providers who have had their growth cases refused? They offer, usually for a 3 to 5 per cent one-off fee. Is this any way to run an allocations system?

Unless the SFA/EFA can implement a demand led system of funding allocation, there could be a serious problem that the current methodology will defeat the manifesto promise.



KIRSTIE DONNELLY

Managing director of City & Guilds UK

Skills to pay the bills

Kirstie Donnelly explains why she thinks the teaching of soft skills need to be incorporated more into apprenticeships and wider vocational training.

Soft skills get little respect but can make or break your career, according to American leadership coach Peggy Klaus in her book 'The Hard Truth about Soft Skills', and it's a mantra we would do well to adopt over here.

The jobs market in the UK may be picking up, but employers tell us that they are still struggling to find young people with critical skills they need, such as creativity and problem-solving.

It's no secret that our education system is not currently preparing young people adequately for the world of work.

Somehow we have lost our way and education and employment has become disconnected — it's time that we resolved this.

We know that this conundrum is partly why the currently the Government has put such a huge amount of effort into remaking the current apprenticeship system.

The theory is that allowing employers to take control and reshape the system will help them get the skilled workers they need.

However, to make this work we must make sure that core transferable skills are embedded into these apprenticeships giving young people the skills they need to progress throughout their careers.

Additionally, teens need at least basic employability skills to even enter into an apprenticeship in the first place.

'Employability' is the buzzword of the moment — even our friends in higher education have begun to track their success at finding jobs for their young people.

Coming out of education with a piece of paper is no longer enough, young people really do need to have the 'skills to pay the bills'.

And the current NEET [Not in Education, Employment, or Training] stats ably demonstrate that — one in 10 young people is still locked out of employment.

We can't allow this to continue.

The City & Guilds Alliance commissioned Bill Lucas and Ellen Spencer to carry out research to consider how we embed employability skills in an FE setting, from traineeships to apprenticeships and beyond.

'Learning to be Employable' identifies the key attributes employers look for and

a set of supporting transferable skills such as communication, self-management and problem-solving.

Similarly to the apprenticeship reforms, 'Learning to be Employable' identified that the biggest catalyst for change will be joint action from business, educators and the Government.

Developing partnerships will be key to sharing best practice, learning from mistakes, and ultimately demonstrating joined up thinking to ensure that young people are properly prepared for the modern work environment.

Currently we have a crazy situation where we have people without jobs and jobs without people — this has to change

And this is something we desperately need to get right.

Currently we have a crazy situation where we have people without jobs and jobs without people — this has to change.

It's why we have worked with employers to rework apprenticeships during the reforms and create curriculums such as our new TechBac which have those all-important employability skills baked in.

With the Government's increased focus on the apprenticeship agenda through their target of delivering 3m by 2020, there has never been a better time to continue to stimulate debate.

This should be around the quality and delivery of apprenticeships, and other vocational routes, to ensure they are providing young people with a successful pathway into the career of their choice and equipping them with the most vital employability skills. That's why we are all here after all.

Visit www.cityandguilds.com/learningtobeemployable to read the research.

EXPERTS

Harvey Young explains why, in his view, the Government is wrong to obsess over apprenticeships and should look to improving basic skills to improve national productivity.

The BIS Select Committee's report on the Government's productivity plan raised several concerns about the lack of focus on a variety of policy areas, including apprenticeships, but what has escaped most attention was the call to address the poor level of basic skills in the workforce.

The committee concluded that the plan "does not provide specific or measurable actions to solve the problem of the lack of basic skills in the economy".

It recommended that the Government should outline what policies will be put in place to improve basic workforce skills and to clearly state how they will contribute towards enhanced productivity.

This was the very first recommendation of the report, aptly reflecting the fact that the basis of all productivity is founded on having good competencies in both English and maths.

The recent trend in skills policy development to tackle sluggish productivity appears geared towards putting all the eggs in the apprenticeships basket.

I frequently meet with employers who tell me their workforce lack critical skills, and that an apprenticeship is often not appropriate for their workers, many of them middle-aged with families.

If the Government is serious about raising the country's productivity, there needs to



HARVEY YOUNG

Chairman of the National Consortium of Colleges and Providers

More focus needed on basic skills

be recognition that there are millions of employees who will not be suitable for an apprenticeship.

