

# FE Week

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Exclusive **PAUL OFFORD** @PAULOFFORD

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# Government distances themselves from Wilshaw

- Ofsted chief tells MPs colleges are in 'mess' and 16-19 should stay at school
- Personal opinion sparks 'anger' as AoC letter demands evidence for claims

JUDE BURKE  
@JUDEBURKE77

FROM FRONT

The government is distancing itself from inflammatory remarks made by Sir Michael Wilshaw, after the Ofsted head told MPs he believed 16 to 19-year-olds should be taught in schools, not colleges.

Sir Michael's comments during an appearance at the Commons Education Select Committee (ESC) on March 2 have provoked widespread anger in the FE sector.

"We are very supportive of the work done by colleges and distance ourselves from Sir Michael's comments," a source close to Education Secretary Nicky Morgan has told *FE Week*.

The Ofsted chief inspector laid into the FE sector during Wednesday's evidence session, 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.

Vulnerable learners who need a familiar environment "head off towards the FE institution which is a large, amorphous institution on a number of campuses and do badly. They get lost. Drop out," he continued.

"Youngsters who don't do very well at 16 often don't do very well two years later, particularly in English and maths where the results are pretty poor," he added.

The reliance on success rates to secure funding meant that "too many youngsters are put on level one courses when they should be challenged to do level two".

Sir Michael went on: "We also find in

too many general FE institutions that they haven't thought carefully enough about their curriculum. The curriculum is often irrelevant to the local workplace and national employment."

*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 (pictured left), has challenged Sir Michael to justify his opinions — which he said have caused "a good deal of consternation and anger" — in a letter that he has shared with *FE Week*.

"Quite apart from the conflict inherent in Her Majesty's Chief Inspector being called to give evidence in his official capacity and then providing a personal opinion, even personal opinions

require justification if they are not to be regarded as mere prejudice or an unreliable anecdotal judgement," Mr Doel wrote.

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.

Wednesday's evidence session was not the first time Sir Michael has attacked the FE sector.

During a speech for the thinktank CentreForum in January, the Ofsted boss said that "educational provision, for the many children who do not succeed at 16 or who would prefer an alternative to higher education, is inadequate at best and non-existent at worst".

The University and College Union described Sir Michael's comments this week as unhelpful and offensive.

A spokesperson from Ofsted said it was clear that its boss's comments were his own personal views.

The Department for Education declined to comment.



## FE Week readers don't hold back with online comments



**Lynne Sedgmore**  
Former chief executive at 157 Group

This man speaks from limited knowledge as he has never bothered to visit or spend time in FE colleges or to read any facts.

He has no right to spill his personal unfounded prejudice and ideological distortions onto hardworking, successful FE colleges, staff and students.

These statements are probably setting himself up for his next role — please retire with dignity not with such disgraceful nonsense.



**Carole Kitching**  
Principal at Lewisham and Southwark college

Shockingly ill informed comments undermining the credibility of Ofsted and the positive choices made by over 840,000 young people every year.

No wonder technical and professional vocational education struggles to gain parity of esteem with traditional academic pathways.

Every public statement like this costs us 100s more young would be apprentices.



**Ben Verinder**  
Former director of comms at the AoC

'Vulnerable learners do badly in college' says Mr Wilshaw.

It's so patently untrue, such a crude assessment, as to be laughable.

Except it was made in front of a select committee and the national media. Bravo to those calling out this nonsense, but sadly it doesn't seem to be making any difference.

Can you impeach an HMCI? Strike them off? Before they blame colleges for, say, primary results?

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## NEWS

# Back to future with FEFC?

PAUL OFFORD  
@PAULOFFORD

The number of Skills Funding Agency offices are to be radically reduced as they become 'Further Education funding centres' from 2018, *FE Week* understands.

The plan was set out in an internal document, '2020: Future and Beyond', which has been circulated through the Department for Education (DfE) and Department for Business, Innovation and Skills (BIS).

It is understood that post-16 FE funding staff from SFA and EFA will be brought together in bases in Cheylesmore House, Coventry, where SFA is now and EFA staff are moving back in to, and current BIS offices in Birmingham and Swindon.

The move casts further doubt over the long-term future of the SFA and EFA as independent entities — and comes after Peter Lauener, the chief executive of both agencies denied that merger plans were in the pipeline during an exclusive interview with *FE Week* editor Nick Linford in our last issue.

A spokesperson for BIS, EFA and SFA told *FE Week* on February 25: "This document [2018 : Future and Beyond] is not referring to creating any new organisations, it's talking about developing a location strategy that better meets the needs of BIS in 2020."

When asked if the funding agencies would merge, Mr Lauener said during the interview that he was "trying to put to one side the question of whether there should be a merged agency".

But the senior mandarin, who was already in charge of EFA when he was appointed chief executive of the SFA in November 2014, added: "At some point we may come back to question of whether there should be a merged agency, but that is actually a matter for the two parent departments [DfE and BIS]."

He previously answered questions on the possible merger of both agencies, during a House of Commons Public Accounts Committee hearing on October 19.

Mr Lauener told MPs he was working on delivering "savings" for both, but "actually took the job on the basis that there was no planned merger".

*FE Week* revealed three days later that SFA finance director Paul McGuire was stepping down —clearing the way for responsibilities falling under his remit to be shared with the EFA.

The government has since revealed it will launch a new Funding Agencies Shared Service Team (FAS2T), to run across the SFA and EFA, covering finance, IT and data from April 1.

The DfE is advertising for a data science director to work within the new unit. The advert on the Civil Service Jobs website stated that it "will be responsible for paying and assuring some £60bn of public funds annually".

FEFC was the acronym for the agency before the Learning and Skills Council (LSC) was created in 2001, but then referred to 'Further Education Funding Council'.

# College falls to inadequate after Ofsted visit seven years later

JUDE BURKE  
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A college has seen a precipitous decline from outstanding to inadequate after its first inspection in more than seven years. Mid-Cheshire College (MCC) has been slammed by Ofsted, which branded its provision inadequate overall, with six out of seven headline fields also rated as inadequate.

Inspectors last visited the college in November 2008, when it was rated outstanding across the board.

The latest report, published on Thursday, is highly critical of the standard of 16 to 19 study programmes at the college, which it says account for around two thirds of the college's 2,600 learners.

"The requirements of study programmes are not met," the report says.

Learners on study programmes "make slow progress in improving their skills, knowledge and understanding" and "do not have sufficient opportunity to develop essential employability skills to prepare them for work and life beyond college".

Not only that, "too little" teaching on study programmes "is sufficiently challenging" and many learners "do not achieve the high grades they are capable of".

The proportion of learners "who achieve functional skills qualifications in mathematics and English is low,"

it continues. College leaders are criticised for having "allowed the quality of provision to decline to unacceptably low standards".

However, inspectors were more positive about MCC's apprenticeship provision, which they rated as good.

"Well-managed apprenticeship programmes, developed in collaboration with employers, enable the majority of apprentices to make good progress and achieve," the report says.

"Leaders and managers work closely with employers to ensure apprenticeships meet local and national needs," and "the majority of apprentices gain sustained employment or promotion," inspectors found.

MCC principal Richard Hollywood, who took over in 2013 following the retirement of long-term former principal John Reilly, said the college had an improvement plan in place before the inspection, which Ofsted recognised during its visit.

"We have already implemented significant changes to address the more immediate issues and myself, the governors and the staff are fully focused and determined to bring about the required improvements," Mr Hollywood said.

"My staff and I remain fully focused on our students and helping them to achieve their

FE&S report

Ofsted  
raising standards  
improving lives

## Mid Cheshire College

General further education college

Inspection dates 19-22 January 2016

Overall effectiveness **Inadequate**

Effectiveness of leadership and management Inadequate

Quality of teaching, learning and assessment Inadequate

Personal development, behaviour and welfare Inadequate

Outcomes for learners Inadequate

16 to 19 study programmes Inadequate

Adult learning programmes Inadequate

Apprenticeships Good

Overall effectiveness at previous inspection Outstanding

### Key findings

aspirational goals," he added.

Neighbouring West Cheshire College, located 20 miles away from MCC, was also rated inadequate in December. Both colleges are currently part of the Cheshire and Warrington area review, which began in January.

Thursday's report comes a day after Ofsted head Sir Michael Wilshaw told MPs on the Education Select Committee that he believed 16 to 19-year-olds should be taught in schools.

An Ofsted spokesperson said: "As an outstanding college [MCC] was exempt from inspection unless its performance declined in accordance with legislation.

"Ofsted carries out risk assessment of all outstanding provisions and can conduct an inspection where it has concerns."

# Teachers' union hits back at SFCA over March strike

PAUL OFFORD  
@PAULOFFORD

The National Union of Teachers (NUT) has defended itself after the Sixth Form Colleges Association (SFCA) said an upcoming strike would be "ill-timed and ill-judged".

The NUT ballot, which closed on February 29, showed 86 per cent of members in favour of strike action, from a 44 per cent turnout.

It means that union members are set to embark on strike action at sixth form colleges across the country on March 15, which SFCA chief executive David Igoe warned would be highly disruptive for students preparing for summer exams.

When invited by *FE Week* to respond to the criticism, NUT deputy general secretary Kevin Courtney said: "The NUT strike action is part of the ongoing campaign to ensure teachers and therefore students get a fair deal from the Government.

"We have gone way past the point of sitting on sidelines. Many college principals are supporting our campaign and we will continue to work with SFCA wherever we can."

He added: "Alongside the deterioration in teachers' conditions, if we do not reverse the [Government funding] cuts, it is young people's 16-19 education that is being put at grave risk.

"Many colleges face closure or unsuitable mergers putting many jobs and local education at risk."



A total of 1,689 NUT members took part in the ballot, with 1,453 voting for the strike action and 235 against.

The question put to members was: "In order to persuade the Secretary of State for Education to increase presently inadequate funding levels which cause detrimental changes to terms and conditions within the sixth form college sector, are you prepared to take a day's strike action?"

Mr Igoe told *FE Week* after the ballot result was announced that SFCA had "no problem standing alongside the NUT in a campaign to improve the funding levels for sixth form colleges".

"However, we consider this strike action to be ill-timed and ill-judged," he added.

"It comes at a critical time in preparing

students for public examinations in the summer and any disruption to that learning is regrettable."

A Department for Education spokesman said: "Any strike action is disappointing. The disruption caused by strikes holds back children's education and damages the reputation of the profession.

"We recognise the importance of investing in education which is why, thanks to the difficult decisions we have taken elsewhere, we have been able to protect core 16 to 19 funding.

"At the same time we have ended the unfair difference between post-16 schools and colleges by funding them per student to ensure that all young people leave education with the skills they need to thrive in modern Britain."

# BIS Sheffield 'brain drain' plans pushed back after outcry

PAUL OFFORD  
@PAULOFFORD

The Government has pushed back its consultation over plans to close the Sheffield base for hundreds of civil servants with "a huge amount of FE expertise", *FE Week* has learned.

The Department for Business, Innovation and Skills (BIS) was accused of launching an "FE brain drain" after unveiling plans in January to close its Sheffield office (see right), which it is feared could lead to nearly 250 people losing their jobs.

Lois Austin, the PCS full-time official for BIS covering the Sheffield office, told *FE Week* yesterday that widespread opposition to the plans to centralise the department's policy-making in London had forced BIS to delay its consultation by two months.

She said: "They told us back when all this was first announced that the consultation over the closure of the Sheffield office should be completed by the start of March. But we've now been told that it will be May 2, which shows how shaken up they are by the scale of opposition to this."

"They're saying that centralising to London will save money and improve policy decisions."

"But we asked Permanent Secretary [for BIS] Martin Donnelly for evidence of the analysis they have done to prove this and no one from his team has been able to provide

this."

