

FE Week

**OFSTED GRADES :
THE STORY SO FAR**
PAGES 8 & 9



**FRUSTRATION AS
SFA 'NOT TELLING'**
PAGE 10

**SOCIAL MOBILITY
IN SPOTLIGHT**
PAGES 4, 12 & 13



GREAT COLLEGE MERGER 'RUSH'

- Exclusive analysis finds potential for 15 college mergers in 2016
- Union warns of time needed for meaningful consultation

Exclusive **JUDE BURKE** @JUDEBURKE77

See page 3

SPECIAL AAC 28 PAGE SOUVENIR SUPPLEMENT



FREE WITH THIS ISSUE



OLYMPIAN JOURNEY SECURES COLLEGE SPONSOR

See page 17

FE Week

FESTIVAL OF
SKILLS

Capel Manor College

JULY 7-9, 2016

**VITAL CPD FOR PROFESSIONALS
WORKING IN THE FURTHER
EDUCATION AND SKILLS SECTOR**

@SKILLSFESTIVAL
FESTIVAL@FEWEEK.CO.UK

FOR MORE INFORMATION AND TO BOOK TICKETS VISIT
FESTIVALOFSKILLS.CO.UK - GROUP BOOKING DISCOUNT AVAILABLE

FIRST AGENDA TO BE RELEASED ON MONDAY 18 APRIL

HEADLINE PARTNER

City & Guilds

LEAD STRATEGIC PARTNER

The
**Education & Training
Foundation**

BROUGHT TO YOU BY

summerhouse
events

EDITION 169

FE WEEK TEAM

Editor:	Chris Henwood
Interim Editor:	Nick Linford
Head designer:	Nicky Phillips
Designer:	Russell Hardman
Designer:	Zuleika Testone
Chief reporter:	Paul Offord
Reporters:	Alix Robertson
	Billy Camden
	Jude Burke
Photographer:	Ellis O'Brien
Financials:	Helen Neilly
	Victoria Boyle
Sales manager:	Hannah Smith
Administration:	Frances Ogefere Dell

Contributors:	Mick Fletcher
	Ian Nash
	John Hyde
	Carole Kitching
	Kathryn Rudd
	Stuart Rimmer

Managing director: Shane Mann

And tweet us your thoughts @feweek

Contact the editor

Please inform the FE Week editor of any errors or issues of concern regarding this publication.

Email news@feweek.co.uk with Error/Concern in the subject line.
Please include the page number and story headline, and explain what the problem is.

SUBSCRIBE

For an annual subscription to FE Week for just £75 visit www.feweek.co.uk and click on 'subscribe' at the top of the page.

www.feweek.co.uk

ADVERTISE WITH US

If you are interested in placing a product or job advert in a future edition please click on the 'advertise' link at the top of the page on feweek.co.uk or contact:

E: hannah.smith@feweek.co.uk
T: 020 81234 778

Disclaimer

FE Week is owned and published by Lsect Ltd. The views expressed within the publication are those of the authors named, and are not necessarily those of FE Week, Lsect Ltd or any of its employees. While we try to ensure that the information we provide is correct, mistakes do occur and we cannot guarantee the accuracy of our material.

The design of the printed newspaper and of the website is copyright of Lsect Ltd and material from the newspaper should not be reproduced without prior permission. If you wish to reproduce an article from either the printed paper or the website, both the article's author and FE Week must be referenced (to not do so would be an infringement on copyright).

Lsect Ltd is not responsible for the content of any external internet sites linked to.

Please address any complaints to the editor. We are fully committed to the Press Complaints Commission's Code of Practice. If you have a complaint which cannot be resolved by the editor, write to the Press Complaints Commission, Halton House, 22-23 Holborn, London EC1N 2JD

**Learning & Skills Events,
Consultancy and Training Ltd**
161-165 Greenwich High Road
London SE10 8JA
T: 020 8123 4778
E: news@feweek.co.uk

NEWS

Apprenticeship levy funding pot predictions cut by £100m a year

JUDE BURKE
@JUDEBURKE77

The amount of money the apprenticeship levy is expected to raise has already fallen by £100m for each year up to 2020/21, FE Week can reveal. The Office for Budget Responsibility (OBR) predicted in November that the levy would raise £2.8bn in 2017/18, £2.9bn in 2018/19 and £3bn in 2019/20.

The latest OBR figures (pictured), published last month, showed that the figures for each year had been revised down by £100m.

Levy funding is raised from a tax on PAYE and the reduction directly relates to the OBR's revised figures on earnings growth. A Treasury spokesperson confirmed that the OBR's latest projections reflected the OBR's revised earnings and employment forecasts.

The £3bn levy pot in 2019/20 was to be split with £2.5bn going to apprenticeships in England, while the remaining £500m would go to the devolved nations.

Despite the subsequent projected £100m reduction, the Treasury said the £2.5bn apprenticeship pot for England would remain unchanged.

On the question of whether this meant the Scotland, Wales and Northern Ireland pot would be reduced to £400m, the Treasury spokesperson said they would be given "their fair share of the levy" and that discussions were still ongoing.

The apprenticeship levy, first announced by

the government in July, is due to be introduced in April 2017 and set at 0.5 per cent of an employer's paybill. Only businesses with a paybill of more than £3m – about 2 per cent of employers – will actually pay the levy.

The money raised by the apprenticeship levy will be ring-fenced, so it can only be spent on training apprentices. All levy-paying companies will receive a 10 per cent top up on their monthly levy contributions, the government announced in the budget last month.

Companies will access their levy money via a digital account, through which they will be able to choose their apprenticeships and training providers, and pay for training and assessment.

Nadhim Zahawi, co-chair of the Apprenticeship Delivery Board, said at FE Week's Annual Apprenticeship Conference in March that only levy-paying companies would have access to the Digital Apprenticeship System when it launches in April 2017.

Sue Husband, director of apprenticeships and delivery service at the Skills Funding Agency, also confirmed at the conference that non-levy paying companies would still have access to government funding for apprenticeships.

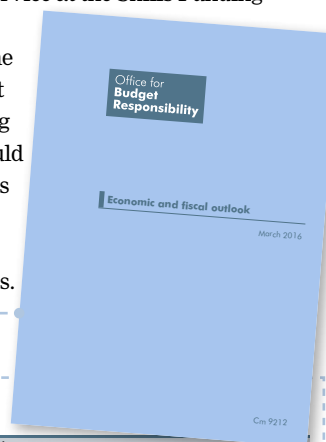


Table 4.7: Change to current receipts since November

	£ billion						
	Outturn	Forecast					
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Apprenticeship levy	0.0	0.0	0.0	-0.1	-0.1	-0.1	-0.1

Fears over lack of assessment organisations

BILLY CAMDEN @BILLYCAMDEN
ALIX ROBERTSON @ALIXROBERTSON4

Concerns have been raised over delays with government approval of apprentice assessment organisations (AAOs) for Trailblazer apprenticeship standards after just 13 were cleared.

The Skills Funding Agency (SFA) first began taking on submissions to their new Register of Apprenticeship Assessment Organisations (RoAAO) in March last year. But FE Week has found that despite 88 apprenticeship standards being open to new starts — just 23 (26 per cent) have 13 AAOs assigned to them.

And 16 out of those 23 only have one AAO to choose from, raising issues around lack of choice for employers.

The director of assessment policy, research and compliance at City & Guilds, Patrick Craven, told FE Week the RoAAO tendering process had been "longer than we might have anticipated".

"There are likely to be many more assessment organisations that are still in the pipeline waiting for their applications to be processed by the SFA," he added.

"It's also the case that many of the early

standards approved are very specialised with small numbers of apprentices expected.

"This means that only an assessment organisation that specialises in that particular occupation is likely to register.

"We expect there will be a lot more registrations from assessment organisations when more high volume apprenticeship standards are approved."

And not all the 13 approved AAOs are even open for business. BT was approved in September last year for the digital industries standard, but confirmed this week it had no immediate plans to carry out assessments.

Responding to these issues, an SFA spokesperson said: "Any organisation that considers itself suitable to conduct end-point assessment can choose to apply on the register of apprentice assessment organisations.

"The register is open for applications on a continuous basis. We update the register each month so that it contains all organisations who have been successful in their application."

FE Week reported in August last year that frustration was growing among Trailblazer designers because many standards were still awaiting government approval for delivery almost a year after they were published.

FE WEEK NEWS IN BRIEF

Achievement rate bounces back

The Skills Funding Agency (SFA) twice delayed publication of the 2014/15 nationwide qualification achievement rates (QAR) – but the apprenticeship success rate has bounced back 2.8 percentage points to 71.7 per cent. The data would normally have been published in January, and the rates were also missing from the Statistical First Release publication at the end of March owing to "changes to the collection and storage of the data". The higher apprenticeship QAR figures fell 7 percentage points to 64.3 per cent.

ETF on the hunt for experts

The Education and Training Foundation is looking for new members for its Expert Panels. Ideal candidates will be experienced practitioners and managers who have expertise in key areas relevant to ETF's work. The Expert Panels advise on the core activity of the ETF, sharing experience, sector need, desire and perspective to shape our offer. Prospective candidates can view the full details about the role and how to apply on the ETF website <http://www.et-foundation.co.uk/vacancy/expert-panel/>. The closing date for applications is April 25.

SFA delays new recruitment site

The Skills Funding Agency (SFA) has announced that it has delayed the launch of the new 'recruit an apprentice/trainee' service until early summer. The agency said that the reason for the delay was to "carry out more development work and user testing". The new service, which will replace the old 'Apprenticeship Vacancies' site, will be hosted on gov.uk and offer a "self-serve facility for colleges and other training organisations to advertise vacancies more quickly".

The managing director of awarding organisation NOCN, Graham Hasting-Evans, told FE Week that progress with apprenticeship standards had been so slow "they might never be finished".

"We are gravely concerned about how bureaucratic this is all becoming and how slow the rate of progress on apprenticeships is," he said. "To quote the minister it is 'ball-achingly' slow."

Mr Hasting-Evans also noted that it was "extremely difficult" to become an AAO.

He said: "We understand at present that there are a number of apprentices working on apprenticeship standards where there is no AAO and therefore, at present, no chance of actually completing and passing the standard."

The outgoing chief executive of the Association of Employment and Learning Providers, Stewart Segal added that he expected more organisations to offer assessment services in time.

He also warned that providers "should be aware of the cost of assessment before they take on any new starts".

Pearson, OCR and Ofqual each declined to comment.

NEWS

Over 30 colleges now 'rushing to merge'

MERGER on the grapevine

JUDE BURKE
@JUDEBURKE77

FROM FRONT



Bury College is in talks over a potential merger with a nearby university, becoming one of up to 15 mergers involving 32 institutions across the country.

Bury is expected to launch a consultation into plans to merge with the University of Bolton in the next few days.

It comes as a spokesperson for Bolton College confirmed that it is also in discussions with the higher education body.

Both colleges are part of the Greater Manchester area review, in wave one of the area reviews, which launched last September.

Bury College's principal, Charlie Deane said the college had "taken advantage of the area review process to further develop and strengthen" the college's existing "excellent working relationship" with the university.

The proposed merger "provides a considered and innovative opportunity to offer a more comprehensive, flexible and responsive curriculum," Mr Deane continued, "with the potential to improve access and increase choice for a broader range of learners at all levels".

"More details will begin to take shape as our

discussions, proposals and consultations with stakeholders evolve," he said.

Bolton College is in early stage discussions with the university "regarding an educational solution that works for Bolton", a spokesperson for the college said.

A spokesperson for the University of Bolton said it welcomed the current proposals by Bury College, and the commitment by Bolton College.