A comprehensive strategy must be launched to tackle this, as the committee explicitly pointed out.

The productivity gap between Britain and our international competitors is estimated to be the biggest since records began in the 1990s.

Recent Organisation for Economic Cooperation and Development (OECD) figures suggest 9m working age people in England do not have sufficient literacy and numeracy skills.

The Government argues the surge in new apprenticeships will help improve literacy and numeracy proficiency.

This fails to acknowledge that they are aiming to create 3m new apprenticeships by 2020 which, if all assigned to the current workforce with poor literacy and numeracy, would still leave out 6m people in desperate need of basic skills training.

There is no doubt apprenticeships bring significant advantages, helping young

people move into work, thereby bringing down stubbornly high rates of youth unemployment.

However, solely relying on apprenticeships fails to address the millions of older workers who form a huge chunk of the labour market.

Furthermore, many apprenticeships require a minimum standard of English and maths, meaning workers with existing poor functional skills cannot be considered for a training position.

There must be firm policies in place to cater to this group, otherwise we run the risk of a generational gap between older employees and those entering the workforce for the first time.

English and maths training for adults in the workplace is a great way of boosting employees' basic skills without disrupting their day to day work.

Employers tell me how their staff are more motivated and time taken to carry out basic tasks is slashed.

In research commissioned by BIS, Ipsos Mori found that 11 per cent of employers with

a basic numeracy skills gap reported that they incurred costs through lower sales or lower profit margins. Furthermore, 52 per cent of employers said that following basic skills training for their employees, they were able to introduce new, more technical processes which help increase efficiency.

Workplace learning clearly increases the performance of businesses across the UK, which contributes to a more productive workforce.

There are millions of employees who will not be suitable for an apprenticeship

The Government needs to support this part of the skills sector through ring fenced budgets and support for colleges who would like to fund this critical element of training.

Critics argue that previous workplace learning programmes have not led to any notable gains in literacy and numeracy.

As someone who has been involved in these programmes, I would argue it is not that they necessarily failed, but that in-work learning was poorly targeted and there was not a comprehensive strategy to deal with the sheer scale of the problem.

Fifth annual English and maths survey in the post-16 sector Providers and suppliers results*

Portfolio providers



Of the 5 largest eportfolio providers, OneFile and ForSkills were rated highly with Smart Assessor below average.

Initial assessment, diagnostics & resources

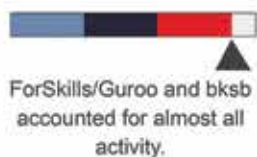


ForSkills/Guroo most popular and best-rated for functional skills in work-based and adult learning.

Overall providers of English & maths solutions



ForSkills rated best supplier, Guroo second and bksb third.



ForSkills/Guroo resources rated best in GCSE.



Customer support & learner engagement



Over 70% of respondents voted ForSkills/Guroo as best provider, more than 3 times as many votes as bksb.

Awarding organisations

Of the six largest providers, NCFE were rated best supplier.

Pearson EDI and C&G received below average ratings.

Respondents rate faster turnaround of results and free initial assessment/diagnostic tools as most useful additional services.

Come see us at
A:C | 2016
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* Received 244 responses between September 2015 and January 2016.

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CAMPUS ROUND-UP *with Billy Camden*

Royal Treatment for college If the Cinderella shoe fits...



Bridgwater College principal Mike Robbins (right) and vice-principal Andy Berry being presented with their Queen's Anniversary Prize for Higher and Further Education by the Prince of Wales and Duchess of Cornwall

Bridgwater College representatives received the Royal treatment when they travelled to Buckingham Palace to collect their Queen's Anniversary Prize for Higher and Further Education.

It was awarded to principal Mike Robbins and vice-principal Andy Berry by the Prince of Wales and Duchess of Cornwall with chair of governors Derek Randall and a number of staff and students also in attendance.

The prize, which forms part of the UK Honours system, is awarded every two years to colleges and universities whose

achievements in terms of creativity, innovation and impact are considered to be exceptional.

Recognition for Bridgwater College came as a result of its pioneering work with business, awarding bodies, universities and government at all levels to put in place high quality skills training.