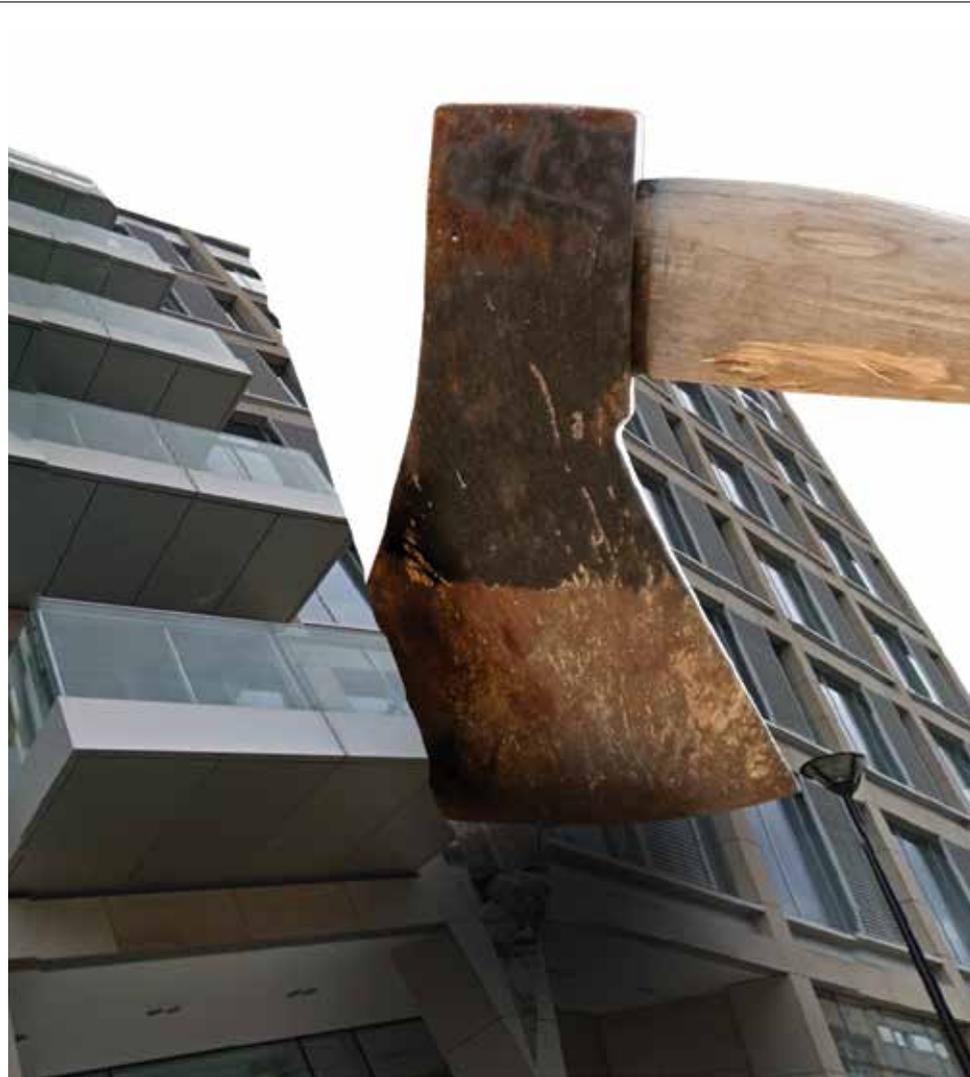
Mr Donnelly held strained talks with representatives from PCS on February 29 and further talks between the union and senior BIS representatives took place two days later, Ms Austin added.

It comes after a former senior employee at BIS told *FE Week* the planned closure of the Sheffield office, where they produce most BIS data on FE and skills, would amount to an "FE brain drain", as "they all have a huge amount of FE expertise and it looks like everyone will lose their jobs".

The source claimed that BIS had not offered sufficient resettlement packages to make moving to London a viable possibility for many Sheffield staff, and failed to take into account the number of part-time female staff, who would find moving south near impossible.

A BIS spokesperson told *FE Week* on Thursday: "There are ongoing discussions with staff members and their representatives to support staff affected, but any specifics would be confidential and so we can't comment on anything individuals might have said."

Mr Donnelly has previously said: "The decision to close Sheffield by 2018 has not been taken lightly. It is my top priority that all our staff are fully briefed and consulted on the process. We will provide comprehensive support to all those facing a potential change or loss of job."



## SEVEN APPRENTICESHIP FRAMEWORKS TO BE SWITCHED OFF IN JUNE

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The first seven apprenticeship frameworks that will be closed to new starts have been announced by the Government.

A spokesperson said of the starts, which will close from June 1: "This is the first in a series of batches of frameworks to be removed as part of apprenticeship reforms."

She added students still completing their apprenticeship on the seven frameworks would continue to do so, on their agreed funding arrangements, and that their apprenticeship completion certificate could be claimed as normal.

The announcement was made by the Skills Funding Agency (SFA) on March 2. The frameworks affected at level three include blacksmithing, engineering and manufacturing technologies, campaigning, business administration and law, energy assessment and advice, retail and commercial enterprise.

Also affected at level three are frameworks in providing mortgage advice, business administration and law, along with witness care, health, public services and care.

And further level two frameworks facing

closure to new starts are for building products industry occupations, and cabin crew, engineering and manufacturing technologies.

The SFA spokesperson added: "These had no starts in the 2014 to 2015 funding year or in the funding year 2015 to 2016 up to the R06 data return. We therefore consider three months' notice of switch-off for these frameworks to be sufficient."

"The Secretary of State has written to the relevant issuing authorities to remove the framework and they will notify providers and employers of this," she said.

It comes after *FE Week* reported in December last year the government had scrapped plans to stop funding all apprenticeship frameworks after 2017/18.

The cut-off, that would have ensured providers were only delivering new Trailblazer standards by 2018/19, was first announced in October 2013.

But it was revealed in the Government's 2020 vision document, published in December year, that the 2017/18 end of frameworks had now been dropped.

According to the document, the government's aim was now for all new apprenticeship starts to be on standards from 2017/18 instead of existing apprenticeship frameworks.



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## INVESTIGATES

## COLLEGE CLOSURES AND DEBTS IN SAUDI ARABIA

ALIX ROBERTSON  
@ALIXROBERTSON4

Investigates

In 2013-14 a host of UK providers jumped at the chance to take part in a programme in Saudi Arabia that provided the opportunity to share their expertise overseas. The UK government promoted the 'Colleges of Excellence' programme widely, calling the huge contracts

secured by providers a "£1 billion exports win for UK education" and championing involvement in the region.

The 'winning' UK institutions set about establishing their new colleges in the region, with the aim of furthering vocational education and training in Saudi Arabia for men and women. But two years on, the programme has not lived up to expectations

and an *FE Week* investigation has uncovered grave financial problems at some of the colleges taking part.

With the projects in Saudi struggling to recruit students and some colleges in the region being forced to close, some UK providers are now mired in damage control. *FE Week* senior reporter Alix Robertson examines the extent of the problems.

## Lincoln College — a challenging overseas venture

Lincoln College has included a significant loss associated with a contract in Saudi Arabia in its accounts for 2014/15, *FE Week* can reveal.

The accounts, which all colleges submit each year to the Skills Funding Agency (SFA), show that involvement in the Colleges of Excellence (CoE) programme has led to the college facing financial challenges.

*FE Week* understands that this is likely to result in an SFA financial notice to improve.

In March 2014, Lincoln College was awarded a huge contract worth £250m from the CoE programme, a scheme designed to improve technical and vocational education and training in Saudi Arabia. Winning the opportunity to go to the Middle East and run three new colleges was seen as a coup for the college. However, after recruitment problems led to two of the colleges in the Al-Aflaj region being closed down, the costs began to mount up.

Commenting on the colleges' finances, a spokesperson for the SFA said: "We make judgments on the financial health of colleges based on colleges' financial plans and their published, externally audited, account statements.

"We are currently in discussion with the college about their end of year financial position."

The CoE programme was promoted by the UK government as a good opportunity for both the education sector and the economy. Lincoln College had to compete against 50

other applicants from across Europe, America, Canada, Australia and New Zealand for the contract.

The successful bid meant it would be responsible for Lincoln Al-Aflaj Female College of Excellence, Lincoln Al-Aflaj Male College of Excellence and Lincoln Al-Muzahmiya College of Excellence, with a focus on developing English language skills in a vocational context.

At the time, the managing director of Lincoln College International (LCI), Simon Plummer, saw great potential for the project.

He said in a college press release dated March 13, 2014: "We aim to replicate the success we've had in the UK in Saudi Arabia and help the 4 per cent of under 30s who are currently unemployed to find jobs.

"Staff and students in the UK will also benefit as we will be able to ensure that surpluses resulting from this five-year £250m contract will be used to further improve the facilities at its campuses in Lincoln, Newark and Gainsborough."

Lincoln planned to initially employ 100 staff across the three Saudi colleges (primarily UK residents), with further recruitment drives in

December 2014 and April 2015.

However, in January 2016, less than two years into the programme, Lincoln College announced via its lincolnsa.com (Lincoln Kingdom of Saudi Arabia) website that its two Lincoln Al-Aflaj colleges would be closed by the end of the month.

A statement on the website said:



Al-Aflaj colleges' governor Zaid Al Hussein and Paul Batterbury, dean of Lincoln Al-Aflaj College at Lincoln College International, Lincoln College Group, at colleges' opening ceremony in October last year

"Unfortunately, the number of students able to participate in this unique education in Al-Aflaj is not sufficient and, in agreement with CoE, we have taken the decision to close both Lincoln Al-Aflaj Colleges.

"Our intention is to close the colleges to students this trimester, with the last day of teaching later this trimester."

*FE Week* questioned the college further on the closures, and received the following statement from an LCI spokesperson: "By mutual agreement, two colleges in Al-Aflaj were closed during this trimester, enabling us to concentrate our focus on enhancing further our work in Al-Qatif for our learners there and maximising benefits to the wider Lincoln College Group."



## LINCOLN COLLEGE — BOARD MINUTES REVEAL 'SURPRISE' AT LOSS FROM VENTURE

After the college closures, *FE Week* analysed Lincoln College's board meeting minutes, finding that the extent of the financial impact of the Saudi project is still unclear.

Minutes from December 15, 2015 confirm the reasons given for the college closures in Saudi Arabia, stating that, in Al-Aflaj, "the local population would not bring in the student numbers to support the college, particular due to the other provision in the area (vocational college and university) and it was felt the due diligence had not been effective".

They emphasise that because the college is the only provider operating as a single entity in Saudi Arabia, the risk is bigger than for other providers, who have partnered with other organisations and therefore spread the risk.

Crucially, these minutes record that the chief executive officer "explained a verbal agreement had been reached to: close both colleges; give free choice of new college/s; defer the bridging loan repayment until March; undertake a joint review; consider contract extension".

*FE Week* questioned Lincoln College on these points and the nature of the "bridging loan" in particular.

A spokesperson for the college refused to comment on the size of the loan and whether it would be paid in March, saying the figures were commercially sensitive.

When asked by *FE Week* if the "free choice of new college/s" meant

Lincoln would be taking on new projects in Saudi, despite having to close two colleges, the spokesperson said: "We would consider other colleges should the opportunity arise and should due diligence and process conclude they were viable".

The minutes from December 15, 2015 also highlight a "deficit" in the college's KSA finances.

They state: "The COO [chief operating officer] will be visiting KSA in February to follow up on the rebuilding of the financial model. The Chair asked for an indication of when the finances would move into the positive and the COO responded that within the five year contract there would not be a deficit."

When this point was queried with Lincoln, the LCI spokesperson said: "These accounts spanned an 18-month period and not the usual 12-months. They included unforeseen exceptional costs."

He added that these "exceptional costs" were related to the "initial mobilisation and recruitment for a male college, which was discontinued by CoE and replaced with the female college in Al-Qatif".

The spokesperson said other problems included the fact that members of staff recruited for the male college were not transferable to the female college and costs were incurred by "damage to IT Infrastructure".

He added the college is seeking compensation for these losses from CoE.

*FE Week* also found in minutes from a meeting on December

10, 2015 that the loss recorded against KSA was "a surprise" to the college's Finance Committee. The minutes state that after this an agreement was made to keep the committee updated through "monthly management accounts".

Going back to Lincoln's early involvement with the programme, minutes from a May 20, 2014 meeting refer to the College Board agreeing to secure "£5.7m credit with NatWest Bank". *FE Week* asked the college whether there were any concerns about repaying this loan.

The LCI spokesperson said: "Minutes referring to £5.7m of credit simply relate to the initial bond taken out to mobilise our colleges in the Kingdom at the start of the contract.

"In relation to our ability to meet loan repayments; our Al-Qatif college is forecasted to make enough surplus funds to repay the loan."

Of Lincoln College's overall involvement in the CoE programme, he said: "LCI has been in constructive discussion with CoE for some time over the re-negotiation of our offering in KSA.

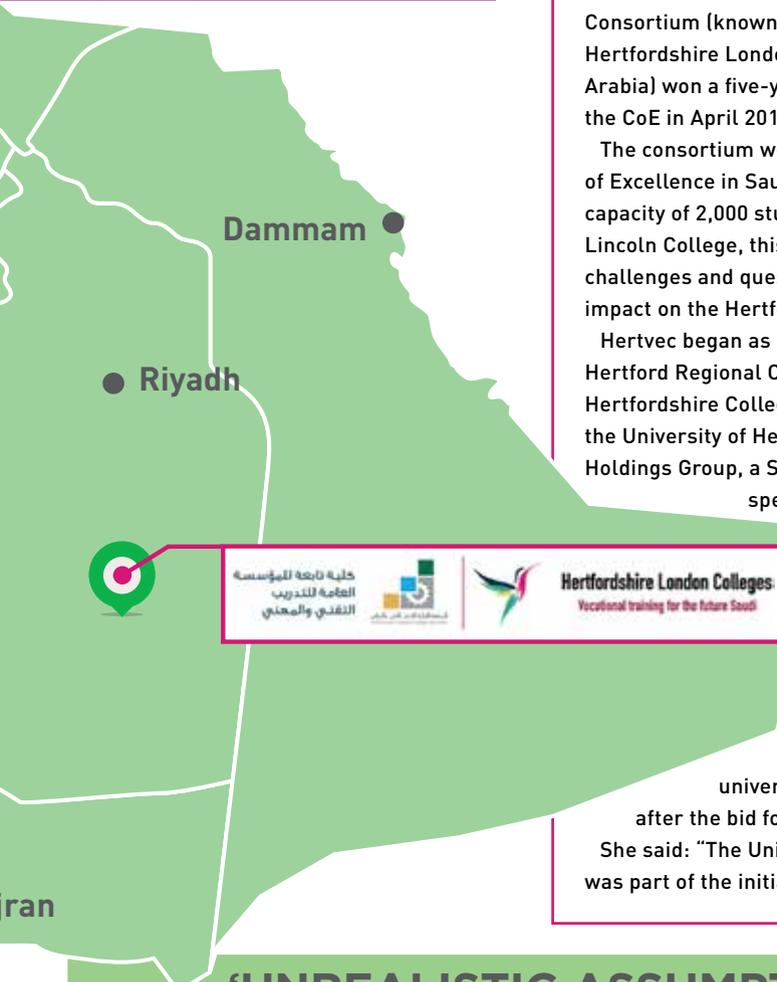
"The initial framework allocated providers with a mix of large colleges in areas with significant recruitment potential and smaller ones in more rural locations.