The Bury College proposal is the latest of 15 possible mergers, involving 28 FE colleges, three sixth form colleges and one university, all of which are proposed for August 1.

This compares to just nine mergers in the ten years from 2001 and 2010, under the previous funding agency, the Learning and Skills Council, according to figures published by the department for Business Innovation and Skills.

Consultations are currently open on mergers between South Worcestershire College and Warwickshire College Group; City and Islington College and Westminster Kingsway College; Bexley College and Bromley College; Bournville College and South and City College.

Further mergers are planned for New College Nottingham and Central College Nottingham; Barrow Sixth Form College and Furness College; and South Leicestershire College and North Warwickshire and Hinckley College.

Decisions have not yet been published following consultation earlier this year on mergers between Shrewsbury College and New College Telford, and Lowestoft College, Great Yarmouth College and Lowestoft Sixth Form College.

Merger stage	Potential merger count	Institutions involved	of which FE colleges	of which sixth form colleges	of which universities
Confirmed mergers	1	2	2	0	0
Closed consultations awaiting decision	2	6	4	2	0
Open consultation	7	14	13	1	0
Early discussions confirmed	5	10*	9	0	1
Total	15	32	28	3	1

* NCG involved in two potential mergers so only counted once

Hackney Community College and Tower Hamlets College confirmed in March that they will be merging.

Carlisle College is in discussions about merging with Newcastle College Group (NCG), while Lewisham Southwark College has been in talks with a view to 'closer working' with NCG.

Last month Northbrook College and neighbouring City College Brighton and Hove announced their intention to merge later in the year.

On seeing the FE Week analysis, Sally Hunt, General Secretary of University and College Union said: 'It is not a surprise that so many colleges are rushing to merge given the massive budget cuts they have endured in recent years.

But any proposed changes should be subject to thorough and meaningful consultation with unions, students and the wider community."

"Colleges are central to improving the life chances of their local communities, and UCU will work hard both to protect our members' jobs and defend local educational opportunities where mergers put them at risk."

Given the scale of proposed mergers, a spokesperson for the Association of Colleges said: "Whether colleges are already in the area review process or waiting for their wave to start, they are increasingly aware of how they can prepare for potential recommendations, how they can shape their own futures, and how they can engage with potential partners.

"Throughout this period, colleges will remain focused on what students want and need in order to go on to further or higher level study or join the workforce."

Are you aware of any other merger plans?
If so get in touch via news@feweek.co.uk



Creating a buzz

Employer engagement support

Recruitment of delivery staff

Learning content for study programme and apprenticeships

Efficiency savings

Destination and progression tracking software

Trusted subcontractor with 95% success rate

In 14/15 we:



Delivered over 49,000 qualifications



Worked with over 4,500 employers



Supplied learning content to over 100,000 learners



Supported providers with over £20.5m of ASB and ESF activity

Free

1-2-1 sessions with Beej Kaczmarczyk!*

Transforming lives through learning
www.learningcurvegroup.co.uk

Email: beej@learningcurvegroup.co.uk

*terms and conditions apply

NEWS

National curriculum should end at 14, House of Lords says

ALIX ROBERTSON
@ALIXROBERTSON4

A House of Lords report into social mobility has called for the national curriculum to stop at age 14 rather than 16.

The document by the Lords Social Mobility Committee, called 'Overlooked and Left Behind: improving the transition from school to work for the majority of young people', concluded that a new 14-19 transition stage would "enable a tailor-made route to work to be developed".

It recommended this route should combine a "core element" with "either academic or vocational elements".

The report, which ends a nine-month enquiry, said: "A 14-19 transition stage would move away from age 16 being the cut-off point at which many young people embark on the wrong path.

"It could reduce drop-out rates at age 16 and age 17 from both vocational and academic routes."

The suggestion conjures the image of studio schools and University Technical Colleges (UTCs), which are designed to specifically target 14 to 19-year-olds.

In his speech at the Conservative Party Conference in October 2013, David Cameron supported UTCs, saying: "Let's have one of those colleges in every single major town."

But they have struggled since then, with

a number closing due to problems with recruitment, while several studio schools have faced the same fate.

FE Week spoke to Lady Corston, chair of the committee (see profile, page 12), but when challenged on studio schools and UTCs she said the report did not endorse any particular type of provider.

"The 14-19 transition stage should be delivered by all local partners — and that includes schools, colleges, employers, UTCs and local authorities," she said.

She added that the government should facilitate greater collaboration between different institution types.

"There are some effective programmes that work across local areas, but we lack a coherent national strategy."

Lady Corston said the FE environment was currently "a bewildering landscape" that 18-year-olds could not be expected to navigate alone.

The report made eight recommendations, including a "gold standard in independent careers advice and guidance, which moves responsibility away from schools and



Lady Corston speaking with FE Week reporter Alix Robertson

colleges" and a Cabinet-level minister taking full responsibility for the transition from school to work.

The report also warned that the drive-through area reviews for groups of colleges to share facilities and specialisations could cause problems in rural areas "where distances between colleges are more substantial and travelling is more difficult and costly".

It added more support was needed for young people who do not go to university or do an apprenticeship, making sure they were

still successful.

Responding to the criticisms in the report, a spokesperson for the Department for Education said: "Latest figures show the number of young people not in education or training is at the lowest on record.

"We have introduced a more rigorous curriculum so every child learns the basic skills they need such as English and maths.

She added: "We will invest £70m in our careers strategy over the course of this parliament to transform the quality of careers education."

CREATING OPPORTUNITIES

nocn
CREATING OPPORTUNITIES

- Leading Awarding Organisation
- Apprentice Assessment Organisation
- 35 Apprenticeship Frameworks
- 49 Trailblazer Standards

NOCN works with employers and training providers to develop new apprenticeships in an ever expanding range of sectors.

APPRENTICESHIPS WORK WITH NOCN

Call 0114 227 0500
www.nocn.org.uk

@nocn1 nocn1

Apprenticeship Sectors

- Construction
- Financial Services
- Health and Social Care
- Hospitality
- Business Administration
- Science
- Technology
- Engineering
- Manufacturing
- Security
- Facilities Management
- Transport



POWER TO THE PEOPLE? OR A RUSE TO DISGUISE FURTHER SPENDING CUTS?

MICK FLETCHER @OLDDITCH
IAN NASH @IANNASHER

Annual survey

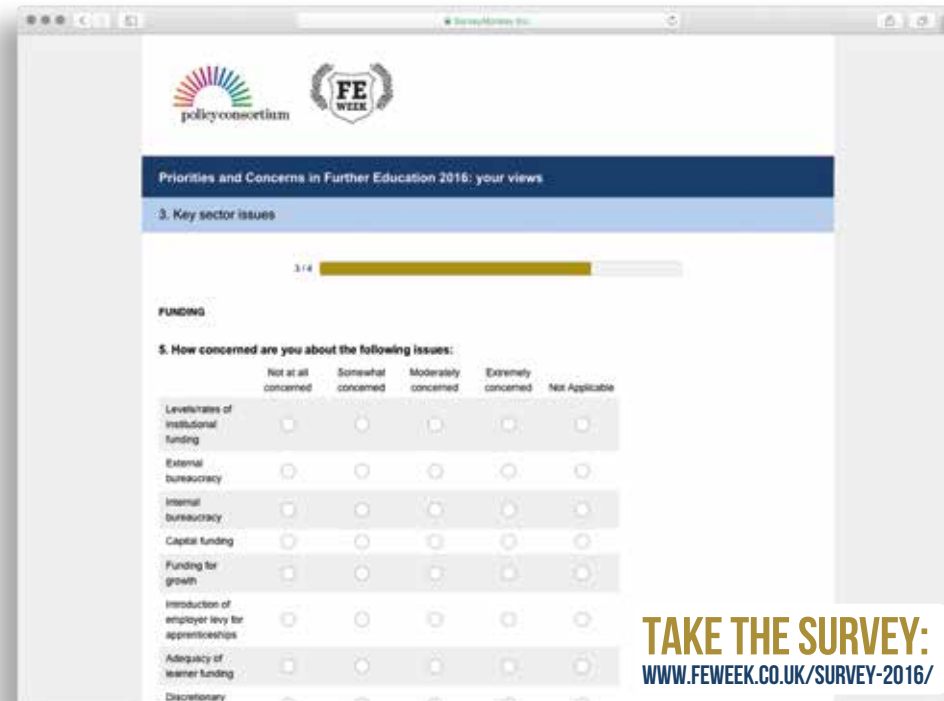
Development and localism are the Government's latest big ideas for education and skills — backed up with a rhetoric that speaks of power going to localities, institutions and professionals. The Policy Consortium wants to test the FE sector's views about these ideas.

Ministers insist that the outcomes of Area Reviews, a greater role for Local Enterprise Partnerships and measures to cut red tape will enable the sector to focus on meeting local employer and community needs, expanding learning opportunities for all and, especially, promoting the development of apprenticeships as a route into skilled employment.

Will this come about? Or will greater local freedom be undermined by national obsessions such as the arbitrary target of 3 million apprenticeship starts, a misplaced enthusiasm for GCSEs in English and maths and a loans programme that has stalled?

The third annual FE and Skills survey by the Policy Consortium, published in association with FE Week, is launched today. The previous surveys gave unique insight into what practitioners are thinking, and this survey promises to do the same. Policy-makers would be well-advised to take note of the findings.

In the first survey, 'Taking the pulse of education — the Great FE and Skills Survey of 2014', concerns over funding took precedence



over everything else. Now that we can see clearly how deeply the resources for FE have been cut, we can see how prescient that survey proved to be. We expected the second survey, 'Checking the Pulse — Going from bad to worse', also to focus on funding. Although it was still a major concern, deeper fears were voiced about systemic failure — perceived threats to the viability of institutions, to adult learning as a whole or to the nature of FE as we have known it. Significantly these concerns were highlighted in the survey before the NAO

made the financial fragility of colleges headline news and triggered the wave of area reviews now preoccupying the sector.

Taking a further check of the pulse should enable people to judge whether the concentration and specialisation expected to result from area reviews will make matters better or worse. The survey should give an insight into whether those at the sharp end think that the apprenticeship levy will energise business involvement or overwhelm employers with a new bureaucracy. It should also give an

indication as to whether the decision of George Osborne, the Chancellor, not to proceed with even deeper cuts, following a 35% reduction in adult skills budgets has allayed fears.

As well as system collapse, the list of concerns in the second annual survey was topped by funding, change, workload and bureaucracy. Worries about English and maths teaching and the 'broad direction of travel' for FE followed close behind, as almost a thousand teachers, leaders, managers, support staff, advisers and other professionals took part in the survey in order to offer their thoughts and express their feelings on FE and skills with the general election then just days away.

The third survey will gather and analyse your views on a range of current relevant topics concerning FE, and of concern — from Government policy to teaching resources, curriculum change to staff morale, partnerships to inspection. You have chances to express your opinions on issues we have not considered. There are also two open-ended questions that ask for your views on the single most important issue affecting further education and skills and where there is room for optimism. Make sure you use this opportunity to get your views heard.

The results, analysis and reactions will be published in early May in FE Week. There will be a more detailed report on the research and what it indicates from the Policy Consortium shortly afterwards.

Mick Fletcher and Ian Nash are members of the Policy Consortium

TATA STEEL ADVERTISE FOR APPRENTICESHIPS DESPITE SELL-OFF PLANS

ALIX ROBERTSON @ALIXROBERTSON4
PAUL OFFORD @PAULOFFORD

An advert has appeared on a government website for an apprenticeship vacancy with Tata Steel — even though it wants to sell all its UK operations.