Speaking after the ceremony, Mr Robbins said: "It is an absolute privilege to receive this highly prestigious award, which is testament to the commitment, dedication and passion of our students and our staff."

A stunning large scale silver and glass slipper produced by Northbrook theatre students has been installed as a permanent feature at the college.

Cinderella's slipper was created by the learners before Christmas as part of a fairy tale project commissioned and funded by local acting company, Worthing Theatres.

It was originally used as an eye-catching display for local shoppers at Worthing Assembly Hall during the holidays before being wheeled out to the high street to publicise the theatre's production of Cinderella at the Pavilion Theatre.

The second year level three production arts students worked as a collaborative design company to produce the slipper, following an industry model.

Sadie Anderson, course leader for theatre production arts, said: "The students who worked on the shoe are rightly very proud and it has been a valuable experience for all involved."



Level three production arts students with Cinderella's slipper

It has now been installed as a permanent feature at the college to advertise theatre production courses.

Gloucestershire gets its house in order

**FEATURED
CAMPUS
ROUND-UP**

More than 400 students at Gloucestershire College will be given the chance to hone their construction skills — after it became the first FE college in the country to buy a house to renovate, writes Billy Camden.

Colleges are always looking for new challenges for their students — but it is probably fair to say that buying them a rundown house for them to renovate is a first.

Gloucestershire College purchased a two-bedroom terraced house in nearby Tredworth for £71,500.

The aim is now to renovate the property over the next three months and sell it on, using the money for another house.

Principal Matthew Burgess said: "It has been a little while bubbling this one, trying to get it off the ground, getting the right people involved and to find the right property, but we're now really excited about the whole project. This is relatively low risk, financially for sure."

He added: "It has really caught the imagination of some of our local business suppliers who are providing some of the [renovation] materials."

More than 400 students studying electrical, plastering, brickwork, plumbing, painting and decorating, carpentry and bench joinery courses will be getting stuck in with work on the house.

Key tasks are set to include reinstating some of the original Victorian characteristics, as well as installing a



BUILD: Principal Matthew Burgess with Gloucestershire College students at the two-bedroom terraced house in Tredworth. From left: level two carpentry learner, Paul Bond, aged 16, level two plastering student, Megan Harford, 17, level two carpentry student, Juwan Tinnie, 17, principal Matthew Burgess, and level two carpentry student, Harry Dibden, 18

modern kitchen and bathroom and renovating the garden.

Mr Burgess explained: "As we work through the different phases of the building, we will bring in the different people to do it.

"Some weeks it will be our plastering students in there, then the electricians, then plumbing,

brickwork, and so on." Interior design students will also be chipping in their creative ideas, while

photography students will produce a portfolio of timelines to see the progress being made.

On site, the college's project manager, Rachael Capener will provide employability

coaching and mentoring in her role as the "boss" and "client", while other lecturers will provide practical support and supervision.

While Mr Burgess is keen to point out that the college is not in the business of becoming



The two-bedroom terraced house in Tredworth

a property tycoon, he hopes the project will give the students the experience and skills that employers desire.

"When I talk to employers it is not so much the qualifications when they're looking to recruit, it is about attitude and that is about having experience of having to turn up on time and being self-motivated, reliable and a good communicator," he said.

"While we do a good job in the workshops there is nothing like actually being out on a site."

DO YOU WANT TO BE IN CAMPUS ROUND-UP?

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



AT WORK: Gloucestershire College students stripping a wall at the house. From left: level two carpentry students Harry Dibden, aged 18, and Juwan Tinnie, 17

& MOVERS SHAKERS

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

After nine years of service at Bath College, principal Matt Atkinson has announced he will be leaving this summer.

Mr Atkinson joined from Andover College, where he was acting principal, in 2007.

He said leading the college has been the significant highlight of his career in the FE sector.

"The experiences I have had here have been career defining and over my time I have become very attached to the college and the areas we serve," Mr Atkinson said.

"Having led the college into the next phase of its development, I have decided that now is a good time for to pursue new interests in the college sector."

After stepping down he plans to set up a business offering leadership support services to education providers.

Carole Stott, chair of the board of governors at Bath College, said the college had gone from strength to strength under Mr Atkinson's leadership.