"It was anticipated that across each provider's portfolio, there would be balance. This has proved not to be the case — a fact recognised by CoE, who have been proactive in approaching providers to re-negotiate terms with them."

# AUDI ARABIA — JUST HOW BAD IS IT?



Lincoln Al-Aflaj college



## HERTFORDSHIRE COLLEGES FACING FINANCIAL 'LOSSES'

كلية تابعة للمؤسسة العامة للتدريب التقني والمهني



Hertfordshire London Colleges  
Vocational training for the future Saudi

A Hertfordshire college consortium may also be facing serious financial challenges as a result of involvement in the Saudi Arabia CoE programme, *FE Week* has found.

The Hertfordshire Vocational Education Consortium (known as Hertvec, or Hertfordshire London Colleges in Saudi Arabia) won a five-year £225m contract from the CoE in April 2014.

The consortium would run three Colleges of Excellence in Saudi Arabia, with a total capacity of 2,000 students each. As with Lincoln College, this presented significant challenges and questions remain about the impact on the Hertfordshire group.

Hertvec began as a partnership between Hertford Regional College (HRC) and North Hertfordshire College (NHC) supported by the University of Hertfordshire and Samama Holdings Group, a Saudi Arabian company specialising in construction

and facilities management.

However, following an enquiry from *FE Week*, a spokesperson for the University of Hertfordshire confirmed that the university pulled out shortly after the bid for the contract.

She said: "The University of Hertfordshire was part of the initial bid proposal process

regarding the three colleges in the Kingdom of Saudi Arabia.

"However after careful consideration, the University decided not to participate in the organisation, delivery or administration of the colleges ... We have no involvement of any kind with these colleges in the KSA."

And on analysing the board meeting minutes of NHC and HRC, *FE Week* found that the CoE programme may have jeopardised other relationships within the consortium — as well as causing financial concerns.

The NHC Corporation Board meeting minutes from September 7, 2015, state:

"We have agreed with HRC a 90 day option, to mid Sept, to replace them as a partner in Hertvec. HRC have agreed to pay 60 per cent of the losses to date and also make a one off payment of £250k to NHC."

*FE Week* contacted HRC and NHC to clarify this, asking whether it meant that HRC is no longer part of the Hertvec consortium and the CoE programme.

The enquiry also asked whether HRC had been replaced by another provider, what the root of the "60 per cent" of losses was, and whether this and the one off payment of £250k had now been paid to NHC.

The individual colleges declined to comment.

Questions were also raised by the content of HRC audit committee minutes from March 16, 2015. The minutes state that "the Chair

queried when the college might expect to be paid the £713,000 due from the Saudi Arabia project" and said "everything was now in place for the College to invoice for this sum" and "funding should be available this month".

However, they also say this depended on a member of the leadership team in Saudi arranging "the release of the funding as the loan to Hertvec from the mobilisation funds [had] still not been confirmed".

*FE Week* put this to HRC and NHC, asking who the £713,000 was owed to, why it was owed and whether the money was received, but the individual providers declined to comment.

Instead, a statement was issued from Hertvec, saying: "We believe that the success or otherwise of a business like Hertvec should be considered over the medium to long term.

"As should be expected for a contract of this nature our first year was a challenging one, from which we take many invaluable lessons. Over that period we have also made huge progress in building three vibrant institutions in the Kingdom of Saudi Arabia working with local employers and stakeholders.

"We remain committed to our work in the Kingdom and are working with CoE to make sure that the programme realises its objectives. We will not be making any further comments on Hertvec or the wider CoE programme at this time."

## 'UNREALISTIC ASSUMPTIONS' SAYS FORMER ADVISOR

*FE Week* asked Tom Bewick, an expert on overseas skills ventures who advised the Saudi government in 2012, for his views on the findings of the investigation.

He said: "I'm not surprised if some UK providers are getting into difficulties with the CoE programme.

"The Saudi approach of heavily weighting contract payments on job outcomes resulted in some very crude and unrealistic assumptions being made about the relative growth and

maturity of the Saudi labour market.

"The danger is that many of the skills and employment forecasts they were working to are no longer relevant, particularly when you consider that the price of oil has dropped significantly and the Saudi economy is now struggling.

"My advice to any UK provider that's developing market



opportunities overseas is to make sure that they do proper due diligence, and crucially, employ only those who have the locally trusted business knowledge and relationships. Despite the downside risks, I do still think it is important for FE colleges to look to grow by exploiting international market opportunities."

## UK TRADE AND INDUSTRY EDUCATION

UKTI Education brought together consortia to bid for the Saudi CoE contracts and from August 2013 worked to raise awareness of the programme amongst UK education and training organisations.

Representatives from the government body also accompanied bidding providers on a series of visits to Saudi Arabia.

*FE Week* put the finding of this investigation to UKTI, but despite being given a week to respond it was unable to provide a comment by the time of going to press.

## BACKGROUND TO THE £850M COLLEGES OF EXCELLENCE PROGRAMME

In April 2014, then Minister of State for Skills and Enterprise Matthew Hancock announced that UK education providers had won four contracts worth £850m to establish 12 technical and vocational training colleges in Saudi Arabia.

In total, 100 colleges were to be set up across Saudi Arabia as part of the Kingdom's CoE programme.

UKTI Education, jointly set up by the Department for Business, Innovation & Skills (BIS) and UK Trade & Investment (UKTI), took responsibility for bringing together consortiums to bid for the contracts, working

in 2013-14 to raise awareness amongst education providers across the country.

By April 2014 UK education providers were responsible for operating 16 of the 37 colleges let at the time, valued at more than £1bn.

This included successful bids from TQ Pearson and the Nescot consortium (North East Surrey College of Technology; Highbury College, Portsmouth; Burton and South Derbyshire College; the University of Hull; and Birmingham City University) in the first wave of the programme in 2013.

The groups taking on contracts in 2014

were Lincoln College; Hertvec; the Oxford Partnership, comprising Activate Learning, GEMS Education Solutions and Moulton College; and FESA, a further consortium of UK colleges and training providers.

Mr Hancock said at the time: "I visited Saudi Arabia earlier this year in support of UK bidders and am particularly pleased that they will soon be offering high quality practical skills training to an additional 24,000 Saudi students.

"I look forward to seeing the UK's education and training presence continue to grow in Saudi Arabia and internationally."

In December 2015, *FE Week* reported that the English colleges involved in the CoE programme could be facing severe financial issues as their projects were proving less popular than expected, after an article appeared on the topic in Education Investor.

Alongside raising financial concerns, the report said TQ Pearson had dropped out of the programme in June last year and was understood to be in a legal dispute with CoE.

Other providers involved hit back at claims that the scheme might lead to bankruptcy, but UKTI Education conceded that CoE had "encountered challenges".

## NEWS

# More than 500 qualifications face full funding axe

➤ Up to 20 per cent full level 2 and 3 to lose entitlement status

➤ SFA initially deny knowledge of awarding body concerns

PAUL OFFORD  
@PAULOFFORD

FROM FRONT

The Skills Funding Agency (SFA) has been criticised over a consultation on the future of hundreds of qualifications, after five of the 14 working days it was open fell over half-term.

The consultation, which ran from February 10 to 29, was on plans to end full funding for up to 524 (20 per cent) full level two and level three qualifications offered by 56 awarding organisations (AOs) for 19 to 23-year-olds.

The short time period, made more challenging for respondents because five of the working days fell during half-term from February 15 to 19, provoked scathing criticism from the Federation of Awarding Bodies (FAB), which complained directly to the SFA.

A letter leaked to *FE Week*, sent on February 24 by NCFE chief executive David Grailey to SFA boss Peter Lauener, was also highly critical of the consultation process.

Mr Grailey wrote: "We feel it is unrealistic to expect awarding organisations to gather the required evidence in such a short period of time," adding "this is particularly poorly planned as the period covers the half-term, during which a large percentage of the institutions listed above will be closed".

Andrew Gladstone-Heighton, NCFE policy leader, then told *FE Week* on March 1: "We don't think this short timescale was sufficient for a consultation of this nature.

"A longer timescale would have allowed for a more meaningful conversation and a quality response, which would have been significantly more beneficial for centres and, ultimately, learners."

He added: "It is concerning as centres have either already completed their curriculum planning, or are about to sign their plans off, for the 2016 to 2017 funding year.

"This will cause more turbulence in a sector that has experienced year-on-year changes to the curriculum offer — we need some stability to avoid further negative impact on learners."

The 56 awarding organisations affected

had to supply evidence for each qualification to the SFA in the hope it might be saved under the new 'legal entitlement' alignment programme with the Department for Education.

Although the SFA published a list of the 80 per cent of full level two and three qualifications that were safe, they did not say how many were at risk or publish an easily accessible list of the remaining 20 per cent at risk.

It provoked further concern that a number of stakeholders did not realise the significance of the consultation.

This new approach comes around a year after awarding organisations had to supply evidence for all their qualifications based on SFA 'business rules'.

An SFA spokesperson said: "The timetable for the consultation was designed to enable the SFA to publish, before the end of March, a final list of entitlement qualifications. This is aligned to the publication of our funding rules, and is intended to allow sufficient time for colleges and training providers to finalise their 2016/17 offer.

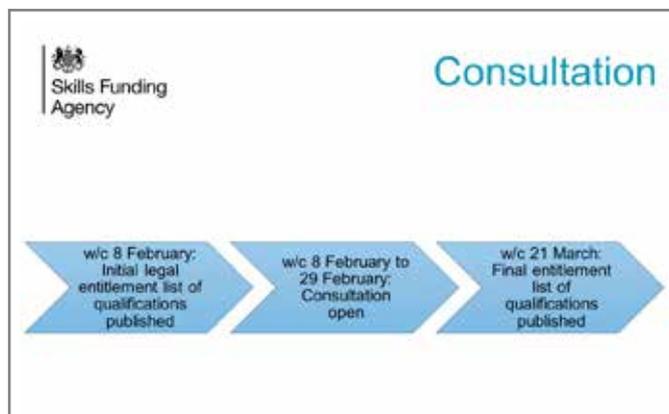
"This consultation itself is narrow in scope, as it relates solely to the qualifications available under the legal entitlements for 19 to 23 year olds. Many of the qualifications affected will continue to be funded in the rest of the adult education budget or via loans."

She first said "we did indicate that awarding organisations for whom the deadline posed significant issues should contact us to discuss", but "received no such requests".

But when *FE Week* asked about Mr Grailey's letter, she admitted: "We have received a letter from NCFE and we are in the process of responding."

FAB chief executive Stephen Wright also said the SFA had been made "well aware of our position".

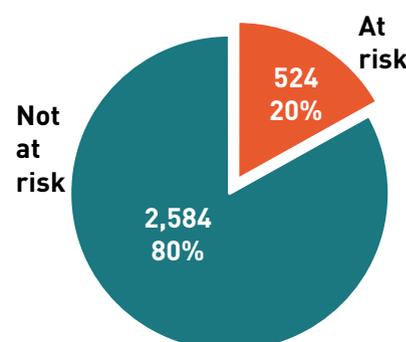
*FE Week* has also learned that delegates at an



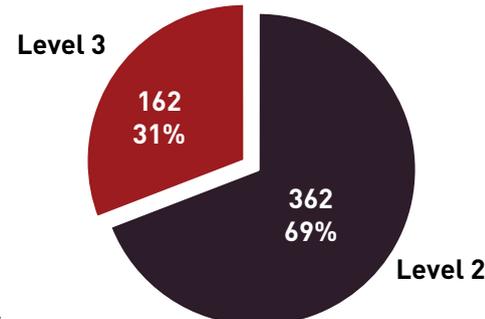
SFA briefing for awarding organisations held at BIS Conference Centre in Westminster on February 18 were shown a slide stating that the consultation would only run until 29.

The SFA presenter said there would be no extension, when asked if this would be possible.