The notice, inviting applications for a four-year advanced level course starting in May this year, was posted on the gov.uk 'Find an apprenticeship' at the start of this month and had not been taken down as FE Week went to press on Thursday (April 7) evening.

This was despite FE Week confronting the government about it through an online story on Tuesday (April 5).

Yet the Indian-based company sparked widespread concern for around 15,000 jobs after announcing plans to sell-off its British operations, including the country's largest steelworks at Port Talbot, at the end of March.

Tata declined to tell FE Week how many apprentices' jobs were under threat, or explain why the advert for the new post still went live when it wanted to sell-up.

But a spokesperson from NITAL, the training provider for the advertised apprentice engineer post, said: "Although there is a certain amount of uncertainty around Tata Steel, we have to carry on as usual. If everything is

resolved and nothing has been done about the apprenticeships that will be a problem.

"You will always see lots of applications for opportunities like this, it is still a large organisation and other large organisations have faced challenges in the past."

The advanced level apprenticeship advert indicated the post would improve applicants' "employability".

The weekly wage was listed as £294, and the scheme was also said to initially include "full time attendance at an offsite training facility supported by a Tata Steel bursary".

Although Tata, which is reportedly losing £1m a day on its UK operations, declined to comment directly on the advert, a spokesperson told FE Week: "A process has now started for exploring opportunities for a strong future beyond Tata Steel, which has reluctantly concluded it has taken its UK operations as far as it can."

A Department for Business, innovation and Skills spokesperson said it was "doing everything it can to help the industry secure a long-term viable future".

Business Secretary Sajid Javid met with Tata officials in Mumbai to discuss the future of its UK steel operations and the process to sell the plants was reportedly due to start by today (Monday).



GROW WITH US

Following the welcome news from the SFA, are you are planning to grow your apprenticeship programme?

At Smart Assessor we have some great new features in our e-portfolio that can help your growth, such as...

- Smart Web Conference Rooms to enable you to deliver teaching, learning and assessments remotely without having to travel to your learners; increasing case loads by 20% and reducing travel costs by 30%.
- Electronic forms and signatures eliminates paper forms and 'wet' signatures entirely and you can report on which forms are still awaiting signature.
- Employer dashboard engages your employers in your apprenticeship delivery to improve timely completions.

For more information on how we can help you grow, e-mail Business Development Director, Danny Taylor. danny@smartassessor.com

FE 'postcode lottery' for high needs learners, expert warns

ALIX ROBERTSON
@ALIXROBERTSON4

A leading expert in learning difficulties and disabilities has branded the FE sector a "postcode lottery" for young people with high needs, after an Ofsted report found the provision they receive "was often not of a high enough standard".

In an expert piece for FE Week (see page 14), Kathryn Rudd (pictured), principal of National Star College and chair of the Association of National Specialist Colleges (Natspec), criticised the distinct lack of choice for students with special needs and disabilities, highlighted in the recent Ofsted report: 'Moving forward? How well the further education and skills sector is preparing young people with high needs for adult life.'

The report, which was published on March 22, focused on young people aged between 16 and 25 with high levels of need. In 2014/15, there were over 22,000 young people in England in this bracket with allocated places at FE and skills providers.

It found that learners with high needs often receive different levels of support depending on the effectiveness of commissioning arrangements from the local authority in

which they live.

The report also found that schools and local authorities often recommended an FE and skills provider that would be easy to access, rather than considering what was in the individual learner's interests.

Ofsted visited 17 providers between January and March 2015, analysed inspection reports covering the period September 2014 to March 2015, collected the views of over 1,600 young people and talked to more than 60 of them in focus group meetings.

The report found that "only three providers stood out for their high quality of provision", while eight "did not have adequate strategies, experience or expertise to ensure that they were able to support their learners with profound and multiple learning difficulties or disabilities".

A lack of appropriate resources was also a problem. The report says: "Five providers did not have the specialist resources, including staff with the necessary experience and expertise, required to support learners with high needs."

The assessment and recording of learners' progress and achievements was identified as "the weakest aspect of the provision seen for learners with high needs", while careers guidance was also said to be "generally



weak" and learners' progress in English and mathematics was "often too slow".

Clare Howard, chief executive officer of Natspec, said the report is "consistent with what Natspec has been advocating for some time".

"Local authorities need to provide more detailed information on the full range of choices available, and should focus on the individual needs of learners," she said.

She also commented on the issue of variation in practice across local authorities. "Natspec member colleges ... have to work with many different approaches and often inexperienced staff. These create delays and uncertainty for young people and their families."

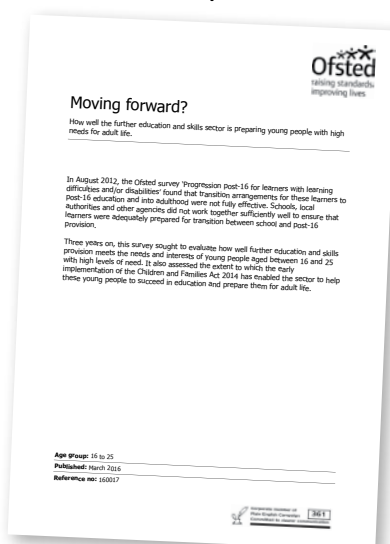
In response to the findings of the report, a spokesperson for the Department for Education said:

"We want every student to receive the best

education or training, including those with the highest needs, so they can reach their full potential. That is why we are providing support for both the FE and skills sector and local authorities to deliver our reforms to the SEND [special educational needs and disabilities] system, through measures including SEND advisers and workshops for providers and councils.

"We have also made £5m available to councils to promote supported internships, employer engagement and work placements for young people with SEND to help their transition into work.

"We welcome this report and we recognise the need to have robust data to allow us to track and monitor the impact of this provision, which is why we have accepted Ofsted's recommendation to produce national data on learners' sustained destinations."



FALL IN NUMBER OF EMPLOYERS POSTING APPRENTICESHIP VACANCIES

PAUL OFFORD
@PAULOFFORD

Government figures showed a 6 per cent fall in employer numbers posting apprenticeship vacancies in the same week it admitted to delaying the launch of a service it hopes will improve the situation.

Skills Funding Agency (SFA) and Department for Business, Innovation and Skills (BIS) data published on Tuesday (April 5) showed that 23,800 employers posted vacancies from last August to March this year.

That was just over 6 per cent down on 25,360 posted over the same period in 2014/15.

The SFA then admitted a day later, in its weekly update, it had delayed the launch of the new 'recruit an apprentice/trainee' service until "early summer".

The online bulletin did not however mention the inclusion of a planned feature to allow employers to post their own vacancies, as promised in the government's 'English Apprenticeships: Our 2020 Vision' document released in December.

That report said at the time employers would "be able to post their own vacancies on the system, working with education and training providers where they want to" by

	Aug-March 2014/15	Aug-March 2015/16	Difference	% change
Number of Vacancies Posted	87,340	105,170	17,830	20%
Number of Applications	1,024,830	1,060,220	35,420	3%
Employers Posting Vacancies	25,360	23,800	-1,580	-6.2%

Source: <https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeship-vacancies>

February.

When asked by FE Week what was happening with this, an SFA spokesperson said: "The first phase of the launch will enable providers to post their own vacancies. The second phase will allow employers to post their own vacancies."

The fall in employers posting vacancies comes after the 2020 Vision document wrote: "We know that in other countries, the proportion of employers engaged with apprenticeships is much higher.

"For instance, around 25 per cent of employers in Austria employ apprentices, 24 per cent in Germany, and 30 per cent in Australia. This is compared to only 15 per cent of establishments who have or offer apprenticeships in England."

The same SFA and BIS data published this week showed a 20 per cent increase in the number of vacancies posted — from 87,340 for August to March last academic year, to 105,170 up to March 2015/16.

The number of applications also went up by three per cent over the same eight months, from 1,024,830 in 2014/15 to 1,060,220 of 2015/16.

Mike Cherry, Federation of Small Businesses (FSB) national chairman, said: "While this report can be read in a number of ways, it's good to see more people seeking to be apprentices.

"Although the number of employers using the official apprenticeships vacancies website is down, we can't assume this means fewer are seeking apprentices — they may just be choosing to advertise opportunities in other

ways."

He added: "While aspects of the government's reform plans, such as the apprenticeship levy, will not be applied to the smallest firms, it is important these businesses can continue to interact with the system."

An SFA spokesperson did not answer directly when asked by FE Week if it was concerned about the fall in employers posting apprenticeship vacancies. But she said the delayed 'recruit an apprentice/trainee' service would "include quick and easy to use tools, including a self-serve facility for colleges and other training organisations which will allow providers and employers to work closely together and advertise their vacancies more quickly".

More understanding needed for career ambitions, report says

JUDE BURKE
@JUDEBURKE77

Better understanding is needed of why young people choose oversubscribed career paths, a new report states.

The study, 'Routes into Work... it's Alright for Some', published by The Association of Employment and Learning Providers (AELP), Pearson, with research from the Learning and Work Institute, is intended to explain why youth unemployment has remained stubbornly high as the economy recovers.

A key issue identified was the mismatch between young people's career ambitions and number of jobs available in particular sectors.

"There is a need for better understanding of whether too many young people apparently prepare themselves for work in popular sectors where the odds against finding

work are high because they lack labour market information, or whether they have accurate information but ignore it," the report said.

"At present, too many young people still find themselves drifting, dropping out and making the wrong learning or job choices."

The report cited research carried out in 2013 by the Education and Employers

Taskforce, which found one in five

teenagers surveyed wanted to work in culture, media and sport, fields which account for just 2.4 per cent of opportunities.

"This type of mismatch between ambition and likely opportunity does not bode well for smooth school to work transitions," it said.

The call for research into young people's knowledge of the labour market was one of 12 recommendations put forward in the report.

Other

recommendations included greater promotion of apprenticeships as pathways to work, with the report highlighting the

important role work-based learning plays in helping young people not in education, employment, or training find jobs.

The document highlighted research by the National Foundation for Educational Research in 2010, which found the quality of information about post-16 options was a "limiting factor for a significant minority" of those finishing year 11.

Improving the quality of this information was the focus for a number of recommendations in the report, including ensuring school pupils and their parents are aware of all post-16 options, and developing a range of actions to take against schools that don't provide this information.

The report also recommended that performance of the new Careers and Enterprise Company (CEC) should be monitored "so that successes can be built on and any signs of lack of reach or impact can be detected and addressed," the report said.

It comes after the CEC announced 33 projects that will receive money from its Careers and Enterprise Fund (CEF), which

16-24 year olds

economic inactivity

39% 2015

34% 2008



it says is designed to "increase the number of encounters young people have with employers while in education".

The pot is worth a total of £9.5m, including £5m from the CEF and match funding.

About 75 per cent of the cash has gone to projects in areas of England identified by the CEC as careers advice 'cold spots', which are most in need of careers and enterprise support.

Only one of the beneficiaries is a college - Bridge to Work, run by Loughborough College - while a further six beneficiaries work directly with colleges, a CEC spokesperson said.

SCInopticity

OCR A LEVEL SCIENCES

CONFERENCE 16 JUNE 2016

Synopticity... the bringing together of knowledge and ideas both within and across Biology, Chemistry and Physics.

Join us at the Royal Institution of Great Britain, London and hear the latest news about applications of Biology, Chemistry and Physics. Discover new and interesting practical activities and examine what drives innovation in science.

Additional sessions will focus on mathematical skills and practical skills to support teaching of the reformed qualifications.

Book your place today at: ocr.org.uk/scinopticity

ANALYSIS

OFSTED RESULTS IN 2015/16 - THE STORY

The Common Inspection Framework was revised by Ofsted in September 2015, which introduced short inspections for grade two providers.