She said: "The board is enormously grateful for Matt's leadership and commitment to this college. Matt has positioned the college so that

it is an essential partner for business and the local communities.

"We wish Matt all the best in his next endeavour and are determined to secure someone of equal calibre to lead the college during its next important phase and fulfil our role supporting our local community."

The college will begin recruitment for a new principal in April.

Meanwhile, the founder of education software developer Impero Solutions, Jon Valentine, has announced that he will be stepping down from the business he established 14 years ago in late spring.

The current chief executive designed and launched "Education Pro" software in 2002,

which is largely used by colleges and schools across the UK.

Impero now operates classroom and network management in more than 80 countries.

Having recently opened its first US office and introduced Connection Capital investors to take on the business in 2015, Mr Valentine said this is a natural time for him to step back.

He said: "Impero has developed into a fantastic business with some amazing people. I am very proud of what we have achieved.

"For me, however, there are many new challenges I would like to tackle and other potential opportunities I have been considering for some time that I would now like to focus on.

"After some time out, I hope to help entrepreneurs throughout the east Midlands as well as contribute to further innovation by developing better solutions for the education sector and possibly other markets."

Mr Valentine was recently named as the East Midlands Young Director of the Year

2015 from the Institute of Directors.

And South Gloucestershire and Stroud College's new engineering skills centre, Gloucestershire Science and Technology Park (GSTP), has appointed Peter Barrett as its property and letting manager.

Located at Berkeley, the GSTP will operate as a hub for the college's new Berkeley Green Campus and the wider park.

Mr Barrett, who has worked in the commercial property industry for more than 15 years, said: "This is a great place to work.

"It's accessible and uncongested for commuting and when you are here it is a really beautiful environment right on the banks of the Severn.

"Every day the river looks different and it's a pleasure to come to the office.

"The most exciting aspect of the role for me is that all returns will be reinvested back into the park, into the college and ultimately into the education of the college's young learners and the wider community. It's a great motivation."

The site has 35 acres of landscaped grounds, a canteen, shop, café facilities, and parking as well as training support from South Gloucestershire and Stroud College.

Also in the news this week was Rachel Sandby-Thomas, who has been appointed to the role of shadow chief executive of the new Institute for Apprenticeships (IFA), and Mark Dawe, the new chief executive of AELP. Both appointments are featured on page 4 of this edition.



Matt Atkinson



Jon Valentine



Peter Barrett



Rachel Sandby-Thomas



Mark Dawe

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

On Wednesday 9 March 2016, The College of West Anglia (CWA) launched as an exclusive risual Microsoft Academy for the New Anglia LEP region.



risual Microsoft Academies were formed to address the digital skills shortage through collaboration with Microsoft and risual's industry expertise. This will create a centre of excellence for IT in one Further Education (FE) College in each Local Enterprise Partnership (LEP) area.

As the only risual Microsoft Academy and Microsoft Showcase Classroom in the New Anglia LEP area of Norfolk and Suffolk, CWA will be the exclusive technology partner in the region. The launch recognises a highly important strategic partnership between CWA, Microsoft and risual which will support the development of digital skills for the region.

The risual Microsoft Academy is not only hugely successful in addressing the digital skills shortage by providing the link between education and the IT industry, it also provides fantastic apprenticeship opportunities in IT. By delivering apprenticeships in partnership, apprentices will get the benefit of learning at their local College, whilst industry experts assess them in their work place on industry specific and Microsoft focused units.

CWA is a leading regional college in the delivery of apprenticeships, with over 1200 apprentices, supporting over 500 businesses and framework success rates well above national benchmarks. The risual Microsoft Academy supports the CWA's commitment to grow apprenticeship opportunities within the region by offering IT apprenticeships from level two to four.

Principal David Pomfret said: "This partnership enables us to extend the range of high quality Continuous Professional Development, as we gain access to a huge amount of Microsoft online learning materials covering the full range of Microsoft products and IT topics, from introductory level to advanced professional certification. In fact, through risual we will be supporting a number of our staff to become Microsoft Certified Educators."

Richard Proud, Co-owner and Director at risual said: "We are passionate about Microsoft technology. We are helping to develop skills that employers want; they want staff that understand technology, and use this understanding to be more productive in the workplace."