All full level 2 and 3 quals



The 524 qualifications by level



56 Awarding Organisations	Qual count under consultation
City and Guilds of London Institute	63
Pearson Education Ltd	40
NCFE	38
Gateway Qualifications	30
Industry Qualifications	28
Excellence, Achievement & Learning Limited	27
NOCN	27
Ascentis	22
Highfield Awarding Body for Compliance	19
ABC Awards	17
Cskills Awards	17
Open College Network London Region	15
OCR	14
Innovate Awarding	13
AIM Awards	10
Open College Network West Midlands	10
Active IQ	9
WAMITAB	9
BIIAB	8
FDQ Limited	8
YMCA Awards	7
Chartered Management Institute	6
Skillsfirst Awards Ltd	6
University of the Arts London	6
1st4sport Qualifications	5
Institute of Leadership & Management	5
Open Awards	5
Scottish Qualifications Authority trading as SQA	5
Training Qualifications UK Ltd	5
VTCT	4
Awarding Body for the Built Environment	3
Council for Awards in Care, Health and Education	3
Education & Media Services Ltd trading as ITEC	3
Future (Awards and Qualifications) Ltd	3
iCan Qualifications Limited	3
Open College Network Yorkshire and Humber Region trading as Certa	3
ATHE Ltd	2
BCS, The Chartered Institute for IT	2
Focus Awards Limited	2
GQA Qualifications Limited	2
Institute of Export	2
International Association of Book-Keepers	2
Lantra Awards	2
SFEDI Enterprises Ltd. T/A SFEDI Awards	2
Accredited Skills for Industry	1
Association of Accounting Technicians	1
Association of Business Executives	1
Chartered Institute of Legal Executives	1
Chartered Institute of Procurement and Supply	1
Institute of Sales and Marketing Management	1
ITC First	1
Laser Learning Awards	1
Prince's Trust	1
SFJ Awards	1
Signature	1
The Learning Machine	1
<b>Total qualifications</b>	<b>524</b>

## Federation complain to the SFA

Speaking to *FE Week*, Federation of Awarding Bodies (FAB) chief executive Stephen Wright said FAB had complained about the consultation process in its "original feedback to the draft document" and "raised it with" the SFA subsequently.

He added: "I don't even think they consider a 14 day deadline sufficient for this exercise, especially considering the period covered the half term break.

"For each qualification to be included in the legal entitlement, awarding organisations have not only been asked to gather letters that support the expected learner demand from colleges, but also either endorsement from a professional body or a reference in a local skills strategy.

"Getting the requests out, back in (with exactly the correct wording), collated and returned to SFA for all qualifications is unrealistic.

"The result is that important qualifications will fail to be included not because they don't provide value to learners but because, for example, a letter from a college wasn't received in time.

He added: "Awarding organisations are very aware of the impact the uncertainty and short timescales has on the ability of colleges and training providers to plan their provision.

"It is very frustrating to receive reasonable requests from colleges for information that awarding organisations just don't have."



**Stephen Wright**  
Chief Executive, Federation of Awarding Bodies

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# Guidance on restructuring facilities pu

**BILLY CAMDEN** @BILLYCAMDEN  
**JUDE BURKE** @JUDEBURKE77

The government will be providing cash to help colleges to implement area review recommendations – but has made it clear that no more money will be made available once these are completed.

Information about the restructuring facility – exclusively revealed by *FE Week* two weeks ago (see right) – was included in updated guidance on area reviews, published on Tuesday by the Department for Business, Innovation and Skills.

The updated guidance is almost twice as long as the previous version and includes a number of lessons learned from the first area reviews.

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.

Cash from the fund “is being made available to reflect the one off nature of the restructuring of the sector, through area reviews, to achieve long-term sustainability”.

“A key objective of the reviews is that they result in resilient institutions in each area, and therefore no further Exceptional Financial Support will be available for colleges following the implementation of review recommendations in the relevant area,” the guidance continues.

As previously reported in *FE Week*, 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”.

In exceptional cases, the guidance states, cash may be available as a non-repayable grant.

Skills Minister Nick Boles is understood to have said during an event for the Association

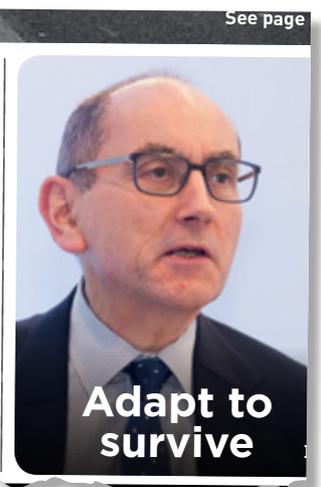
## TREASURY SETS ASIDE £560M FOR COLLEGE RESTRUCTURES

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

JUDE BURKE @JUDEBURKE77

**EXCLUSIVE**

Continued on page 6



of Colleges (AoC) on Wednesday that grants of between £50,000 and £100,000 would be available from the facility.

A spokesperson for BIS has confirmed that the grants will be either £50,000 or £100,000 “depending on circumstances”. More detail will be published shortly, the spokesperson added.

The updated guidance was welcomed by Martin Doel, AoC chief executive, who said it was more comprehensive.

“It would have been useful to have the guidance at the start of wave one, but now it has been published it can be used by colleges going forward,” he added.

The guidance also features an expanded section on the area review process, as well as a number of lessons learned from the first wave of reviews.

These include the importance of “early engagement between colleges on options” and “early communication between the colleges and the LEPs [local enterprise partnerships] and LAs [local authorities]”. The role of LEPs and LAs in the area reviews in setting out the “economic vision” and “skills base” needed is now stated in the updated guidance.

The “critical role” of banks, as colleges’

creditors, is acknowledged, with the guidance stating that the government has “initiated national level discussions” with the banks.

The guidance also reveals that the government is “proposing to introduce an insolvency regime for FE and sixth form colleges,” which would come into effect once the area review process has finished.

A new section on implementation “highlights some key issues for colleges in the implementation phase”, which it describes as challenging. These include the ‘in principle’ decision, appointing the right people to lead the colleges and the stages of implementation ahead of merging.

“Fuller implementation guidance” should be published in the spring.

Other changes in the new guidance include an extension in the area review timescales, from three to four months in the initial guidance to four to six months, and the removal of the option for “proactive proposals” for area reviews.

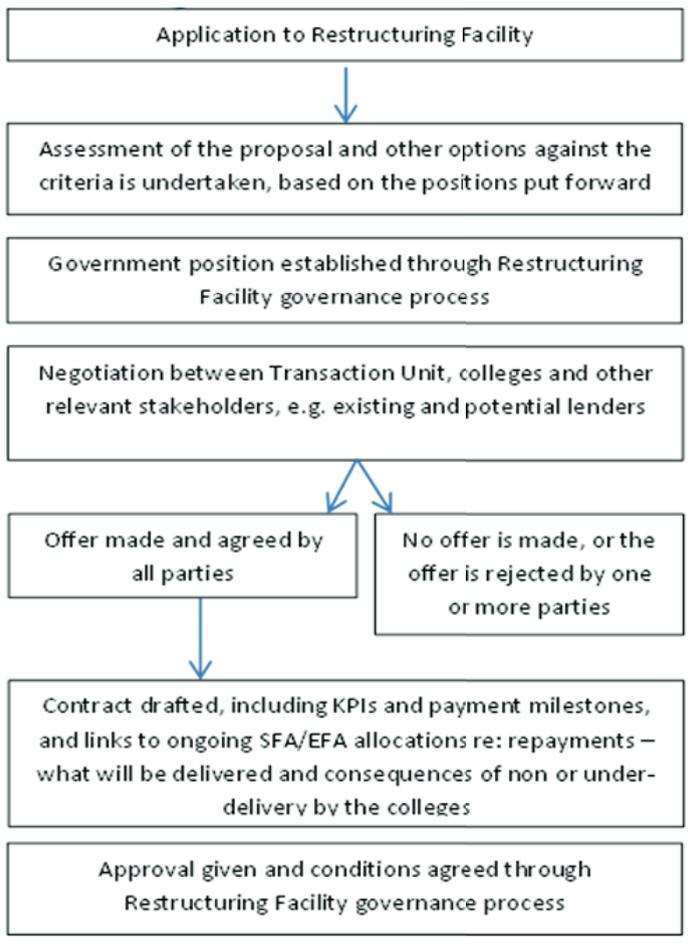
The guidance also covers the option for sixth

form colleges to convert to academies, full guidance for which was published by the Department for Education in February.

The Sixth Form Colleges Association declined to comment on the updated guidance.

**Reviewing post-16 education and training institutions**  
 Updated guidance on area reviews

March 2016



## The FE Commissioners running area reviews

Plus 19 FE advisors and six sixth form advisors



**David Collins**  
 FURTHER EDUCATION COMMISSIONER

**FE Commissioner**  
 Dr David Collins CBE: Former principal of South Cheshire College Group



**John Hogg**  
 (FE Deputy)



**Marilyn Hawkins**  
 (FE Deputy)

**Deputies**  
**John Hogg:** Former principal of City College Coventry, Middlesbrough College and Wolverhampton City College.  
**Marilyn Hawkins:** Chair of the 157 Group for 2011/12. Previously, she was principal at Barnet and Southgate College, in North London.



**David Williams**  
 (FE Deputy)



**David Sherlock**  
 (FE Deputy)

**David Williams:** Currently a director at management consultancy W3 Advisory Limited.



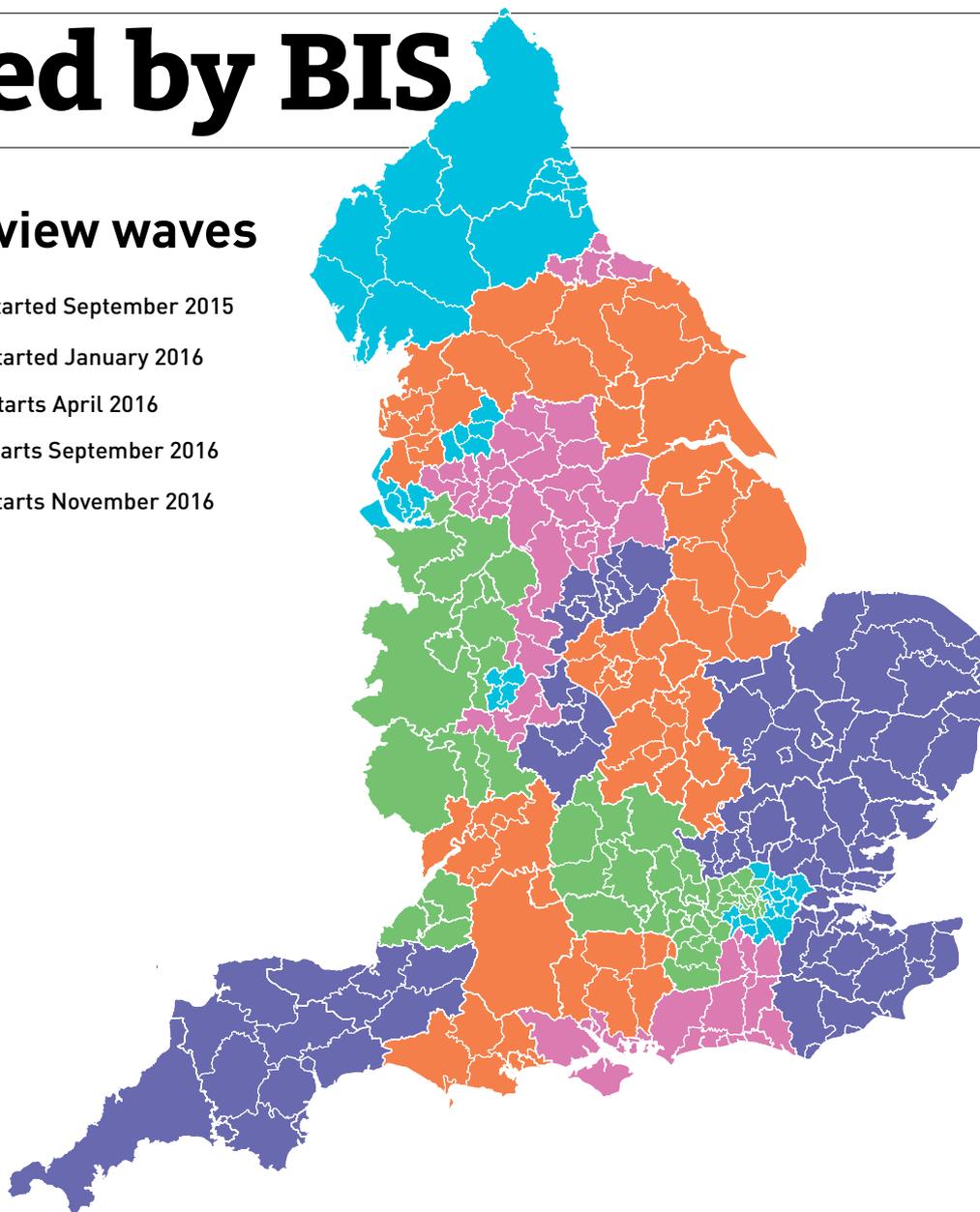
**Peter Mucklow**  
 SIXTH FORM COLLEGE COMMISSIONER

**David Sherlock:** Beyond Standards director and Prospects Learning Foundation chair. Secretary and vice chair of the Institution for Further Education 2013-15.