In a series of provider type reports, we first

take a look at the grades for general further education colleges.

Of the 51 published inspections since September, 39 (76 per cent) were full, with three colleges losing their grade one and none

of the remaining 48 gaining a grade one.

Just 18 per cent of the 51 colleges saw their overall grade improve, with 24 (47 per cent) staying the same and 18 (35 per cent) falling.

Overall, the 51 colleges shifted from 57 per

cent to 53 per cent grade one or two, with an average overall grade of 2.65.

We have also published the supplementary grades where a significant number of colleges have been assigned them.

GFE college name	First day of inspection	Overall effectiveness [main grade]	Outcomes for learners	Quality of teaching, learning and assessment	Personal development, behaviour and welfare	Effectiveness of leadership and management	16 to 19 study programmes	Adult learning programmes	Apprenticeships	Previous overall effectiveness	Improved/declined/stayed the same	
Stanmore College	22/09/2015	4	4	4	4	4	4	3	-	3	Declined	
West Cheshire College	22/09/2015	4	4	4	3	4	4	3	2	3	Declined	
<i>Riverside College</i>	<i>23/09/2015</i>	<i>2</i>	<i>Short inspection</i>								<i>2</i>	<i>Stayed the same</i>
Hackney Community College	29/09/2015	2	2	2	2	2	2	2	3	3	Improved	
Lakes College - West Cumbria	06/10/2015	3	3	3	3	3	3	3	2	2	Declined	
Redcar & Cleveland College	13/10/2015	3	3	3	2	3	3	2	2	3	Stayed the same	
Ealing, Ham' & West London College	13/10/2015	4	4	3	3	3	4	3	3	3	Declined	
Sussex Downs College	03/11/2015	3	3	3	2	3	3	2	2	2	Declined	
<i>Barnet and Southgate College</i>	<i>03-Nov-15</i>	<i>2</i>	<i>Short inspection</i>								<i>2</i>	<i>Stayed the same</i>
<i>Reaseheath College</i>	<i>04/11/2015</i>	<i>2</i>	<i>Short inspection</i>								<i>2</i>	<i>Stayed the same</i>
<i>Petroc</i>	<i>04/11/2015</i>	<i>2</i>	<i>Short inspection</i>								<i>2</i>	<i>Stayed the same</i>
Suffolk New College	10/11/2015	3	3	3	2	3	3	3	2	3	Stayed the same	
Weymouth College	10/11/2015	2	2	2	2	2	2	-	2	4	Improved	
The City of Liverpool College	10/11/2015	3	3	3	3	3	3	2	3	3	Stayed the same	
Richmond-upon-Thames College	10/11/2015	3	3	3	3	3	3	2	2	3	Stayed the same	
Oaklands College	10/11/2015	2	<i>Short inspection</i>								2	Stayed the same
South and City College Birmingham	17/11/2015	2	2	2	2	2	2	2	2	2	Stayed the same	
Chelmsford College	17/11/2015	3	3	3	3	3	3	2	2	3	Stayed the same	
Hull College	17/11/2015	2	2	2	2	2	3	2	2	1	Declined	
City College Coventry	24/11/2015	4	4	4	4	4	4	3	4	3	Declined	
The College of North West London	24/11/2015	2	2	2	2	2	3	2	2	3	Improved	
Salford City College	25/11/2015	2	<i>Short inspection</i>								2	Stayed the same
New College Nottingham	01/12/2015	2	2	2	2	2	2	2	2	3	Improved	
Cornwall College	01/12/2015	2	2	2	2	2	2	2	2	2	Stayed the same	
Wirral Metropolitan College	02/12/2015	3	3	3	3	3	3	2	3	2	Declined	
Redbridge College	08/12/2015	2	2	2	2	2	3	2	2	3	Improved	
Grantham College	15/12/2015	3	3	3	3	3	3	2	3	2	Declined	
<i>South Tyneside College</i>	<i>15/12/2015</i>	<i>2</i>	<i>Short inspection</i>								<i>2</i>	<i>Stayed the same</i>
Harlow College	13/01/2016	2	2	2	2	2	2	2	3	2	Stayed the same	
<i>Havering College of Further and Higher Education</i>	<i>13/01/2016</i>	<i>2</i>	<i>Short inspection</i>								<i>2</i>	<i>Stayed the same</i>
<i>North East Surrey College of Technology (Nescot)</i>	<i>13/01/2016</i>	<i>2</i>	<i>Short inspection</i>								<i>2</i>	<i>Stayed the same</i>
Warrington Collegiate	19/01/2016	3	3	3	3	3	3	3	3	3	Stayed the same	
Greenwich Community College	19/01/2016	4	4	4	3	3	4	4	4	4	Stayed the same	
Central College Nottingham	19/01/2016	2	2	2	2	2	2	2	2	3	Improved	
Mid-Cheshire College of FE	19/01/2016	4	4	4	4	4	4	4	2	1	Declined	
The Sheffield College	26/01/2016	3	3	3	3	3	3	3	2	2	Declined	
North Shropshire College	26/01/2016	4	3	3	3	4	3	2	3	3	Declined	
City of Bristol College	26/01/2016	4	4	3	4	4	3	3	4	3	Declined	
Craven College	02/02/2016	3	3	3	3	3	3	3	1	2	Declined	
Leeds City College	09/02/2016	3	3	3	3	3	3	3	3	2	Declined	
City and Islington College	09/02/2016	2	2	2	2	2	2	2	2	1	Declined	
Stafford College	09/02/2016	4	3	3	3	4	3	3	4	3	Declined	
Colchester Institute	09/02/2016	2	2	2	2	2	2	2	2	3	Improved	
Leicester College	10/02/2016	3	3	3	3	3	3	2	2	2	Improved	
<i>The Bournemouth and Poole College</i>	<i>10/02/2016</i>	<i>2</i>	<i>Short inspection</i>								<i>2</i>	<i>Stayed the same</i>
<i>South Cheshire College</i>	<i>10/02/2016</i>	<i>2</i>	<i>Short inspection</i>								<i>2</i>	<i>Stayed the same</i>
East Riding College	23/02/2016	2	2	2	1	2	2	1	2	2	Stayed the same	
<i>Herefordshire & Ludlow College</i>	<i>25/02/2016</i>	<i>2</i>	<i>Short inspection</i>								<i>2</i>	<i>Stayed the same</i>
Central Bedfordshire College	01/03/2016	2	2	2	2	2	2	2	3	2	Stayed the same	
Knowsley Community College	01/03/2016	3	3	3	3	3	3	2	3	2	Declined	
Derby College	01/03/2016	2	2	2	2	2	2	2	2	3	Improved	

SO FAR FOR GENERAL FE COLLEGES

Grades for the full and short inspections

Inspection type		
Full inspections	39	76%
Short inspections	12	24%
Total	51	



■ Full inspections ■ Short inspections

Inspection overall grade (including short)		
Improved	9	18%
Stayed the same	24	47%
Declined	18	35%
Total	51	



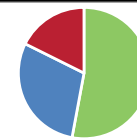
■ Improved ■ Stayed the same ■ Declined

Previous grades			
Grade 1	3	6%	57%
Grade 2	26	51%	
Grade 3	20	39%	43%
Grade 4	2	4%	
Total	51		



■ Grade 1 ■ Grade 2 ■ Grade 3 ■ Grade 4

Current grades			
Grade 1	0	0%	53%
Grade 2	27	53%	
Grade 3	15	29%	47%
Grade 4	9	18%	
Total	51		



■ Grade 1 ■ Grade 2 ■ Grade 3 ■ Grade 4

Grades for the full inspections only

	Overall effectiveness [main grade]		Outcomes for learners		Quality of teaching, learning and assessment		Personal development, behaviour and welfare		Effectiveness of leadership and management		16 to 19 study programmes		Adult learning programmes		Apprenticeships	
	Grade	Count	Grade	Count	Grade	Count	Grade	Count	Grade	Count	Grade	Count	Grade	Count	Grade	Count
Grade 1	0	0%	0	0%	0	0%	1	3%	0	0%	0	0%	1	3%	1	3%
Grade 2	15	38%	15	38%	15	38%	17	44%	15	38%	12	31%	23	61%	22	58%
Grade 3	15	38%	17	44%	19	49%	17	44%	17	44%	21	54%	12	32%	11	29%
Grade 4	9	23%	7	18%	5	13%	4	10%	7	18%	6	15%	2	5%	4	11%
Total inspections	39		39		39		39		39		39		38		38	
Average grade	2.65		2.79		2.74		2.62		2.79		2.85		2.39		2.47	

NOT TO BE MISSED *UPCOMING EVENTS*

ADULT EDUCATION BUDGET FUNDING WORKSHOP - 2016/17

25-04-16: 10:00 - 15:30PM : 26-04-16: 10:00 - 15:30PM

LONDON : MANCHESTER

BOOK YOUR PLACE VIA WWW.LSECT.COM

LSECT
LEARNING & SKILLS
EVENTS, CONSULTANCY & TRAINING

FE WEEK COMMENT

Core problem with transparency



The SFA's refusal to publish or share a list of over 400 level two and three qualifications, which for 2016/17 lose their 19-23 core entitlement funding, is hard to understand.

From my perspective as a former curriculum planner at a college, I have a great deal of sympathy for providers over this.

Yes, we are talking about a fairly technical issue.

But colleges and awarding bodies struggle every year to wade through all manner of guidance and data explaining new eligibility and performance criteria for qualifications.

The least the SFA could do is publish full details of what they have changed.

And the decision to consult on the changes over just 14 working days encompassing a half term college and school break was ill-considered.

I totally understand why NCFE and the Federation of Awarding Bodies complained about it being too rushed — so it's no surprise that 428 qualifications did not receive any submissions.

When you add the subsequent refusal to list the qualifications stripped of their entitlement status to the equation, you could be forgiven for suspecting that the government hoped that no-one would notice the changes at all.

Nick Linford
news@feweek.co.uk

NEW ONLINE APPRENTICE RECRUITMENT SITE DELAYED (SEE PAGE 2)

Paul Carbert @NECCPaul
This doesn't bode well for the Digital Apprenticeship Service!