The risual Microsoft Academy is a national scheme with a view to create one centre of excellence in each LEP region, if your institution is interested in applying for the scheme please contact: education@risual.com

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The College
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Teacher of AS/A Level Maths (0.6 to Full time) £24,211-£34,600 (pro rata)

Details on our website www.strode-college.ac.uk
or contact the Personnel Office Fax/Ans 01458 844450 (24hrs).

Closing Date: Friday 18th March 2016 at 2pm



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Learning Support Adviser 0.6 FTE

You will be responsible for identifying, assessing and delivering excellent learning support for learners establishing constructive relationships with learners, carers and other stakeholders.

You will work collaboratively with tutors devising and implementing individual learning plans to ensure that each learner has additional learning support strategies integrated into the planning and delivery of learning programmes. You will provide learning support through 1:1, small group and in-class delivery to facilitate the learning process evaluating the impact of support provided. You will be proactive in developing new strategies to meet changing needs, keeping up to date with developments in the field through professional networks, and disseminating innovations across the curriculum teams.

You will work 22 hours flexibly across the week. For the right candidate there is potential to combine this role with a learning support assistant or tutor role for those seeking a larger fraction or full time post. The salary is £15,760 per annum.

CPD and Teaching & Learning Adviser 0.5 FTE

You will be responsible for supporting teaching staff to inspire and achieve consistently very good and outstanding learning, teaching and assessment practice. You will lead on the development of e-learning and the use of learning technologies and ensure CPD supports tutor development needs.

You will promote innovation, stimulating experimentation of new learning strategies including engaging students in their own learning. You will work alongside tutors to support the innovative use of new technologies, the embedding of maths and English, the promotion of British Values and the development of employability skills.

You will work 18 hours flexibly across the week. For the right candidate there is potential to combine this role with a teaching commitment for those seeking a larger fraction or full time post. The salary is £13,135.

Management Information Systems Assistant 0.5 FTE

You will be responsible for data input, checking and reporting. Knowledge of funding rules and regulations will become an integral part of the role and you will use that knowledge to make decisions regarding eligibility, ensure compliance and provide advice to colleagues. Duties will also include report generation, document production and learner record administration. We are looking for someone with experience of databases and information management. A high level of IT competence including quick and accurate keyboard skills is essential, together with excellent communication skills and the ability to manage a busy workload and work to deadlines. You will be able to use your own initiative and work independently but also to offer support to colleagues across the service.

You will work 18 hours flexibly across the week. The salary is £ 9,760 - £10,775.

For further information and an application form please visit our website www.redbridge-iae.ac.uk
Applications must be emailed to staffing@redbridge-iae.ac.uk or posted to Gill Hails, Redbridge Institute, Gaysham Avenue, Ilford IG2 6TD.
The deadline for applications is **5.00pm Monday 4th April, 2016**. Interviews will be held week of **11th April, 2016**.

www.redbridge-iae.ac.uk

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Closing Date: 29 March 2016 @ 12:00PM

At this unique London College, our staff team wants to make a difference. We are on track to achieve this, but we need one more special person to replace our Director for Core Skills who is retiring soon.

Our new Director will be a leader and a team player, skilled and passionate in promoting learning and experienced in working with vocational teams to integrate skills development in English and maths.

We offer lots of challenges, an environment where you can learn and develop and be part of a great team (we laugh as well).



If you wish to have an informal discussion with the Principal about the role please contact Veronica Clarke, via email: veronica.clarke@waltham.ac.uk or phone: 0208 501 8154

To apply please go to www.waltham.ac.uk/jobs-careers



Waltham Forest College

Tel: 020 8501 8501 | recruitment@waltham.ac.uk | www.waltham.ac.uk

SCHOOL OF FOUNDATION STUDIES

Vacancy: Part-time Maths Tutor

Hours: Variable

Grade: Tutor Grades 1 – 2 (depending on course level)

Salary: £20.10 and £21.86 per hour plus 15.4% holiday pay (£3.10 or £3.37ph)

Closing Date: 11:59 am, 11 April 2016

The College is looking for Tutors to teach a range of Maths classes ranging from Entry 1 to Level 1 Mathematics. Classes are predominantly daytime, with the possibility of evening work (18.30 – 21.30) as well as short-term cover.