# Published by BIS

## Area review waves

- WAVE 1 Started September 2015
- WAVE 2 Started January 2016
- WAVE 3 Starts April 2016
- WAVE 4 Starts September 2016
- WAVE 5 Starts November 2016



INDICATIVE BENCHMARKS	GENERAL FE COLLEGES			SIXTH FORM COLLEGES		
	Median	Low Quartile	High Quartile	Median	Low Quartile	High Quartile
1. Costs						
1.1 Average cost per learner <sup>32</sup> (£000s)	4,000	2,000	6,900	3,700	1,900	7,800
1.2 Admin costs as a % of total	16%	14%	18%	15%	13%	18%

<sup>32</sup> This has limitations especially for adult learning but gives overview of number of learners and cost

INDICATIVE BENCHMARKS	GENERAL FE COLLEGES			SIXTH FORM COLLEGES		
	Median	Low Quartile	High Quartile	Median	Low Quartile	High Quartile
costs <sup>33</sup>						
2. Income						
2.1 Turnover (£000s) <sup>34</sup>	22,940	14,492	32,974	8,742	6,914	10,463
2.2 Non-grant income as a percentage of total income <sup>35</sup>	24%	18%	30%	8%	6%	13%
4. Outcomes						
4.1. % of learners who are successful	84%	81%	86%	86%	84%	89%
4.2. percentage of learners who are successful in core subjects	75%	69%	79%	85%	78%	91%
4.3. percentage of learners in employment, apprenticeships or HE	71%	66%	76%	75%	72%	81%

<sup>33</sup> Administration and central services, Running costs, Maintenance, Rents and leases, Examination and Other costs as a percentage of Total expenditure

<sup>34</sup> Adjusted income, as defined above

<sup>35</sup> percentage of adjusted income other than from SFA, EFA and HEFCE 19+ grants

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## FE WEEK COMMENT

## Wilshaw's size nines

Sir Michael Wilshaw is of course entitled to his own opinions.

But when called to give evidence to the education select committee, shouldn't what he says be based on evidence?

His assertion that 16 to 19-year-olds should be taught in schools, not colleges, undermined so much good work being done in our sector.

And there has to be concern now over what impact his comments will have on future inspections.

Sir Michael, whose speech will be hotly anticipated by visitors to our AAC conference on March 17, could never be accused of towing the government line.

He has always steered clear of churning out bland civil service speak and we have been grateful at *FE Week* over the years for many bold statements that created winning headlines.

But the fact that both the Education Secretary and Ofsted distanced themselves from what he told the Education Select Committee speaks volumes.

And Sir Michael isn't afraid to use evidence when he points out his inspectors find poor performance at many secondary schools.

So lets hope he takes up the challenge from the AoC to provide evidence to back up his recommendation that young people stay on in these same failing schools for another two years. Watch this space...

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



## Struggling London college in talks with Newcastle group

JUDE BURKE  
@JUDEBURKE77

A troubled London college has been in talks with a view to "closer working" with a college group based almost 300 miles away.

Lewisham Southwark College (LSC), which was recently found to have been making reasonable improvement following two consecutive inadequate Ofsted ratings, approached Newcastle College Group (NCG) last autumn, according to representatives from the two colleges.

The move comes ahead of the first meeting of the London (central) area review, which LSC is part of, scheduled for March 17.

"Lewisham Southwark College approached NCG in the autumn of 2015 to explore options for working together which would bring benefits to students, employers and other stakeholders in south London and accelerate the rate of recent improvements and growth opportunities at Lewisham Southwark College," a spokesperson for the college said.

"This may lead to a strategic alliance at which point options for closer working would be explored and consulted upon with

all stakeholders and within the London area review."

The college is led by Carole Kitching, who took on the role in the summer, after being principal of Newcastle College from 2013.

LSC, which has an SFA allocation of £17.2m for 2015/16, had the dubious distinction of being the first college to receive two inadequate ratings in a row from Ofsted, after an inspection in February 2015.

The college has since had three monitoring visits from the education watchdog, most recently in January. Inspectors found "reasonable improvements for learners in all areas" at the last two of these visits.

LSC and neighbouring Greenwich Community College had been in discussion with each other about a possible merger, *FE Week* revealed last May.

These discussions came at the same time as both colleges were undergoing structure and prospects appraisals, led by the FE commissioner, Dr David Collins. However, nothing came of those discussions.

Southwark Council proposed a takeover of part of LSC in July, but the plan was

rejected by Dr Collins in August.

NCG is made up of three FE colleges, one sixth form college and two independent training providers.

Of these, two are based in Newcastle: Newcastle College, and Newcastle Sixth Form College. The remaining four members are Kidderminster College, West Lancashire College, Manchester-based Rathbone, and Sheffield-based Intraining.

Joe Docherty, the chief executive of NCG, confirmed that the group was in talks with LSC.

"I am certainly aware of the London area reviews and I recognise the importance of ensuring any discussions are positioned within that context," he added.

A spokesperson for the Department for Business, Innovation and Skills said: "Colleges are independent organisations and are free to consider what arrangements best suit their needs.

"Where they are considering a merger then we expect this to be included as part of the area review discussions which will need to consider how the needs of learners and employers can be best met through new structures and patterns of delivery."

## TWEETS ABOUT AFTER OFSTED BOSS CRITICISED FE

Sean @Percy295  
Feel a bit sorry for the FE & Skills Ofsted Inspectors who will have to face FE staff after this debacle...

Andrew Smith @teraknor  
I really must stop having Tourette moments every time I read this ...

Maria Woodger @MariaWoodger  
I am so cross reading this when I know our sector makes a significant difference in the lives of young people #fe

Sean's tweets @seanboneo07  
That is a bloody joke, not all 16-19's want to stay in school, lack of curriculum...

Chris Eyre @chris\_eyre  
@Ofstednews boss seems unaware of the excellent work of sixth form colleges. Post 16 is not just schools and GFE.

## COMMENTS

## Don't be Bole'd over

Just another example of how not to run a whelk stall.

The politicians rush to achieve some ill-conceived policy that appears to have been concocted from sound bites scribbled on the back of a napkin, rather than from basic common sense, has over recent years become nothing less than an obscenity. Financial problems didn't occur overnight, and they won't be fixed overnight, certainly not by the area reviews which appear to me to be an excuse rather a solution, to enforce mergers, therefore closures overseen and rubber stamped by other committees. More Spanish Inquisition than sir John Harvey Jones (look it up).

If *FE Week* care to scroll through 3 years of headlines as I have recently, they could write a book on the 'now you see it-now you don't' statements that have spewed from those dictating

the rules. How any learning provider is supposed to put in practice a cohesive strategy to provide quality education to meet the needs of learners, employers and their community and stay afloat, is beyond comprehension.

I have only been engaged in the FE & Skills sector since 2004 when I discovered that the sector bore no relation to any business model I had ever come across. It hasn't got a lot better but neither has the political shenanigans with which they have to work.

The immediate future for the FE & Skills sector in particular, is very bleak for those that matter, the public that are supposed to be serving.

Colin Gallacher

## Will the EFA and SFA ever merge and what is this faszt thing?

Shared Services?!?!?! It will probably end up

costing twice as much to run. These people couldn't organise a Grandma's tea party, never mind a complex, multi-faceted organisation. It's about time the SFA was dissolved altogether.

Bob Smith

## Training provider goes under

The current situation that providers are finding themselves in is a purely political agenda. All providers that are not colleges are being pushed out of apprenticeship delivery. This is to safeguard funding for colleges, even those graded inadequate during Ofsted inspections. No thought to the staff losing their jobs or businesses being closed down. Shame on Ofsted, SFA and the Government, you should all hang your heads in shame

Carol Burgess



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## PROFILE

## CANCER SPURRED ME

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Doctors told county-level hockey fanatic Nichola Hay's parents that she would probably never play sport again after removing a tumour from her knee — but she refused to accept this and was running around again after a year.

She credits the steely determination instilled into her by this frightening experience — along with nurturing skills developed through being the oldest of four children and raising two daughters of her own — with helping to prepare her for a successful career in training.

Hay invited me to the offices of her firm Outsource Training & Development, in the leafy London borough of Kensington, for her profile interview.

The 50-year-old clearly felt comfortable on her home patch and had prepared well — I noticed that she had made several pages of notes in a little jotter pad beforehand.

She certainly managed me well — providing coffee and plenty of biscuits is always a good starting point when dealing with a hungry journalist.

Hay was born in Frimley, Surrey, to middle class parents Elizabeth, now aged 65, and father David, 66.

She still lives close to them in Surrey, as do her siblings Heidi, 47, Rachel, 43, and David, 35.

"I think being an oldest child gives you good management skills, especially as I was almost a second mother to my brother David.

"I definitely mother the people who work for me, to an extent. They know they have to work hard, but you want them to look forward to coming into work, not dread it."

She added: "My parents set a good example by always working hard. My mum was a great role model, as she always worked while raising her children.

"She was corporate client manager for the Parity training organisation, with big companies like HMRC.

"I took a year off with each child, but worked up to a few days before they were born and never gave up on my career."

Hay grew up in the Camberley area of Surrey and attended Hawley Primary School and Fernhill Comprehensive.

She said: "Both my daughters Jessica [now aged 23] and Jodie [now 19] went to my primary school.

"My daughter Jodie actually won a competition while she was there to design the school logo, so there's a lasting link."

She recalls sport as her main passion throughout school.

"I loved netball, tennis, and hockey. We were also had a pony at home, so I rode a lot.

"I played hockey at county level at under 14 and 16 levels, and later won the Surrey ladies' league several times with

Farnborough hockey club."

Hay recalls being jolted from her relatively worry-free early childhood when she was diagnosed with cancer aged 13.

"I missed a year at school because I had cancer in my right knee. There was a possibility they might have removed part of my leg through the operation," she says.

"Luckily they didn't in the end, but my parents were told that I probably wouldn't play sport again.

"It made me really determined to prove them wrong, which I suppose set the tone for my career. I wasn't going to accept what they were saying, and it took me about a year before I could run around again."

Hay needed another less invasive operation to remove cancer from her leg when she was 18, but has not had a recurrence since.

However, she recalls: "I missed almost a year of education through the first operation, which was particularly tough because I'm dyslexic.

"I eventually had to do English O-levels three times before I passed."

Hay passed A-levels in sport and business studies, as well as a BTEC in business at Farnborough Sixth Form College, before getting her first job aged 18 with the town's branch of the Co-op bank.

"It was really old-fashioned in lots of ways — so you had little old ladies coming in for milk coupons, who wanted to chat for ages," she recalls.

Hay was promoted to banking clerk before moving to insurance underwriting firm AUA3 as an accounts assistant before she turned 21. The role of PA to the managing director came up after about six months [at AUA3] and I got the job.

"I then became an administrative assistant for the AUA3 underwriters at Lloyds, in London.

"I was one of only three ladies who passed the Lloyd's underwriters exam at that time.

"It was a very male-dominated world, where lots of deals were done during lunchtimes in pubs that women didn't go to."

Hay moved on to ASM, who represented the freight forwarding industry, based at Heathrow, when she was 24.

"I did a bit of everything, from bookkeeping to PA work," she recalls.

"I mainly worked for general manager Peter Laskow, who treated me like his daughter and taught me everything. He even took me into board meetings and showed me how to run events.

"I also met my husband Neil during this period, because he worked in freight forwarding. We have been married for 23 years."

Hay moved to Freight Train, a training provider,

specialising in the freight forwarding industry, in around 1989.

She recalls: "That was where I had my first experience of training, setting up a YTS programme for freight forwarding in the logistics sector."

Work challenges paled into insignificance when her first daughter was born at just 27 weeks.

"She was a miracle baby and only weighed 1lb 6oz," says Hay. "She was in an incubator for eight weeks and came out of hospital weighing 3lb 4oz."

She adds: "When Jessica was up to four years old, she was very susceptible to infections, so was in and out of hospital.

"I was lucky I had understanding managers. They were flexible and knew I would make up work I missed."

Freight Train was sold to Quantica in 1993, and Hay worked her way up to operations director by 2005.

She then launched Outsource Training and Development with former Quantica colleague Craig Aitken in 2009.

It is currently training more than 1,000 apprentices across a number of areas, including business, IT, marketing, retail and management.

"It was quite scary going it alone because of all the responsibility," recalls says. "We employ just under 40 staff and they all have to be paid on time every month."

Hay also set up a steering group two years ago to help improve knowledge of apprenticeships at Jobcentres.

"It started because we weren't getting enough referrals for apprenticeships. I found they didn't know enough about them at Jobcentres. We got the Government on board and it really took off.

"We've up-skilled apprentice champions in every Jobcentre in London (more than 140), who concentrate on promoting the programmes and linking people with training providers."

Hay has, also sat on The Hounslow 14 to 19 Strategic Group since 2013.