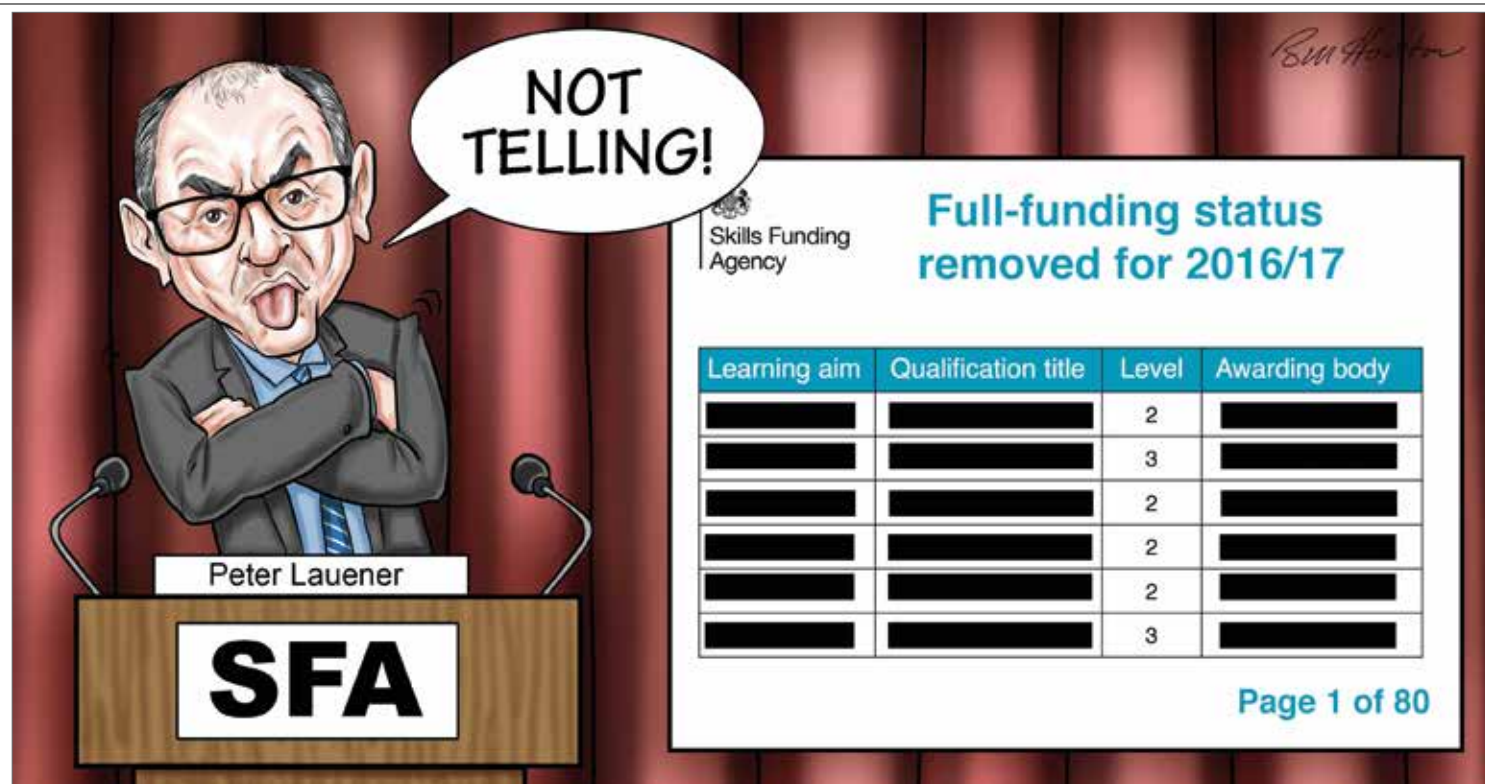
Chris @Navigate @NavigateUKChris
#Apprenticeship platform delayed. As an EdTech co we know it's hard, but simply wouldn't miss deadlines.

Fran Parry @francesparry
Just ONCE could govt IT projects be on time and within budget? #dreamtheimpossibledream

Bob Harrison @bobharrisonset
Oh the irony :)

James Stockdale @StockdaleJ
The first of many delays I'd imagine. #levy system next...

Paul Turner @EduTurn
And so it begins. First delay to apprenticeships reform IT system 1. New launch date = "early summer" #hahaha



Agency under fire for refusing to list changes to quals

PAUL OFFORD
@PAULOFFORD

A college strategic funding manager has hit out at the Skills Funding Agency (SFA) for refusing to publish a list of which qualifications have lost full funding through a widely-criticised consultation.

The review, which ran from February 10 to 29, requested views on plans to end full-funding 'core' entitlement for up to 524 full level two and three qualifications offered by 56 awarding organisations for 19 to 23-year-olds.

FE Week last month reported fierce criticism of the consultation's timing from NCFE and the Federation of Awarding Bodies, because five of the 14 working days it was open fell over half-term.

The SFA subsequently revealed that only 33 of the 524 qualifications remained eligible for entitlement funding as a result of this, because they "evidenced demand, local need and entry to highly specialised job role/occupation, or the qualification serves as a prerequisite to a specialised job/occupation".

But it refused to provide a list of the remaining 491 potentially losing entitlement to full funding status despite repeated requests from FE Week, which provoked a bemused response from Morley College's strategic funding and examinations manager, Stephen Hewitt.

He said: "It is ridiculous that the SFA won't publish a list of the over 400 qualifications that they have decided should be stripped of full funding status.

"We need this information to plan for 2016/17 and, by not telling providers, Peter Lauener and his agency are making this much more difficult."

An SFA spokesperson said only 33 qualifications were added to the entitlements list because "428 qualifications did not receive any submissions from a provider or an awarding organisation indicating they wanted them to be added to the list".

She added: "Of the 63 qualifications where we did receive a submission, but which have not been added to the updated list, there are small number we are further reviewing as they were below the minimum size threshold."

When asked which of the 524 had lost

full funding or were still under review, an SFA spokesperson said: "We don't hold an updated non-core list, this list was only used for consultation."

But the agency has never published a user friendly list of the qualifications under review — although FE Week managed to create a list after unlocking the spreadsheet.

The data that we compiled this list from has since been taken down from gov.uk.

FE Week previously published contents of a leaked letter, sent in February by NCFE chief executive David Grailey to SFA boss Peter Lauener, which was highly critical of the consultation process.

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

When asked this week for his views on the consultation result, he said: "I'm still disappointed with the rushed nature, and that we provide so much information for it to just seemingly disappear.

"I think the low number of qualifications added to the non-core list also reflects the fact that Awarding bodies didn't have sufficient time to make their case."

COMMENTS

Welcome news as SFA publish provider funding allocations for 2016/17

Two things caught my eye.

The first sign of the impact of Devolution Deals on providers in Greater Manchester, West Yorkshire and Sheffield where the combined authorities (CAs?) now have control of the AGE budgets and providers are warned that they are 'likely to see a greatly reduced 2016/17 AGE facility from the SFA'. Interesting to see how this is going to work.

Ramping up of Advanced Learner Loans allocations: providers with ALL facility will see an automatic 29% increase on their current loans commitment. Will they be able to use it?

Mike Farmer

Any stability in funding can only be good news in an ever-changing sector. It will be interesting to see the changes the new levy scheme will bring upon future funding? A levy and an

employer contribution may be too much for some. 19 percent increase in 19+ apprenticeships funding is good news. The latter may be response to the anticipated effect of raising the age of participation? Are we to anticipate more 16-18 year olds will stay in sixth form rather than apprenticeships?

Lots going on in the training and Apprenticeship world with funding, the levy, degree apprenticeships, employer led trailblazers area reviews which may well result in stronger super colleges, devolution to LEPs, the creation of the Northern power house, and what seems like the inevitable increase in School Academies owned and run by conglomerates of the same who may well enter the SFA funding arena as they widen their offer and seek funding from multiple streams. It's an exciting time with many opportunities to promote success and develop participation. Lots of thought provoking possibilities ahead. At the risk of being cynical

watch an election midterm go and turn it all on its head.

Alan J Green

SFA to consult on a new provider register

And not before time. Call me naive but I was more than slightly horrified a few years ago when talking to a major provider of Customer Service apprenticeships. On discovering from the learners that the underpinning knowledge training consisted of the assessor giving the candidate a list of questions based on the assessment criteria and asking them to fill in the answers, I asked what actual training courses they offered in Customer Service.

"Oh, none" they replied. So we had a provider with no expertise in delivering training in Customer Service being given public money to do just that. As a taxpayer, I take a dim view of this.

Michael Woodgate

APPRENTICESHIPS

THINK OCR

Our Apprenticeships offer real options for excellent career progression and provide a route for learners from Intermediate Level up to Higher Apprenticeships at Level 7.

We are delighted to announce that the first part of the new Apprenticeship Standards (Knowledge element) is now available for Level 4 in Software Developer and Network Engineer.

Our Customer Contact team are waiting to hear from you to discuss your Apprenticeship needs. Call on **02476 851509** or email **apprenticeships@ocr.org.uk**

When you think Apprenticeships, think OCR.

Photograph: OCR Business and Admin Apprentice



For more information visit ocr.org.uk/apprenticeships

 [@OCR_apprentice](https://twitter.com/OCR_apprentice)

OCR
Oxford Cambridge and RSA

PROFILE

FROM COUNCIL ESTATE TO LORD

ALIX ROBERTSON
@ALIXROBERTSON4

Jean Corston's journey from council estate to the first female chair of the parliamentary Labour Party and a life peer is living proof that social mobility in the UK is not just a pipe dream.

It left her perfectly suited to leading efforts in the House of Lords to help the next generation of working class kids achieve great things, through better skills training and wider education.

The chair of the House of Lords Social Mobility Committee was born in Hull in May 1942, at the height of the Blitz.

The city's location on a major estuary meant it suffered badly during the Second World War, with 95 per cent of houses in the area damaged or destroyed.

"It was the most bombed city in Britain — 86 bombing raids on Hull. We were running out of food," she recalls.

Lady Corston's father, a glove cutter, was lined up to go into the Royal Navy, until it was recognised that his skills would be better used in the role of foreman at a factory making helmets and gauntlets for RAF pilots.

Her mother worked in shops and looked after Lady Corston and her younger sister at home.

She recalls an epiphany from these early years that set her up as a socialist for life. She was left with her grandparents one Christmas in 1948, while her father rushed her sister to the hospital because she had burned her hand in the fire.

Her grandmother was amazed to find that they would not have to pay for the treatment, because in July the Labour government had introduced the National Health Service.

"I was watching my grandmother's face, and it was like a cloud parting over the sun," she says.

"She looked down at me and said, 'Fancy not having to pay to send for the doctor!' I knew this was something really important."

Her family later moved to Yeovil, Somerset, where she attended the local primary school and passed the 11-plus to attend Yeovil Girls High School.

"We came from a council estate — so they didn't treat me very well at school, and when people go on about how wonderful grammar schools are I want to explode," she comments.

At 16, she left school — a decision she says was non-negotiable.

"Nobody in my family had stayed at school until 16, they couldn't afford for me to stay on," Lady Corston says.

She briefly became a civil servant and moved to London aged 18, before marrying Christopher Corston in 1961.

They went on to live in Nairobi, now in Kenya, where Christopher worked for the British Forces Broadcasting Service.

"I was pregnant and didn't really want to bring a baby up in a bedsit in London," she says.

"I thought we were going to Cyprus, but it was changed to Kenya, which at the time was quite alarming because the Mau Mau Rebellion had just ended."

But she recalls: "The climate was fantastic, I've always been very interested in plants and the flowers, the trees, were just indescribable."

The couple stayed long enough to have two children, though sadly their first baby girl died.

Their second child, Sarah, was born in 1963, before they moved back to the UK and settled in Gloucester where their son David was born in 1965.

Now a grandmother of six — five boys and one girl — she remembers motherhood fondly: "I stayed at home.

"I used to have to feed a family of four on £6 a week. I made all the curtains and clothes.

"I would collect them from school and they would come home to the smell of millionaire's shortbread. I never regretted it."

But after 11 years at home, Lady Corston decided she wanted to stretch herself further. She enrolled in evening classes at Somerset College of Art and Technology, studying A-level English.

She achieved an A grade and in 1972 and became part of the second cohort to start an Open University degree, studying humanities and social science, before launching into politics.

She began as an assistant to the election agent in Taunton in 1974, then became full-time secretary agent for the Taunton Labour Party.

She was appointed assistant to the Labour regional organiser two years later, working from an office in Bristol that covered the seven counties of the southwest.

She and Christopher divorced in 1979 — "very amicably, we're still in touch", she says.

Lady Corston met her second husband, celebrated social scientist Peter Townsend, in 1980. They married five years later.

Townsend, who passed away nearly seven years ago, encouraged her to apply for her boss's job at the end of 1980, and she got the role aged just 38.