Applicants should have or be working towards a certified teaching qualification and have a good understanding of Entry 1 to Level 1 curriculum.

To apply for this position, please visit our recruitment page jobs.racc.ac.uk and follow the online application process.

RACC

Richmond Adult Community College

FE Week



Award-winning journalism from the only newspaper dedicated to further education and skills

FE Week is a weekly newspaper which provides an unrivalled platform for reaching a targeted audience of mid-senior managers and leaders within the sector, at competitive rates and with guaranteed results.



“
Excellent service and great value for money... FE Week seems to be working for us attracting the candidates especially at management level
**Gosia Seaman, HR assistant,
Richmond upon Thames College**

“
Working with Hannah and the FE Week jobs team is always a delight. They are quick, responsive and provide a fantastic service which guarantees a high level of applicants from across the sector
**Tracy Roser, executive assistant to the group chief executive,
EMFEC Group**

“
FE Week offers our clients a cost effective and powerful platform for advertising Further Education vacancies both in print and online, and we've had success with all level vacancies up to – and including director level. The team offers excellent customer service and helpful advice and we have always been impressed by the quickness of their response and their extensive knowledge of the industry
**Jakub Pylat, account manager,
Lighthouse Adcomms LLP**

**For more information, please contact Hannah on:
Hannah.Smith@feweek.co.uk | 020 3432 1394**



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

LOCATION: ENGLAND

Due to the outstanding successes of our work to date, we are looking to recruit a new team of 15 experienced Skills for Life tutors.

You will be delivering English and Maths from Entry Level through to Level 2, contextualised with a vocational award. Some delivery will be in the Health and Social Care sector, and therefore any experience in the H&SC sector would be an advantage but not essential. The role will be working on a peripatetic basis, delivering in your region. Willingness to travel and your own transport are essential.

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

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

HIGHLY DESIRED CRITERIA

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

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

No agencies please jobs@nccskills.co.uk

www.nccskills.co.uk



The National Training Federation for Wales is looking to recruit suitably experienced individuals into the following posts, all of which are being supported by the European Social Fund through the Welsh Government.

Head of Work Based Learning (WBL) Quality

Salary: £48,650 per annum

Full time fixed term contract for two years from commencement

Information Security Management Systems (ISMS) Champion

Salary: £37,600 per annum

Full time fixed term contract until 31 December 2017

Equality and Diversity Champion

Salary: £30,000 per annum

Full time fixed term contract for two years from commencement

Location: All posts will be based in Cardiff with the requirement to work throughout Wales.

Closing Date: Friday 18 March 2016

For a full job description and how to apply please go to www.ntfw.org

National Training Federation for Wales, Ocean Park House, East Tyndall Street, Cardiff, CF24 5ET



Mae Ffederasiwn Hyfforddiant Cenedlaethol Cymru yn dymuno penodi pobl â phrofiad addas i'r swyddi isod – pob un yn cael cymorth o Gronfa Gymdeithasol Ewrop trwy Lywodraeth Cymru.

Pennaeth Ansawdd Dysgu Seiliedig ar Waith (DSW)

Cyflwg: £48,650 y flwyddyn

Contract llawn amser, cyfnod penodol am ddwy flynedd o ddechrau'r swydd

Hyrwyddwr Systemau Rheoli Diogelwch Gwybodaeth (ISMS)

Cyflwg: £37,600 y flwyddyn

Contract llawn amser, cyfnod penodol hyd at 31 Rhagfyr 2017

Hyrwyddwr Cydraddoldeb ac Amrywiaeth

Cyflwg: £30,000 y flwyddyn

Contract llawn amser, cyfnod penodol am ddwy flynedd o ddechrau'r swydd

Lleoliad: Bydd y swyddi i gyd wedi'u lleoli yng Nghaerdydd ond bydd yn ofynnol gweithioledled Cymru.