"We send apprenticeship experts, for example from training providers and employers, into schools for parents' evenings or assemblies, for example to explain, their benefits," she explains. "I must have done over 50 talks myself."

Hay "jumped at" the opportunity to join the Association of Employment and Learning Providers (AELP) a year ago.

"I did it because I'm genuinely passionate about apprenticeships and don't think independent training providers speak up enough about all the good work we do in the sector," she adds.

"AELP really make a difference and I wanted to be part of it."

## 1967-1968

Nichola playing out as a youngster and on her first holiday in Scarborough (bottom right)



## 1970-1977

Nichola pictured at Hawley Primary School



and taking part in a school relay race

## 1999



Nichola with her daughter Jodie when she was a baby

## 2011

From left: Jodie, husband Neil, Jessica and Nichola



## 2013

Nichola dressed up for a prom party with her daughters Jodie and Jessica



N

## NEXT EDITION'S PROFILE

Read our profile interview with the PM's apprenticeship advisor Nadhim Zahawi



I was almost a second mother to my brother David

## It's a personal thing

**What's your favourite book?**

I don't know if I should say this, but I love reading hard – hitting Martina Cole books on holiday. I also really enjoyed Strong Woman by Karren Brady – partly because my family support her club West Ham, and also because of what it says on women in business, apprentices and politics.

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

I run a little bit and like eating out. My favourite pastime though is spending lots of time with my family.

**What's your pet hate?**

It has to be seeing people getting out their mobile phones in restaurants or meetings at work. It's rude.

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

It would be nice to have [US actor and producer] Bradley Cooper along, as he's nice looking. Otherwise, I'd want someone from the Government, maybe [Business Secretary] Sajid Javid to discuss what is really happening on the ground with apprenticeships.

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

I would have liked to have been a professional hockey player and competed in the Olympics.

## Curriculum vitae

**Born:**

1965 Frimley, Camberley, Surrey

**Education**

1970 Attended Hawley Primary Infants and Junior School  
1977 Moved to Fernhill Comprehensive School  
1981 Went to Farnborough Sixth Form College, Farnborough, Hants

**Career**

1983 Started at Co-op Bank, Camberley, Surrey, Bank Clerk  
1985 Began at AUA(3), Lloyds Underwriters, London, as underwriting clerk  
1987 Moved to ASM UK Ltd and Freight Train  
1997 Became Quantica Training operations director  
2009 Launched Outsource Training and Development with Craig Aitken  
2013 Joined the Hounslow 14-19 Strategic Group  
2015 Appointed board director at AELP

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## KEYNOTE SPEAKERS



**KEYNOTE:  
SIR MICHAEL WILSHAW**  
HER MAJESTY'S CHIEF  
INSPECTOR, OFSTED



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



**KEYNOTE:  
DAVID HILL**  
DIRECTOR OF  
APPRENTICESHIPS, BIS



**KEYNOTE:  
SUE HUSBAND**  
DIRECTOR OF APPRENTICESHIPS  
AND DELIVERY SERVICE, SFA



**KEYNOTE:  
NADHIM ZAHAWI MP**  
PRIME MINISTER'S ADVISER  
ON APPRENTICES



**KEYNOTE:  
PETER LAUENER**  
CHIEF EXECUTIVE, EFA & SFA

PLUS...SIR VINCE CABLE, FORMER SECRETARY OF STATE, BIS | MARY CURNOCK COOK, CHIEF EXECUTIVE, UCAS | MARTIN DOEL OBE, CHIEF EXECUTIVE, AOC | DR. SUE PEMBER OBE, DIRECTOR OF POLICY AND EXTERNAL RELATIONS, HOLEX | GORDON MARSDEN MP, SHADOW SKILLS MINISTER | IAIN WRIGHT MP, CHAIR OF THE BUSINESS INNOVATION & SKILLS SELECT COMMITTEE | ANN BROWN, HR DIRECTOR AT NATIONWIDE | STEWART SEGAL, CHIEF EXECUTIVE, AELP | MIKE THOMPSON, HEAD OF APPRENTICESHIPS AT BARCLAYS | NICKY TAYLOR, HEAD OF LEARNING, GINSTERS

**REGISTER FOR AAC 2016 TODAY AT [FEWEEKAAC2016.CO.UK](http://FEWEEKAAC2016.CO.UK)**

Taking place during National Apprenticeship Week (16 to 18 March 2016) and in partnership with the Department for Business, Innovation and Skills, (BIS), the conference and exhibition will support apprenticeship providers, employers and assessment bodies during a time of major reform and uncertainty. The conference will offer a mixture of key note speeches from Government Ministers and Shadow Cabinet members, workshops from assessment bodies and Trailblazer groups to in-depth practical sessions with technical specialists.

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## EXPERTS



## SHAKIRA MARTIN

National Union of Students (NUS) vice president FE

# Give apprentices a say in shaping their education

The Government has faced criticism for rejecting attempts to ensure representatives from all stakeholders involved with apprenticeships — not just employers — are represented on the new Institute for Apprentices. Shakira Martin spells out the case for involving apprentice voices.

The government is once again chanting its refrain of “employers must be in the driving seat”.

The announcement of who will sit on the board of the Institute for Apprentices is all about ensuring employers have their say.

This mantra has been repeated so often you might be fooled into thinking that the government has a clear idea of why this should be the case, and what exactly ‘employer-led’ means.

Yet one of the key aspects of apprenticeship policy, and in fact the reason why the government felt it needed to introduce a levy, is that there is no such thing as a single ‘employer interest’.

Different employers have different interests — they need different forms of training, within different sized budgets, at different skill levels.

The government has confused the admirable aim of ensuring that demand is driven by individual employers’ skills needs, with the belief that in order to do so requires collective employer dominance of the new institute.

But employers are only one of the many stakeholders who matter in apprenticeships.

Countries with successful apprenticeship models, such as Germany, have recognised that a successful and high quality skills policy is a collaborative effort of employers, educators and apprentices themselves.

That’s why I’m disappointed to see the new institute seemingly dominated not only by employer representatives, but by university-educated employer representatives with no direct experience of apprenticeships.

Going forward, I implore the new institute to find a forum for incorporating apprentice voices, and work with the National Society of Apprentices and trade unions to do so.

This might involve an advisory board to the institute, or a national survey of apprentices’ experiences.

The government’s approach has consistently overstated the investment that employers make in an apprenticeships, and underestimated the massive commitment that apprentices themselves are making.

Apprentices are taking on poverty wages and investing their time, effort and energy in training and work.

Despite the government’s continued

reforms, there is too much uncertainty for apprentices that their investment will be worthwhile.

We are hearing too many stories of apprentices with poor training, poor work opportunities and poor future employment prospects.

Prospective apprentices are effectively rolling the dice when it comes to making a quality choice.

That’s why NUS is continuing to invest in the National Society of Apprentices, which is growing day by day and now represents 150,000 apprentices in 150 different employers and training providers.

Having succeeded in obtaining a substantial increase in the apprentice minimum wage and an entitlement to sick pay last year, the society is now campaigning for a fairer deal for apprentices in many more policy areas.

We would like to see apprentices entitled to discount travel, become eligible for Care to Learn bursaries and have a right to a similar council tax exemption as full-time students. In particular, we are focusing on our campaigns for apprentices in Wales, Scotland and Northern Ireland in the run-up to the devolved government elections this May.

There is too much uncertainty for apprentices that their investment will be worthwhile

We also want the government to explore wage subsidies for young apprentices on the apprentice minimum wage, by using outstanding funds raised by the levy.

This would enable apprenticeships to be more accessible and appealing, without increasing the burden or risk on employers.

Crucially, we want to see real plans from the government about how it will ensure 3m new apprenticeships progress into 3m secure, well-paid, full-time jobs.

As in all aspects of skills and education policy, ultimately it will be the health and strength of the jobs market that will determine whether we are successful in fulfilling the promises of opportunity and security we give to students and apprentices.



## NEIL CARMICHAEL & IAIN WRIGHT

Neil Carmichael (Conservative, Stroud MP) and Iain Wright (Labour, Hartlepool MP) Chairs of the Sub-Committee on Education, Skills and the Economy



# Support apprenticeships inquiry

The Sub-Committee on Education, Skills and the Economy has launched an inquiry that will look at the merits of government apprenticeship reforms. Neil Carmichael and Iain Wright explain what it will be focusing on and why they keen to collect views from people across the sector.

As a nation, we need to do more to equip our young people with the skills to compete in a modern economy.

Apprenticeships have an incredibly important part to play in achieving this goal and, as chairs of the Education and Business Committees, we are committed to playing a constructive role in helping Government to drive up the numbers of young people earning technical qualifications which are of good quality.

The Government has embarked on a number of reforms affecting apprenticeships.

But there remains considerable uncertainty about how the apprenticeship system is going to work in the future. This makes it an opportune time for the committee on Education, Skills, and the Economy, to examine these matters.

The Government is committed to a target of 3m apprentices by 2020. As part of our inquiry, we shall be examining what the Government is doing to support the delivery of this target.

While we welcome the Government’s commitment to boost the numbers of apprenticeships, the apparent lack of consultation with industry in setting the 3m target is worrying.

Given that industry will largely be responsible for delivering on this target, the issue of industry engagement on, and rationale for, the 3m target will certainly be an area of interest for our inquiry.

Boosting the numbers of people going into apprenticeships is vital but we also need to create a system which delivers with the very best standards in technical qualifications.

In a recent report, Ofsted said some learners on low-level, low-quality programmes were unaware that they were even on an apprenticeship and asked if these apprenticeships were really worthy of the name.

There is a genuine risk that training schemes will be rebadged and that apprenticeships will be watered down to ensure the 3m target is met.

As part of this inquiry we will want to examine issues around the quality of, and minimum standards for, apprenticeships, and how these standards can be enforced.

The Government has said it will establish an Institute for Apprenticeships which will be a “new employer-led body to set apprenticeship standards and ensure quality”.

Skills Minister Nick Boles has been keen

to stress that the new body will be very much at arm’s length from the Government, but precisely what role the institute will play is not yet clear.

Employers and providers will have concerns about the move away from frameworks and as a committee we shall be examining how the new body will operate and how it fits within the wider education and training landscape.

The Government’s proposed apprenticeship levy is another area in need of urgent scrutiny.

There is still a distinct lack of detail on how the levy is going to be implemented and we shall be asking questions of ministers and hearing from industry and stakeholders about their views on the levy.

There is a genuine risk that training schemes will be rebadged to ensure the 3m target is met

For businesses, colleges and students to have little idea of how the apprenticeship system is going to work in the future is hardly an ideal model on which to both increase the numbers of apprenticeships and to ensure that we have good quality technical qualifications.

Apprenticeships can provide valuable technical qualifications and a wonderful and exciting introduction to the work-place.

However, evidence from our careers advice inquiry so far suggests apprenticeships are not being well promoted by schools.

Colleges, for their part, often provide an important interface between business and education.

While Nick Boles has said it is not Government policy to “somehow drive people into” apprenticeships, we consider it vitally important that greater efforts are made to provide information about apprenticeships and encourage people, especially young people, to pursue this route if it suits them best.

The FE sector has an important role to play in helping to deliver good-quality apprenticeships and we are keen to hear your views, ideally before the written evidence deadline on Friday, March 18.

Visit <http://www.parliament.uk/education-skills-and-economy> to find out more.

Look out for our National Apprenticeship Week Supplement, in partnership with NCFE, next week.

## EXPERTS

Shane Chownen calls for greater recognition of the impact welfare cuts will have on FE students.

The parliamentary process isn't one that lends itself to straight forward explanation at the best of times.

But when complicated and contentious pieces of legislation work their way through Westminster, it's all too easy to get caught up in the process and the politics and lose sight about the practical realities that new laws and regulations will have on people's lives.

I often use this column to call on leaders in our sector to involve themselves more in the public policy debates surrounding the lives of learners, not just those directly affecting their institutions, and do all they can provide spaces for learners themselves to use their experiences to improve the quality of policy that is affecting their lives.

Looking to welfare, figures published in July 2015 showed that the number of benefit claimants enrolling in FE courses has risen to 650,000, up from 480,000 in 2009/10.

The overall number of learners in that time has decreased substantially, so as a sector, an increasing proportion of our learners are on benefits.

The majority claim Job Seekers Allowance (JSA) or Employment Support Allowance (ESA).

This is why the passage of the Welfare Reform and Work Bill is really important to our sector.

The bill seeks to increase a number of policies to help the Government meet



## FE INSIDER

Shane Chownen is head of policy & public affairs at the Learning and Work Institute and a governor at Westminster Kingsway College. He is also a former Institute for Learning policy officer and ex-vice president of the National Union of Students. His exclusive FE Insider column features in the first FE Week of every month.

## Welfare reforms impact on our students

its commitments to reduce spending on benefits, achieve full employment and half the disability employment gap.

Putting to one side for a moment whether you think current public spending on welfare is acceptable or not, we everyone in FE can probably agree that getting more people into good jobs, particularly helping to find more and better employment opportunities for people with disabilities, is laudable.