"I don't know if anybody at the age of 38 had ever done the job before, but certainly no woman had. It caused a seismic shock — in fact, one of my colleagues sent me a book on behalf of them all saying, 'To Jean Corston, on her appointment as south-west regional organiser, whether deserved or not'," she says.

Since then she has been the first woman in a number of roles, including overseeing the 1985 Labour Party conference.

This was a tough task, and not just because of the miner's strike or the recent Grand Hotel bombing in Brighton that had nearly killed Margaret Thatcher.

Her selection solicited the comment: "You can't have a woman running the conference, she'll cry!"

These experiences led her to believe it is important for women to support each other in the workplace.

"Women in politics are often queen bees," she says — referencing Thatcher as a prime example.

"I always tried very hard to be a worker bee — to say, 'For God's sake, if I can do it, you can,'" she adds.

Alongside this work ethic, Lady Corston seems to have never stopped learning, something that shone through in 1986 when she decided to depart from politics to study law at the London School of Economics.

She gained a 2:1 and went on to train at the Inns of Court.

But her career as a barrister was derailed when Labour MP Dawn Primarolo prompted her to put her name on the shortlist for MP for Bristol East, just to make up the numbers.

She assumed she was "not left-wing enough" to be selected, yet by the 1992 election found herself in the House of Commons.

"In my first parliament I didn't like it at all and I would count the days until a recess. The second parliament I grew to quite like it and the third parliament I loved it. I think I became thoroughly institutionalised," she says.

Lady Corston worked on select committees, tackled issues such as literacy and unemployment, and became the first female chair of the parliamentary Labour Party.

She says she built "a very good working relationship, with absolute openness" with then-prime minister Tony Blair, despite acknowledging that issues such as the Iraq war meant "it wasn't an easy time".

She eventually stood down in 2005, and was told by Mr Blair: "Don't think you're going off into the sunset — I want you to go right down the other end."

And that was exactly what she did, moving to the House of Lords, where she was made a life peer and a baroness.

Here she achieved one of the things she is "most proud of" — securing a ban on routine strip searching in women's prisons, as part of an investigation into vulnerable women in the criminal justice system that resulted in the 'Corston Report'.

It is one of her many achievements, alongside her most recent work with the Social Mobility Committee, and even her young grandson understood its significance.

"He once asked me, 'Can we put that on your headstone?'" she recalls.

"I said to him, 'I don't think there will be room, darling.'"

See page four to read our full analysis of Lady Corston's social mobility report: 'Overlooked and left behind: improving the transition from school to work for the majority of young people'.

1963

Jean as a young mum with her daughter Sarah



2000



Jean visits a Sikh temple in her constituency

2008

Jean and her late husband Peter Townsend at a wedding



2015



Jean with two of her grandsons in the House of Lords

DS COMMITTEE



For God's sake, if I can do it, you can

It's a personal thing

What's your favourite book?

I have read a book or story every day of my life since I could read, and picking one is impossible, but if I had to choose one bit of fiction which made me think, it would be *The Golden Notebook* by Doris Lessing. Essential reading for all!

What do you do to switch off from work?

I love gardening, and know that it is a process, not an event, and that you have to be patient.

What's your pet hate?

Litter.

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

Mary Wollstonecraft. She wrote 'A Vindication of the Rights of Women' in 1792.

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

When I was 13, I briefly wanted to be a missionary in India. After that, I just knew that I did not want to work in a factory.

Curriculum vitae

Born:

1942 Born in Hull

Education & Career:

1958 Left school and became a civil servant at HMIT (now HMRC)
 1961 Married Christopher Corston and moved to Nairobi, Kenya
 1963 Daughter Sarah born
 1965 Moved to back to UK to Gloucester, son David born
 1966 Moved to Taunton, enrolled at Somerset College of Art and Technology
 1976 Became assistant to the Labour regional organiser for the south-west
 1980 Appointed first female Labour regional organiser for the south-west
 1985 Married Peter Townsend, oversaw Labour Party conference
 1989-90 Studied at the Inns of Court School of Law as a barrister
 1992 Elected as Labour MP for Bristol East
 2001 Made first female chair of the Parliamentary Labour Party
 2005 Stood down from House of Commons, joined House of Lords as life peer and created baroness
 2007 Corston report published
 2015 Appointed chair of House of Lords Social Mobility Committee

EXPERTS



RAW HYDE

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

Improving inspections post-levy

John Hyde looks ahead to how apprenticeships will be inspected after the levy is launched.

Introducing the Digital Apprenticeship Service (DAS) to levy-paying employers from 2017 and subsequently to every apprentice employer from 2019 onward, will substantially increase the number of training providers.

The new DAS requires employers to select a training provider on-line directly from the SFA's approved list. No longer will training providers have a contract with SFA.

DAS also removes sub-contracting from lead providers.

Any organisation meeting the SFA's quality requirements can enrol. An estimated 2,000 providers could register.

Several employers paying the levy will also take the opportunity to become training providers themselves, joining those already delivering their own in-house apprenticeships.

Around 2,000 companies are expected to take this option, resulting in 4,000 potential employers, colleges and independent training providers for Ofsted to inspect.

But the SFA currently contracts with less than 1,000 ITPs and colleges for apprenticeships and there are a further 2,000-plus who sub-contract, but not all these sub-contractors will want or be able to get onto the ADS register

Improving quality was a main drivers for apprenticeship reforms.

The 'quality improvement' mantra is frequently trotted out by ministers, officials and those who should know better.

Yet the results of the annual employers and learners satisfaction survey for 2014-15 were published last week, showing an overall satisfaction rating of 85 per cent.

At HIT, we modestly scored 93 per cent. I'm sure employers and learners alike would not score their providers so highly if they were unsatisfied with the quality of their programme and provider.

Ministers would die for satisfaction scores this high. The latest Ipros Mori polling shows David Cameron at minus 25!

Ofsted faces a real challenge to ensure apprenticeships' quality is maintained and indeed improved. Outside of Ofsted, few believe a single inspection framework encompassing child care, classroom teaching and work based learning is satisfactory.

With more apprenticeship providers to inspect and the arrival of a new chief inspector, this gives Ofsted and the government the opportunity to review the future of work-based-learning inspection.

A separate division to inspect apprenticeship provision could be established within Ofsted, staffed by inspectors with actual experience of the sector and current industry or commercial

experience.

Many of us remember with affection ALI (the Adult Learning Inspectorate).

Not only were their inspections more thorough, they also provided a consultancy and improvement service missing from Ofsted.

Failing FE colleges have the FE commissioner to support them, whereas independent training providers automatically lose their contract following a poor inspection.

How will failing levy paying employer providers fare in the post levy world?

ALI benefited from a chief inspector, David Sherlock, who really understood the sector, and championed it, unlike the current Ofsted incumbent.

Ministers would die for satisfaction scores this high

Under Sherlock, completion rates rose from a derisory 50 per cent to over 75 per cent.

Since ALI, Ofsted, grades and completion rates have remained roughly static.

Hopefully, the new chief inspector will not rubbish service sector apprenticeships, base his or her public utterings on empiric evidence and not personal prejudices, and finally be consistent in his or her views, not changing them according to the audience they are addressing.

Ofsted inspectors will have to understand the new standards, which unlike the frameworks they replace, have no continuity with components and end assessments criteria differing widely from standard to standard.

Continuous assessment throughout the apprenticeship programmes are replaced by end tests.

The absence of qualifications in many new standards results in the removal of the awarding organisations quality assurance. Ofsted will need to fill this gap.

The analogy has been made by Department for Business, Innovation and Skills officials that new standards replicate the driving test — so when the learner is ready, they then sit the test.

But we all know, we really learn to drive properly after we have passed the test.

Current apprenticeship frameworks ensure apprentice complete their programme skilled and competent.

Let's hope the standards don't leave us with learners who can just complete tests, but aren't competent to do their job.



CAROLE KITCHING

Principal of Lewisham Southwark College

Reversing financial downward spiral

Carole Kitching reflects on her management team's drive to improve its finances.

Lewisham Southwark College reported an operating deficit of £6.7m at the end of 2014/15, as identified [by *FE Week* in edition 168] from the published college accounts.

This figure has long been in the public domain as it was the key driver in the widely reported organisational review at the time.

While this review succeeded in reducing pay costs by a similar amount in the short term, recruitment shortfalls at the start of 2015-16 further reduced income and again started to drive up the pay to income ratio to above sector norms.

The college has continued to make interventions in-year to reduce cost again, while at the same time taking forward plans to grow income, the only really sustainable way to break this cycle.

What follows are some personal reflections on this journey.

The college has faced significant challenges over the past three or four years and there are great ongoing challenges in reversing the downward spiral the college has found itself in.

As is almost always the case, declining quality and declining finances combined to create a perfect storm.

My role, alongside the new permanent team is to reverse that decline.

At the centre of the strategy is restoring the college to the heart of its communities in Lewisham and in Southwark — rebuilding confidence with improvements in teaching and learning and relevance of curriculum and re-engaging with our students, employers, parents, community groups and, of course, our boroughs.

Two Ofsted monitoring visit reports in the past seven months have provided some external validation that we are making progress.

This is not an easy task, but a very rewarding one.

By earning the right to our improving reputation, we are building up student recruitment again, the lynchpin of any successful turnaround.

Pride, of staff in doing a great job and students in their achievements and in their college, are key ingredients.

The college recently won Training Provider of the Year 2016 and one of our apprentices Apprentice of the Year in the Creative and Cultural Skills Annual Awards and the boost to morale was humbling to witness.

Reversing the fortunes of a college such as Lewisham Southwark is not for the

faint hearted.

The current climate is not supportive of even the most outstanding and financially robust colleges.

While it is absolutely right that there should be scrutiny and accountability of how public money is spent, the layers of intervention for colleges in difficulties are an industry in themselves.

It is a fine balance to take the right actions, make the right interventions, keep accelerating the pace of change and be able to report on this in detail and at length to different agencies.

Colleges have always coped with moving goalposts, but there are times when it feels the goalposts have been removed

There are no secrets about what makes for a successful and sustainable college, no holy grail to distract us.

A strong governing board, great teaching and training, a relevant curriculum, strong recruitment resulting in good class sizes, efficient and effective deployment of staff, decision making that is centred on student need and an organisation that works holistically, not in silos, is needed.

Colleges have always coped with moving goalposts, but there are times when it feels as though the goalposts have been removed altogether and perhaps even that scoring goals is no longer the sure-fire way to win the game.

Local area reviews are a chance to fix things and redefine the sector as something the government actually wants and needs, or our last chance saloon, depending on your viewpoint.

Radical change often requires radical solutions, challenging the orthodoxy of political intervention in order to secure the opportunity to transform the life chances of our students and communities.

If you are not prepared to stand up and speak out for the rights of your students you do not deserve the privilege of leading a college.

EXPERTS

Ofsted recently published a thematic report on how FE is preparing young people with high needs for adult life. It highlighted a worrying lack of progress with supporting them on to the right training courses, says Kathryn Rudd.

The question mark at the start of the title for the Ofsted thematic report — where it asks if the situation is ‘moving forward?’ — immediately raises alarm bells.

Based on the 2012 survey, called ‘Progression post 16 for learners with learning difficulties and disabilities’, which highlighted issues with transition arrangements, this new report clearly signals there’s still a postcode lottery for young people with disabilities in FE.

We applauded the Children and Families Act, and the values it enshrined around aspiration and choice. However, choice isn’t just around access to what’s available, it’s about knowing what is available.

The report recognises the provision of specialist, impartial careers guidance to learners with high needs was “generally weak”.

Young people and their families “frequently stated that they had received insufficient information about the full range of opportunities available to them,” it said.