Dyddiad Cau: Dydd Gwener 18 Mawrth 2016

I gael disgrifiad swydd llawn a gwybod sut i ymgeisio, ewch i www.ntfw.org

Ffederasiwn Hyfforddiant Cenedlaethol Cymru, Ocean Park House, East Tyndall Street, Caerdydd, CF24 5ET



DIRECTOR OF HUMAN RESOURCES

Salary c£56k

Sussex Downs College is the largest further education college in East Sussex, providing education and training for over 10,000 learners aged 16 plus, on programmes ranging from entry through to degree level, including A levels, professional and vocational training, apprenticeships, and an International College. We have a diverse and complex workforce of around 900 staff working at and sometimes across campuses based in Eastbourne, Lewes and Newhaven. As a large General Further Education College we are committed to both excellence and inclusivity, supporting and challenging every student to achieve and progress, and to enhancing the value of our contribution to the local community and economy.

Under the leadership of a recently arrived Principal / Chief Executive, the College is at the beginning of a significant and critical period of change. This is therefore an excellent and

exciting opportunity for a suitably qualified, creative and experienced HR professional to join an ambitious College, lead its Human Resources function and play a key role in its workforce development strategy, as well as in securing the success of the College.

The new Director of HR will join a newly shaped leadership and management team and have successful experience at a senior level in an HR role, be a highly skilled communicator and be able to demonstrate the drive and understanding necessary to help build and sustain successful performance and culture across the organisation. A background in an educational or public service setting would be advantageous, but not essential. The role calls for someone who is professionally qualified (CIPD or equivalent), has a degree level education and is committed to personal and organisational development.

CLOSING DATE: Monday 21st March 2016 (by noon).

Interviews are provisionally planned for 7th April 2016.

For further details and to complete an online application form, please visit our website www.sussexdowns.ac.uk/about/vacancies or phone our recruitment line on 030 300 38222, or email LewesHR@sussexdowns.ac.uk No agencies please.

Sussex Downs College is committed to safeguarding and promoting the welfare of children. We welcome applicants from ethnic minorities as they are under-represented in this institution.

www.sussexdowns.ac.uk

JOBS



Tutor: English GCSE

Join one of the largest and most successful colleges in the country. As an employee of Vision West Nottinghamshire College, you'll be part of a supportive and friendly team, and will receive a number of staff benefits.

We are looking for a dynamic, professional individual qualified in English to join a forward thinking college to develop and teach GCSE English to groups of learners.

It is essential you are qualified to a minimum of Level 3 in English and possess a teaching qualification. Candidates should have experience of successfully delivering GCSE English within a college or school environment.

For further information and to complete an online application form please visit www.wnc.ac.uk/vacancies



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We currently have a variety of temporary and permanent vacancies nationwide across construction and engineering subjects and are always looking for experienced industry experts. Suitable candidates for these roles are currently in high demand so benefit from very competitive rates of pay!

Nationwide opportunities available now include:

- **Motor Vehicle Lecturer** - £20-30 per hour + holiday pay
- **Mechanical Engineering Lecturer** - £20-30 per hour + holiday pay
- **Electrical Engineering Lecturer** - £20-30 per hour + holiday pay

Call our specialist consultants 0115 911 1222

or email your CV to jobs@protocol.co.uk



WESTMINSTER ADULT EDUCATION SERVICE

Part Time Tutor vacancy- Functional Skills English

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

Rate of Pay- £24.88 per hour. Various daytime hours available.

Are you passionate about lifelong learning and developing literacy skills in adults? Westminster Adult Education Service are looking for part time tutors who are focused on learner achievement to deliver on our growing English Functional Skills programme at venues across Westminster.

Classes are part time, usually discrete and learners work towards nationally-recognised functional skills qualifications. We offer daytime, evening and weekend sessions from entry level up to level 2 and we also having a growing GCSE programme.

You will need to be an inspirational, flexible and motivated teacher with a minimum full level 5 teaching qualification. Experience in delivering Functional Skills from Entry to Level 2 English to adults in discrete classes and a subject specialism is desirable.

Please quote reference number: ED/WAES/681

Closing date: 21st March 2016

Job description and application pack are available from <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 quoting the relevant reference number.

it's a jungle out there...



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www.ncfe.org.uk/fe-week

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FE Week Sudoku challenge

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

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

Difficulty: **EASY**

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

Difficulty: **MEDIUM**

Solutions: Next week

Last Week's solutions

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

Difficulty: **EASY**

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

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.

Last week's winner was Russ Appleby from Hull College.