However, the Government is struggling to convince members of the House of Lords to agree to one element of the bill in particular.

It's the plan to reduce the amount people on ESA, who are ill or disabled but deemed fit for 'work-related activity', down to the same level as JSA, which is a cut of about £30 a week for new claimants.

Opponents of the cut in ESA argue that

cutting the incomes of disabled people will hinder rather than help them to find work, whereas proponents argue the changes won't affect current claimants and people with severe health conditions and disabilities will continue to receive higher levels of support from elsewhere in the benefits system.

Having passed through the House of Commons and the House of Lords, the bill which includes this controversial cut in benefits to disabled people, is now at the stage known as 'ping pong' where measures that both houses disagree on are passed back and forth either until there is agreement, or until Ministers use measures to pass the legislation without consent from the Lords.

Theatre aside, reforms to the welfare system are happening alongside reforms to FE and skills and both impact on the lives

of learners and their ability to access the support they need to get on in life.

**Theatre aside, reforms to the welfare system are happening alongside reforms to FE and skills and both impact on the lives of learners and their ability to access the support they need to get on in life**

That's why I would like to see both agendas work much closer together over the coming months and years.

In particular, more recognition is needed through area reviews of the provision that people on benefits need — 88 per cent of which are level two and below, alongside what employers say they need.

Also, look out for a government white paper on disability, health and employment expected soon and contribute.

## Implementing the Prevent strategy

Tuesday 5th April 2016  
Royal Hotel, York

£150  
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Led by FE specialist, **Beej Kaczmarczyk**, Learning Curve Group is running a 'not to be missed' day-long workshop focusing on the key principles surrounding Prevent in education and training settings, including contributions from sector experts. The session will cover a diverse range of Prevent-related topics such as:

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

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

For more information, please contact Mike Atkinson on:

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

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



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

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# CAMPUS ROUND-UP *with Billy Camden*



## HARD-HITTING CHAMP

**KNOCK OUT:** Shauna-Leigh Taylor with her female youth champion belt

A hard-hitting East Durham College student fought her way to the title of female youth champion at the Amateur Boxing Association of England National Championships.

Shauna-Leigh Taylor, aged 16, travelled to Rotherham to compete in the championships, defeating her opponent Michelle Lynch in the under 51kg final.

The level two diploma in sport learner trains at the East Durham College boxing club and, since 2014, has been part of the England ABA national set up.

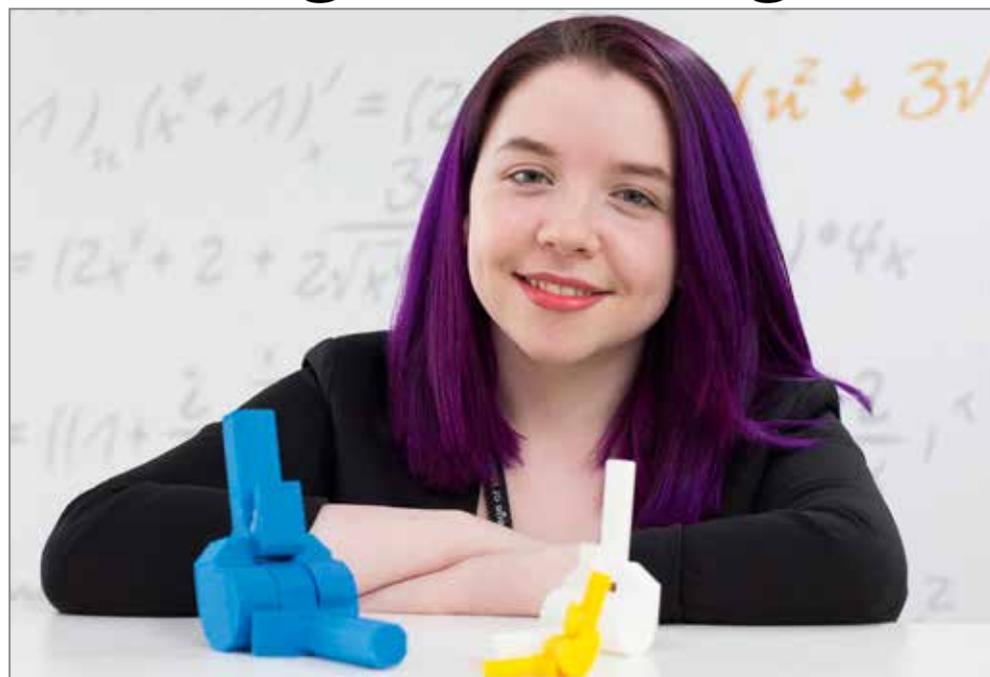
She was overwhelmed to win the title.

"This is a great achievement for me and the proudest moment of my boxing career so far," Shauna said.

"I love the sport and to see all my training pay off really shows that with the right amount of effort and dedication you can achieve your goals."

East Durham College head boxing coach, Dave Binns, added: "Shauna joined us here to train last summer and she has just gone from strength to strength, she's a fine advert for the female side of the sport and I'm sure she will continue to develop and go on to achieve great things."

## Winning female engineer



Winner of the Talent 2030 National Engineering Competition for Girls, Jennifer Olsen

A student from Newcastle Sixth Form College has been crowned the winner of a national female engineering competition.

Jennifer Olsen won the Talent 2030 National Engineering Competition for Girls for her project, where she sought to develop cost effective ways of producing 3D printed prosthetic limbs.

Competing against students across the country, Jennifer, who studies A-level maths, biology and chemistry, was asked to explore engineering solutions to 21st century problems.

Run by the National Centre for Universities

and Business, Talent 2030 is a campaign which aims to bring female talent into engineering and manufacturing industries.

Jennifer said: "I feel really happy to have won this award. I'm so grateful for Talent 2030 running the competition as I would never have had this amazing opportunity to exhibit my project at the Big Bang Fair.

"I felt honoured that they found my project interesting and selected me as the winner."

As the winner, Jennifer was awarded £1,000 and Newcastle Sixth Form College will receive £500 to purchase new science equipment.

## Gamers are a force for good



Stormtroopers flank learner Cherish Watson, aged 18, in a self-made Kylo Ren costume and Kye Keegan, 16

Videogame fans from Canterbury College used their hand-eye coordination skills to raise more than £3,000 for a local children's hospice.

The games development learners put on a four-day celebration of games and gamers in the last week of February for Demelza Children's Hospice.

It was the seventh year the tournament has been run by the college, which has in the past raised money for charities including Cancer Research UK and Help for Heroes, with the total amount now reaching £11,549.

Games development tutor Stuart Dodd said the students were "stunning" during

this year's event. "When we were doing the SingStar [karaoke] game on the final day, students from all different courses joined us to sing along, which really reinforced why I teach in an environment like this," he added.

The event included a host of different games, including modern beat-em-ups and shoot-em-ups for hardcore gamers, a college spokesperson said, while older students and staff could play the classics on an old-style arcade machine.

Representatives from Demelza were also invited to sell second-hand games, consoles, DVDs and clothes in the college.

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## CAMPUS ROUND-UP

## Bridging the social care skills gap

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Redcar & Cleveland College is helping to tackle a local health and social care skills shortage by almost doubling the number of apprentices it is placing at a North Yorkshire care village for people with learning disabilities, writes Billy Camden.

Abbey Care Village struggled in vain to find enough skilled care staff to look after its special needs residents by conventional means — so turned to its local college for a growing supply of apprentices instead.

Sixteen apprentices studying level two and three qualifications in health and social care with Redcar & Cleveland College have so far been employed at the care village, in Scorton.

And the college has now announced it will supply a further 15 apprentices to provide residential care, nursing care, mental health support, and support for people with learning disabilities.

Steven Winterburn, apprenticeships manager at Redcar & Cleveland College, said the partnership was having a really positive impact on the residents who “love” being cared for by the students.

“If there were less apprentices there, then there would be less staff meaning the residents get less attention, so any new workers that are brought on board are very popular and really well received,” he said.

“The learners also love caring for them. It is what the students want to do as a career and being able to spend time with the residents and make a difference to their lives is really rewarding for them.”



**SIGN UP:** Learner Daria Ashton (front left), aged 31, signs up for apprenticeship with tutor Shelly Hughes from Redcar and Cleveland College at Abbey Care Village

It comes as figures from the UK Commission for Employment and Skills show that up to 2m more care workers will need to be trained and recruited by 2022 to meet demand — more than half the current workforce.

Shirley Leighton, training manager at Abbey Care Village, said: “It’s no secret that we need new talent coming into the industry, not just young apprentices but also older workers with the necessary skills and experience.



**CARING STAFF:** Redcar and Cleveland College apprenticeship students Daria Ashton, left, aged 31, and Julia Duncan, right, 36, care for resident of Abbey Care Village, 90 year-old June Stephenson

“Our partnership with Redcar & Cleveland College is helping us to tackle the issue head on.”

She added: “Our staff have to be NVQ trained for us to pass our Care Quality Commission

inspection, so having properly trained apprentices is really important to us staying open.”

Each apprentice spends around 36 hours a week at the home where they deliver basic health care.

Their duties include bathing the residents, making their breakfast, taking them for walks around the gardens and spending quality time with them if family can’t be there.

Level three health and social care learner Daria Ashton, aged 31, said: “I’m really enjoying my time at the care home, being involved in delivering patient care and continuing to learn as I go along.

“It’s great to be part of a team and know that I play a part in delivering patient care. The experience is standing me in good stead for my future career in the health and social care industry.”

Another level three student, Laura Ciubotaru, aged 41, said the care home was giving her first-hand experience of “learning the role in the workplace” and helping her to take a “step in the right direction towards a successful career in social work”.

“The tutors and staff have all been extremely supportive and I’m really grateful of the opportunity,” she added.

Mr Winterburn added: “I’m really pleased about the project with Abbey Care and what we have going there. It is good for us to help North Yorkshire as well as an industry that is crying out for support.”

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

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

## MOVERS & SHAKERS

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

Steve Warburton has been appointed as principal of the Greater Peterborough University Technical College (GPUTC), which is due to open in September 2016.

Mr Warburton, who has been involved in the GPUTC project for the last year and was already interim principal, brings more than 30 years of senior leadership and teaching experience.

He was headteacher of nearby Hereward Community College and was previously director of education at Thomas Deacon Academy and assistant principal and director of sixth form at Sawtry Community College.

For the last six years Mr Warburton has been a consultant specialising in educational technology and school improvement, latterly working for Novatia plc.

The new £10m UTC GPUTC will specialise in engineering and the built environment, with an emphasis on sustainability and new technologies.

Mr Warburton said the “fusion” between academic and practical, technical learning is

what drew him to the job.

He said: “UTCs are small schools and I greatly value the opportunities that offers to focus on individual students.

“Integrating 40 employer challenge projects across the years and specialisms is an exciting aspect of what we are doing, as well as capitalising on my educational technology experience to ensure that our students and staff successfully utilise its potential.”

Mr Warburton has a degree in modern history from Oxford University and an MBA in educational management from Leicester University.

Meanwhile, Ivan Jepson is the new business development director at Gateshead College.

A spokesperson said the college hopes the appointment would further strengthen its links with the North East business community.

Mr Jepson brings almost 25 years of industry and private sector experience to the role.

He joins from Northumbrian Water, where

he has spent most of his working career in various roles from laboratory scientist to customer service to public affairs.

“It was a difficult decision to leave a great employer but Gateshead College offered a real challenge and opportunity to make a difference to both regional employers young people and those working

or looking for work in our region,” said Mr Jepson.

“Gateshead College is keen to strengthen and extend its already great connections with business, highlighting its flexible approach and attitude.

“My role is to help regional employers meet the skills challenges they face, helping provide them with young people with real employment edge.”

Gateshead College principal Judith Doyle said: “When we saw an opportunity to recruit, we recognised that Ivan, who has an understanding of the FE sector and the broader regional political landscape, could bring real value to the college and its management team.

“More importantly, we think Ivan’s close understanding of business and his considerable network of contacts will also be



Amanda Spielman



Steve Warburton



Ivan Jepson

of invaluable benefit to employers we work with.”

It has also been confirmed that Ofqual chair Amanda Spielman will act as chief regulator on an interim basis after the departure of Glenys Stacey.

The former merchant banker and strategy consultant-turned education professional took up the post on Tuesday and will serve until a permanent replacement for Ms Stacey is found by the Department for Education.

Ms Stacey, who has led the regulator for five years, announced in August that she would stand down at the end of February.

Ms Spielman has been chair of Ofqual since 2011.

The regulator said the next chief regulator would be announced “in due course”.