National Star’s survey of more than 1,600 parents in 2015, further identified 30 per cent of parents said they had been actively discouraged or stopped from finding out about other options (than the one they were presented with).

A huge majority of parents — 87 per cent



KATHRYN RUDD OBE

Chair of the Association of National Specialist Colleges and principal of National Star College

Short-changing individuals and the public purse

— had no idea how local authorities were making decisions about their child’s future.

While their peers without disabilities are encouraged to access a range of different institutions specialising in different subject and vocational areas through developments, such as university technical colleges and the area review agenda, people with disabilities often only have the option of a provider within easy access.

There is a danger we will make skewed decisions

Yet although there is a real need for all provision to be high quality, we must also recognise some young people with disabilities may require a different resource, expertise,

curriculum or peer group, which may not necessarily be available at the provider down the road.

Or that they may wish to move away from home because they want to gain skills to become more independent.

Young people with disabilities are not one homogenous group who need one size fits all provision.

Therefore, it is imperative they have information about all their options and we don’t make decisions for them post-16.

It doesn’t matter if young people choose a school sixth form, training provider, a GFE or an independent specialist college — what matters is that a provider offers high quality provision which sets them up to achieve their goals post-college.

As Ofsted highlighted, in ‘Moving Forward?’, there is currently a “lack of reliable performance and destination data”. So we currently can’t tell whether a provider is effective or provides value for money.

Unfortunately this isn’t a new concept.

Amyas Morse, head of the National Audit

Office in 2011, stated that “giving the correct support to young people with special needs could help them lead more independent lives and reduce longer-term costs to the public purse”.

Yet he warned a lack of understanding of the relationship between needs, costs and outcomes could lead to students not getting the right support, and risk compromising value for money.

There are many reasons why this hasn’t happened — terminology, different data sets requested from different providers, and that it’s far easier to measure inputs than outcomes, are just a few.

But without this knowledge, there is a danger we will make skewed decisions.

We only measure the number of students gaining qualifications, but don’t take into account if those qualifications are preparing them for adult life.

We only measure the short-term cost of a placement, without considering long-term outcomes to the learner and public purse.

It’s vital to ensure young people with disabilities and their families have access to information and guidance to make informed decisions for their future.

It’s also imperative for local authorities to have access to data which demonstrates provider effectiveness and long-term value for money.

We also need to provide those young people with impartial guidance and develop a way to measure those outcomes.

Otherwise, it’s shortchanging the young person and public purse.



STEWART RIMMER

Principal of Great Yarmouth College

We’re going on a bear hunt

The government’s programme of post-16 area reviews has been likened to Charles Darwin’s evolutionary theory on survival of the fittest. Stuart Rimmer develops on this theme, comparing providers to different types of bears.

With the Department for Business, Innovation and Skills’ publication of the amplified guidance for area reviews and the Secretary of State Sajid Javid creating ‘insolvency regimes’ for colleges in future difficulty, it raises the question of what kind of sector will we have in the future?

In the context of ‘larger, more resilient colleges’, I cast my mind back to the November Association of Colleges conference — where a small group of principals were sat having a coffee and discussing whether or not we should be applying Darwin’s survival of the fittest philosophy to FE.

Darwin wrote: “Natural selection

almost inevitably causes much extinction of the less improved forms of life and induces what I have called divergence of character.”

Quickly our thoughts turned to animals, and in particular bears.

Why bears? Well, they exist in many forms and have had to adapt to a variety of environments, much like FE.

We pondered, if the FE sector was divided into groups of bears, what might it look like and what should happen next, how might their characters diverge?

And what breed of bear is likely to survive a faster changing environment?

So firstly let’s imagine the panda. A large, heavy animal, coupled with a limited and specific food source, means its ability to adapt is restricted.

So it’s slow to respond, slow to breed, a protected species, low in numbers, only found in captivity, but everyone loves them because they look nice and they are rare.

The reality is they are incapable of

survival in the wild, they struggle to feed themselves or successfully procreate and rely on hand outs from kindly visitors. If there was a ‘grade 4’ bear that would be it.

So, further up the food chain we find the koala. A smaller, nimbler bear that thinks it’s clever but it too has a limited diet (eating one thing over and over), and is very territorial and prone to tantrums.

It doesn’t like to share or live collaboratively. It doesn’t move a lot and only survives in limited geographical areas.

If the FE sector was divided into groups of bears, what might it look like and what should happen next, how might their characters diverge?

In times of danger it will retreat up its tree and wait (and hope) it will pass.

Next we consider the polar bear. A favourite of governments who are always

keen to fundraise for them.

They are distinctive, big and seemingly tough and resilient.

They are an alpha predator. But being ‘specialist’ they are vulnerable to their environment changing.

Food is now becoming scarce on the melting ice plains of the arctic. They lumber around looking big and tough, but alone — has this ‘elite’ bear had its day?

The ecosystem won’t support them for much longer, as they are forced to seek food over vast geographical areas and in environments to which they are less suited.

Finally, thoughts turned to the brown bear. The ‘outstanding’ bear of choice. They have a mixed diet, adapt to a variety of environments and climates, are family orientated, able to move quickly, and defend themselves against attack.

They’re cuddly on the outside and able to live alongside other species, but have a mean set of teeth for anyone who wants to take their dinner.

Of course it’s a struggle for all the bears in the long term as environments change.

Darwin never said the biggest and strongest would survive.

He said: “It is not the strongest of the species that survives, nor the most intelligent, but rather the one most adaptable to change.”

So, post area-based review, what bear would you aim to be, or maybe bears won’t survive at all?

Personally I am hoping they do, we should love and preserve our bears.

CAMPUS ROUND-UP *with Billy Camden*

Orchard Hill's dash for cash Big hit with Olympic champion

From left: Batman (college events coordinator Kayleigh McLeod), Steve Arnold, store manager at Sainsbury's, Carshalton, and Robin (college marketing manager Alice Irvine) during the centre to centre race



Orchard Hill College kicked off its first ever fundraising week with a dash, literally.

Members of staff and students at the special needs college used their

team work skills to compete in a 'Centre to Centre Race' — a dart across all five of their campuses sited in London and Surrey.

With some kitted out in fancy dress, participants took every type of public transport including trains, buses, and some even tried to use the Emirates Skyline.

But there was a serious side to the race.

Principal Dr Caroline Allen OBE explained: "Orchard Hill students have a range of



Geoff Austin, Deputy Mayor of Kingston, Orchard Hill College student Nathaniel Arulanandaras, aged 20, and principal Dr Caroline Allen cut the ribbon to start the race

learning difficulties and disabilities and the college aims to help their students become active members of their local communities.

"By using all forms of public transport between our centres, the college can help its students and feedback to public transport services, where there are concerns regarding disabled access on platforms, access to toilets, getting on buses, trams for example."

The centre to centre race was just one of many fundraising activities held by the college throughout the week, which also included a cycleathon, a fashion show and a raffle.

More than £6,300 was raised by the college.

A student from South Gloucestershire and Stroud College (SGS) met Olympic super heavyweight champion boxer Anthony Joshua during an England training camp.

Seventeen-year-old Natalie Craig attended the event at the English Institute of Sport (EIS), in Sheffield, with other members of the national female boxing team.

A highlight was meeting 2012 Olympic super heavyweight champion and now professional world heavyweight title challenger, Anthony Joshua, who was training at the EIS before his IBF World title contest against Charles Martin later this month.

Natalie trained with the national coaching team, headed up by four times ABA national champion, three times European silver medallist and Great Britain champion, Amanda Coulson.

Her punishing schedule included early morning runs, sparring, punch bag and pad work.

Natalie, who studies level three public services at SGS, said: "I am exhausted but



Natalie Craig with Anthony Joshua

had a great time. I learned so much and look forward to hopefully competing for England soon."

SGS head of boxing Craig Turner, who was one of the coaches on the day, said: "It was an honour to coach the team and see the wealth of female talent our nation has."



Credit: BBC Radio 1Xtra

Jamal hits right notes at Radio1Xtra showcase

Carshalton College student has received a major boost in his bid to hit the music big-time, after he was chosen through BBC Radio1Xtra to perform at a major international festival.

Jamal Woon, aged 17, who is studying level two music technology at the London college, took to the stage as part of a BBC Radio1Xtra showcase at the South by Southwest festival in Austin, Texas, USA.

The budding musician, producer, and singer-songwriter was one of six new acts selected to perform in the showcase after he uploaded his music to the BBC Introducing

website.

The festival appearance, on March 18, came in the same month he signed a publishing deal with Mistajam, a DJ for Radio 1 and Radio 1Xtra, for his catalogue of songs.

Jamal, who has been recording, producing and writing his own music since he was 14, credits his course tutors with helping him succeed.

He said: "It has been so important for me to study at college. My music tutor Jay Relf has really taught me the composition of music and different techniques to use, really taking my music to the next level."



Credit: BBC Radio 1Xtra

College drills for disaster



Upturned trains and thousands of tons of rubble surround Waterloo Underground station for the event

Uniformed public services students from Barking & Dagenham College got the chance to take part in Europe's biggest disaster drill.

The four-day event, 'Exercise Unified Response', simulated a tower block collapsing into Waterloo Underground station, packed with passengers.

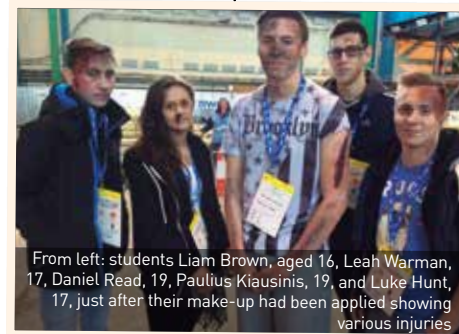
Organised by London Fire Brigade and involving more than 70 organisations, the event was staged at Littlebrook power station, Dartford and included more than 2,000 volunteers playing casualties amid overturned Tube trains and

thousands of tons of rubble.

The group of 81 level three students acted as victims of the crash and were able to gain first-hand experience of how the emergency services would respond to a major incident.

Barking & Dagenham College public services lecturer Tim Bamforth-White, who accompanied

the learners, said: "The students were able to get a sense of the scale of such an emergency and the planning, organisation and levels of communication and teamwork necessary to manage an incident of this magnitude."



From left: students Liam Brown, aged 16, Leah Warman, 17, Daniel Read, 19, Paulius Kiausinis, 19, and Luke Hunt, 17, just after their make-up had been applied showing various injuries

Harrow helps Faye on road to Rio

FEATURED
CAMPUS
ROUND-UP

Paralympic athlete Faye McClelland is being backed all the way to Rio 2016 by her former college, with the current crop of students also reaping the benefits of a sponsorship deal, writes Billy Camden.

Four-time World Paratriathlon Champion and three times European Champion Faye McClelland will have Harrow College partly to thank if she wins gold at this summer's Paralympics Games.

For the former student is being helped on her road to Rio 2016 by being officially sponsored by the college.

Faye, who was born without her left hand, studied a general national vocational qualification in art and design from 1996 to 1998 at Harrow.

Of the sponsorship, she said: "Having the backing of the college is fantastic. As a former student, it means a great deal and adds to my determination in securing a gold medal at Rio."

As a triathlete, Faye will be pushing herself to the limit in three disciplines — swimming, cycling and running.

She will compete for the Great Britain team in the woman's PT4 category for athletes with less severe arm and leg impairments.

Up to the end of June, she will compete in a series of international qualification races to recruit the points required to secure a place in the Great Britain Paralympic Team.

"The sponsorship helps me out financially, so for things like equipment and travelling to races it is a huge boost," said Faye. "I'm so thankful to the college who are truly helping me on my road to the games."