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

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

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

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

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

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

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

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

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

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

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



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

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



# MATHS TEACHER REQUIRED



Salary: Competitive + Golden Hello Incentive  
Contract Type: Permanent Full-time

Closing Date: 13 March 2016  
Location: Ellesmere Port, Cheshire

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

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

We can offer you:

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

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

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

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

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

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

# FE Week

*The only newspaper dedicated to further education and skills*

**TO PLACE YOUR NEXT RECRUITMENT ADVERT WITH FE WEEK,  
CONTACT HANNAH ON 020 81234 778 OR [HANNAH.SMITH@FEWEEK.CO.UK](mailto:HANNAH.SMITH@FEWEEK.CO.UK)**

## JOBS



## Business Development Manager

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

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

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

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

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

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

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

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

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

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



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

### LOCATION: ENGLAND

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

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

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

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

### HIGHLY DESIRED CRITERIA

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

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

No agencies please [jobs@nccskills.co.uk](mailto:jobs@nccskills.co.uk)

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

## TRURO AND PENWITH COLLEGE

We are one of the top Tertiary Colleges in the country and have been awarded Beacon College status in recognition of this. At the last inspection the College was awarded Grade One Outstanding in all areas. If you would like to play a role in our continued success we currently have the following vacancies

### Full time Lecturer required in:

### A level MATHEMATICS & FURTHER MATHEMATICS

Salary will be based on a band in the range of

£24,222 – £35,969 per annum

To start August 2016

Applicants should have a good honours degree in Mathematics, successful experience of teaching to A level standard and an interest in supporting new initiatives in the development of teaching and learning in the subject. Mathematics is central to the A level provision at Penwith College and caters for around 90 students. The successful candidate will have the opportunity to work with colleagues at Truro to develop provision. The College has teaching school status and was recently designated as one of only 32 Mathematics Hubs which has the potential to involve a suitable candidate in engaging in professional development and support on a regional basis. Applicants should have a recognised teaching qualification.

Applications for the above post should reach us by:

**12 NOON FRIDAY 11 MARCH 2016**

Curriculum Vitae are not accepted, Application Forms only.

Successful candidates will be notified within 4 weeks of the closing date.

### Contact / How to Apply

For an application pack go to:

[www.truro-penwith.ac.uk/work-for-us](http://www.truro-penwith.ac.uk/work-for-us)

email: [recruitment@truro-penwith.ac.uk](mailto:recruitment@truro-penwith.ac.uk)

or call: 01872 267000

*Truro and Penwith College is an Equal Opportunities Employer and is committed to safeguarding and promoting the welfare of children and young people, all applicants must be willing to undergo a Criminal Record (DBS) Check and past employment checks.*





## 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](http://www.wnc.ac.uk/vacancies)



## Opportunities for Maths and English Lecturers

BE  
PART  
OF IT

Use your skills and experience to inspire the next generation and be part of it with City College Plymouth.

**Full-time Lecturer and Maths GCSE Lead (Ref: 892)** required for our busy maths department. Applications are invited from suitably qualified individuals. You will be part of a team who deliver maths to 16 - 18 study programme learners and adults. You will be responsible for leading on and developing the maths provision within GCSE under the new qualification reforms and specifications.

Further opportunities exist for GCSE **maths and English lecturers** with teaching responsibility for GCSE and possibly some functional skills classes for students aged 16 - 18 on study programme and adult learners.

STEM (science, technology, engineering and maths) related industries are vital to the UK economy and the Government has made increasing the quality and quantity of teaching in STEM subjects a national priority. English skills are also essential to prepare the next generation for work. In response to this growing demand, the College is working with local industries to create a fantastic state-of-the-art Regional Centre of Excellence for STEM due to open in September 2017.

See [www.cityplym.ac.uk/stem-coe](http://www.cityplym.ac.uk/stem-coe) for more information about this new £13million facility - just one exciting new development for STEM opportunities at City College Plymouth available now.

Known as 'Britain's Ocean City', Plymouth is a bustling cultural hub superbly located in the heart of the South West with beautiful beaches and scenic Dartmoor just a short drive away. The College sits at the centre of the community and prides itself on offering an exceptional experience to its students. We are also justifiably proud of the significant contribution we make to the social and economic success of the region.

**Closing date: Friday 11 March**

**Apply at [www.cityplym.ac.uk/jobs](http://www.cityplym.ac.uk/jobs)**

**01752 305322**

**[recruitment@cityplym.ac.uk](mailto:recruitment@cityplym.ac.uk)**



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



The Camden College

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

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

new  
JOBS

### Head of Arts - Permanent, Full-time

Salary from £41,916 - £45,792 per annum

We are looking for a leader to expand and develop our excellent Arts Programme. You will have a track record of successfully developing creative learning programmes which attract diverse and effective forms of income and will know how to deliver and evaluate excellent learning experiences.

We need someone with flair, creativity and a high level of business acumen.

**Interview and assessment will be held all day on Tuesday 22 March 2016**

### Curriculum Manager - Media & Performance - Permanent, Full-time

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

We are looking for an outstanding Curriculum Manager with subject specialist knowledge and experience to develop and manage our Media Foundation (Diploma level 3) and a portfolio of Media, Digital and Performing Arts. You will have a track record of successfully developing creative learning programmes which attract diverse and effective forms of income and will know how to deliver and evaluate excellent learning experiences.

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

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

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

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

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

### Co-ordinator - Community Projects - Permanent, Full-time

Salary from £25,093 - £31,364 per annum

This is an exciting project in community learning, in and around the Camden community. Working with staff and partners, you will be developing and expanding an innovative programme of short courses in a range of community venues. You will co-ordinate academic staff, timetable the programme and promote the programmes in new and engaging ways to increase participation and attendance levels.

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

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

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

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



The Camden College Tube: Morningside Crescent 2mins / Camden Town, Euston & St Pancras 10 mins

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

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The same...  
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College



## JOBS



## Hourly Paid Assessor for Facilities Services

### Southend Adult Community College

<b>Salary Range:</b>	£12.88 per hour (unqualified) £13.56 per hour (qualified)
<b>Hours:</b>	Variable – depending on learner numbers / availability

Do you have experience working in health and safety, site security, caretaking, site maintenance or first aid? Do you hold relevant qualification in this field? Would you like to share your skills with other?

We are looking for enthusiastic, motivated and experienced assessors to join an 'outstanding' vocational team to work with Facility Services apprentices at level 2. We offer excellent support, training and mentoring to all new members of staff.

You must have up to date occupational competence and we would prefer applicants with assessor qualifications.

Unqualified assessors may be considered for this role, but must complete the TAQA qualification within 1 year from commencement of the role.

Southend Adult Community college welcomes applications regardless of gender, disability, age, ethnicity, sexual orientation or faith.

The college is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment and that students and staff can study and work in an environment free from harassment and bullying.

Southend Adult Community College aims to achieve curriculum excellence by promoting consistently high standards of teaching, learning and assessment across all provision. We expect all staff to take Personal Responsibility In Delivering Excellence (PRIDE).

If you would like more information about the post, please contact: Samantha Sutton Tel: 01702 445700 email: [vacancies@southend-adult.ac.uk](mailto:vacancies@southend-adult.ac.uk)

For further information and an electronic application pack please visit our website [www.southend-adult.ac.uk](http://www.southend-adult.ac.uk) or email [vacancies@southend-adult.ac.uk](mailto:vacancies@southend-adult.ac.uk)

**CLOSING DATE: 13<sup>th</sup> March 2016**

[southend-adult.ac.uk](http://southend-adult.ac.uk)



We are seeking to appoint experienced highly motivated individuals passionate about adult learning and the success of learners to join our Quality and Student Services and MIS teams

#### 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](http://www.redbridge-iae.ac.uk)

Applications must be emailed to [staffing@redbridge-iae.ac.uk](mailto:staffing@redbridge-iae.ac.uk) or posted to Gill Hails, Redbridge Institute, Gaysham Avenue, Ilford IG2 6TD.

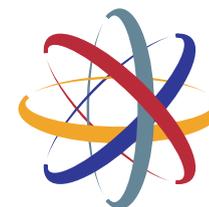
The deadline for applications is **5.00pm Monday 4th April, 2016**. Interviews will be held week of **11th April, 2016**.

[www.redbridge-iae.ac.uk](http://www.redbridge-iae.ac.uk)

Macclesfield College of Further Education and Higher Education is a leading provider of education in the North West of England with 1674 full-time and 2806 part-time students, recently launching Maxim Business Training its new business training brand. The College also sponsors the Macclesfield Academy.

The College has an annual turnover of 10 million, and is ambitious to grow.

**Macclesfield College**  
of Further and Higher Education



## Vice Principal - Finance and Resource

**Salary £65,000 - £75,000 per annum**

**Are you looking for a challenging and rewarding career opportunity in a fast paced Further and Higher Education environment?**

Macclesfield College is seeking to appoint a Vice Principal in Finance and Resources with energy and enthusiasm to join its ambitious Executive Leadership Team. With the ability to innovate and respond flexibly and creatively to new challenges and opportunities you will play a key strategic role in the financial running and direction of the College.

Reporting to the Chief Executive/College Principal you will provide robust leadership to ensure effective and efficient financial control and will work closely with senior managers to ensure that responsive business planning processes are in place and financial targets achieved.

Possessing an established track record of effective leadership you will also manage the College Finance, MIS, Exams and a range of Business Support Departments and have demonstrable experience of empowering colleagues to deliver the very best for the College.

You will be a qualified accountant with significant financial experience at a senior level and will possess strong commercial acumen and ideally a management qualification/ MBA or Aspiring Principal's qualification. Evidence of working within the FE sector at a senior level is desirable.

**CLOSING DATE FOR RECEIPT OF APPLICATIONS IS 9:00AM ON 9 MARCH 2016**

**INTERVIEWS WILL BE HELD IN THE COLLEGE ON 14 MARCH 2016**

*The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments will be subject to an enhanced Disclosure and Barring Service check and satisfactory references. The College is committed to equality of opportunity. We welcome applications from all sections of the community, particularly from members of ethnic minority groups.*

For more information and to apply for this post please visit: <http://www.macclesfield.ac.uk/vacancies>

For any further details contact Human Resources - Macclesfield College

Tel: 01625 410007

Email: [recruitment@macclesfield.ac.uk](mailto:recruitment@macclesfield.ac.uk)



**Winner of the 'Best Company to Work For' Silver Award  
at the North East 2015 Cheshire Business Awards**

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

**Cyflog: £48,650** y flwyddyn

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

### Hyrwyddwr Systemau Rheoli Diogelwch Gwybodaeth (ISMS)

**Cyflog: £37,600** y flwyddyn

Contract llawn amser, cyfnod penodol hyd at 31 Rhagfyr 2017

### Hyrwyddwr Cydraddoldeb ac Amrywiaeth

**Cyflog: £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 gweithio ledled Cymru.

**Dyddiad Cau: Dydd Gwener 18 Mawrth 2016**

**I gael disgrifiad swydd llawn a gwybod sut i ymgeisio, ewch i [www.ntfw.org](http://www.ntfw.org)**

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

## Kingston Maurward College

### Principal and Chief Executive

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

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

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

**Salary:** £100K per annum

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

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

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

**Proposed Interview Dates:** 22/23 March 2016

Please visit [www.kmc.ac.uk](http://www.kmc.ac.uk) and look under 'About Us' to apply for this vacancy.

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

[www.facebook.com/kingstonmaurward](https://www.facebook.com/kingstonmaurward)

[@tweet\\_kmc](https://twitter.com/tweet_kmc)

Kingston Maurward College, Dorchester, Dorset DT2 8PY  
[recruitment@kmc.ac.uk](mailto:recruitment@kmc.ac.uk)



## JOBS

## 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](http://jobs.racc.ac.uk) and follow the online application process.



## Protocol

Excellence in FE



Refer a friend and receive a £50 Amazon voucher\*  
\*T&C's apply

Great Opportunities for FE Engineering Specialists

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](mailto:jobs@protocol.co.uk)



Strode College works with 1,600 16-18 year old students, 2,500 adult students and 200 apprentices.

Strode is the only sixth form or tertiary college nationally to have been graded as 'Outstanding' by Ofsted in the last two years and is currently the only sixth form provision in a school or college judged 'Outstanding' in Mendip or South Somerset.

*We are looking to appoint to the following vacancy:*

**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](http://www.strode-college.ac.uk)  
or contact the Personnel Office Fax/Ans 01458 844450 (24hrs).**

Closing Date: Friday 18<sup>th</sup> March 2016 at 2pm



# PREPARING FOR LIFE AND WORK



Our extensive Life Skills suite of qualifications supports a person's journey to the workplace by developing not only core skills, but crucially, personal behaviours and self-esteem.

- The suite is perfect for a wide variety of study programmes including Traineeships and delivered in bite-sized units to help people learn and develop in a way that suits their style and needs.
- Employability
  - Digital Employability
  - Life and Living Skills



Take a look at [ocr.org.uk/lifeskills](http://ocr.org.uk/lifeskills)  
Call our Customer Contact Centre 02476 851509  
Email [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)



## 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

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

Difficulty:  
**EASY**

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

Difficulty:  
**MEDIUM**

Solutions:  
Next week

## Last Week's solutions

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

Difficulty:  
**EASY**

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

Difficulty:  
**MEDIUM**

## Spot the difference to WIN an FE Week mug



Spot five differences. First correct entry wins an FE Week mug. Email your name and picture of your completed spot the difference to: [news@feweek.co.uk](mailto:news@feweek.co.uk). Last week's winner was Theodore Gillam, Teaching and Learning Development Manager at Fareham College.