Paralympic athlete Faye McClelland representing Great Britain in the triathlon



Principal Pat Carvalho said Harrow College was "proud" to continue its affiliation with Faye and her success.

"Faye's journey has been very special and we're backing her all the way to gold this summer," said Ms Carvalho. "We agreed a certain amount to support her activities towards her training and competitions."

When asked by FE Week how much the sponsorship deal is worth, a spokesperson for the college said it is not their policy to

disclose this kind of financial information.

Before the games and as part of the sponsorship, Faye agreed to work with the college in a number of ways to help inspire current students — including talks, motivational blogs and updates on her preparation for Rio.

She will also open the college's new centre for students with learning difficulties later this month.

Ms Carvalho said: "Faye has been absolutely



& MOVERS SHAKERS

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

Ben Blackledge has been appointed as the director of education at WorldSkills UK, the organisation that oversees the selection process for the British WorldSkills team.

Mr Blackledge, who was previously head of education and development, joined the organisation in April 2014.

He was previously at the Skills Funding Agency, where he was responsible for establishing partnerships with employers for the National Careers Service and working on the development of the government's careers advice strategy.

"Ben has a wealth of knowledge and experience of the skills agenda," said Dr Neil Bentley, chief executive of WorldSkills UK.

"With his drive and determination, I am confident that we will continue provide a comprehensive showcase of UK's world class apprenticeships and technical skills to the young people who will form the basis of the future workforce."

Mr Blackledge takes over the role from Christine Doubleday, who has been acting as interim director of education for 11 months.

Mr Blackledge said: "At such an important time for the UK, it is crucial that our [WorldSkills UK] work continues to inform and engage young people and employers.

"I am looking forward to expanding and reinforcing the work we do to support business competitiveness, develop young people's skills and employability and continue to drive excellence in standards, while ensuring that our offering remains fresh, exciting and relevant."

Meanwhile, Jane Machell has retired as principal of Alton College, Hampshire, after more than 12 years at the helm.

Former vice-principal for curriculum at Alton, Sara Russell has now stepped up to the

top position.

Ms Machell described her time at the college as humbling.

"We deliver fantastic A-level provision and we have also developed our fantastic vocational courses," she said.

"I am hugely proud of our foundation degrees, skills for learning and high needs provision. We are respected highly for this."

Ms Machell added: "Students need knowledge, skills and creativity to enable them to have skills and emotional resilience for their next steps for the future and that's what they gain at Alton College."

Chair of governors Ian Gibson said: "I'd like to take this opportunity to thank Jane, on behalf of the college and the corporation, for her hard work and leadership over the past 12 years.

"She has been of great value to the organisation and has had a significant influence on its success.

"I'm sure that you will all join me in wishing her the best for a happy

great, she's been really responsive throughout her intense training regime.

"We have been very careful to make sure that we are not putting overburden on her in terms of what she is doing in the lead up to Rio and beyond.

"Between us, we have worked out something that is a benefit for everyone. It's a win win."

And Faye added that she is "excited" to work closely with the students.

During her college days, Faye only took part in kickboxing recreationally to keep fit. It wasn't until later in her career that her passion for athletics really took off.

She got into triathlon when a friend challenged her to do the run section as part of a relay.

She carried on the sport and did her first paratriathlon event in 2009.

Faye said her training is currently going "to plan" and she is confident that she will get to Rio.

Speaking on behalf of the whole college, Ms Carvalho said: "We absolutely think Faye has what it takes to go all the way and win gold, we really do."

The Rio 2016 Paralympics Games will take place from September 7 to 18.

DO YOU WANT TO BE IN CAMPUS ROUND-UP?

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



Ben Blackledge



Jane Machell



Sara Russell



John Maher

retirement."

And FE and skills solutions specialist FEA has appointed John Maher as its new MIS managing consultant following Mike Craddock's retirement.

Mr Craddock had held the role for more than a decade at FEA, formerly known as FE Associates, while Mr Maher had been a member of his team for eight of those years.

Mr Maher's role will require him to lead the organisation's information management team and working with FEA's customers.

Managing director of FEA David Sykes said: "We have been incredibly lucky to have had such a well-respected MIS expert as Mike Craddock lead MIS for us and we wish him all the very best for the future.

"It was the right and natural decision to appoint John as his successor as the two shared so much both in terms of vision and delivery.

"John's skills, insight and talent are equally valued and his appointment ensures excellent continuity for our providers and partners."

Mr Maher said: "I have been very fortunate to work with Mike for so many years and, while his are substantial shoes to fill, I am very much looking forward to continuing our work and leading the department into the next phase."



Principal & Chief Executive Competitive package

Swindon College is a highly successful college playing a key educational leadership role in the region. With around 8,000 learners of which 2,500 are full-time, and a turnover of c£22m the college is strongly placed to continue moving forward with confidence. With its excellent location and growing local economy Swindon provides many opportunities for the strategic development of the college's education and training services.

We are looking to recruit our next Chief Executive to ensure we meet the challenges of the ever-changing FE landscape. We are moving with confidence into the area review process which is scheduled to begin in September and require an experienced leader to take the college forward.

The successful candidate will join a college graded as 'Outstanding' by Ofsted at its last inspection in 2013. We are immensely proud of the achievements of our students, our dedicated staff team and our partners.

A highly experienced strategic leader who can provide clear vision and direction, the successful candidate will bring exceptional communication skills, imagination, commercial acumen, a creative and innovative approach and a positive, entrepreneurial attitude. The incoming Principal will build on our strong and diverse range of external stakeholders and position Swindon College as a key partner across our region.

With an understanding of teaching and learning, high quality outcomes, innovative and responsive curriculum, the financial and funding landscape and developments within HE and international provision, any incoming candidate will need broad and extensive senior leadership experience in the FE sector.

You must bring a passion for working with young people and inspiring a new generation and an exceptional track record of leadership and management. This role presents an outstanding opportunity for an individual with ambition, drive and vision to lead a highly successful and progressive college.

To find out more, please visit www.swindonleadership.com or call our advising consultants at **GatenbySanderson**, **Paul Aristides** on **020 7426 3987** or **Manjit Mundair-Lalli** on **07807 624 332** for a confidential discussion.

Closing Date: 3rd May 2016.

GatenbySanderson



Apprenticeships | Traineeships | Recruitment

"Qube Learning is a successful Ofsted Grade 2 training provider delivering work-based learning programmes across England. We currently work with hundreds of employers, delivering a range of qualifications and training to a multitude of learners in a wide range of industries."

HEAD OF BUSINESS CHANGE

Home based with national travel (must be within easy access of London)
£37,500 - £42K pa plus benefits

Due to government reforms we are experiencing a period of significant change and as a result a new and exciting opportunity has arisen for a Head of Business Change.

This role touches on a lot of aspects of change including extensive research into government policy and strategy, making recommendations for change with data derived from high level reports. You will build capabilities within the organisation, drive up quality and introduce innovative ideas in order that we can meet and exceed demands in an ever changing industry and continue to set Qube apart from other industry providers. This individual will have an integral role during the Apprenticeship Funding Reform and will be involved in liaising with all internal stakeholders to manage and lead the process.

Key Performance Indicators:

- Ambassador of change management
- Project Management
- Networking
- Quality & Compliance

You will have experience in a similar role and will have an excellent understanding of work based learning and funding as well as experience of project managing in a learning environment. As part of the Senior Management Team, you will be expected to demonstrate an ambitious vision and attain high standards of quality and performance at all times.

REGIONAL OPERATIONS MANAGERS - NORTH & MIDLANDS

Home based with regional coverage
£40K pa plus benefits

As a result of growth we have an exciting opportunity for two Regional Operations Managers; one based in the North and one in the Midlands.

You will have a proven track record of strategic leadership and management of operational delivery; driving change and continuous improvement to raise standards and achieving goals and targets. The role involves responding to and meeting the needs of employers and learners to positively enhance timely qualification success rates (QSR) and increase customer satisfaction rates.

Key Performance Indicators:

- Timely Achievement & Success Rates
- Operational Excellence
- Quality & Compliance
- Operating Profit
- Strategic Leadership and Management

You will have experience in a similar role and will have an excellent understanding of work based learning and funding as well as experience of managing in a learning environment. As part of the Senior Management Team you will be expected to demonstrate an ambitious vision, have high expectations for what all learners can achieve, and attain high standards of quality and performance at all times.

In return we offer a generous reward package with a real opportunity for the right candidate to influence the business and add significant value. If you would like to apply for this position please send your CV with a covering letter stating why you are interested to Sally Connolly at sally.connolly@qube-learning.co.uk

www.qube-learning.co.uk

JOBS

PETROC™
COLLEGE OF FURTHER
& HIGHER EDUCATION

EXCITING LEADERSHIP OPPORTUNITIES

Vice Principal, Quality, Curriculum and Learners

Vice Principal, Business Development, Marketing and Curriculum

Vice Principal, Finance and Resources

Director of Human Resources and Organisational Development

Competitive salaries

Petroc is one of the South West's leading colleges based in Barnstaple and Tiverton, committed to raising aspirations, knowledge and skills of individuals, communities and businesses in Devon and beyond. Petroc is looking to the future with confidence and with high ambitions for our 11,000 learners and as a freshly confirmed Ofsted rated 'Good' college we are a highly performing educational provider. As part of a new senior leadership team working to the recently appointed Principal, this is a fantastic time to join the team and lead the future development of the College.

For further information please visit our dedicated site
www.petrocleaders.com

For an informal and confidential discussion, please contact our advising consultants at **GatenbySanderson**:
Paul Aristides on 020 7426 3987 or **Carolyn Coates** on 0121 644 5705.

Closing date is Monday 9th May 2016

GatenbySanderson



SKILLS AND EDUCATION GROUP GROUP DEPUTY CHIEF EXECUTIVE / MANAGING DIRECTOR, ASDAN

Salary: £80k – £85k pa (according to ability and experience)

Location: Bristol

The Skills and Education Group (SEG), to be established in June 2016, comprises three established brands: **ASDAN**, **emfec** and **ABC Awards** with the charitable objective: 'the advancement of skills and education to improve the lives of individuals'. Whilst there are many challenges facing the education and skills sectors, the establishment of SEG will be focused on strengthening the brands and services in the market place and ensuring the charitable objectives of the founding charities are maintained for the long term.

The Skills and Education Group is seeking an exceptional Deputy Chief Executive to grow with the new group. Supporting the Chief Executive, working across the group, this is a great opportunity for you to make a significant contribution to positioning the organisation to achieve long term success and sustainability.

As the Deputy Chief Executive you will be responsible for shaping this newly created role and for providing high quality strategic and operational management and leadership developing the group as a high performing entity. You will need to create a role which integrates with the remit of the Chief Executive so that between both post holders the organisation is guided and led dynamically. You will play a crucial role in transforming the group into a successful and responsive organisation.

You will act as the Deputy Chief Executive of SEG in all respects and lead its work in the school sector, ensuring strategies and plans support this area of the group's work. As the Managing Director of ASDAN, you will lead on the strategic and operational development of ASDAN ensuring that it is managed effectively and that staff play an effective role in the development of SEG.

To learn more about this unique opportunity and how to apply, please visit the websites: www.asdan.org.uk www.emfec.co.uk www.abcawards.co.uk

For a confidential, informal discussion about the post with Paul Eeles, Chief Executive you are welcome to contact Tracy Roser to arrange a telephone conversation. Tel: 0115 854 1628 or tracyr@emfec.co.uk

CLOSING DATE: 12 NOON TUESDAY 3 MAY 2016
INTERVIEWS: WEDNESDAY 11 MAY 2016 IN BRISTOL

*Please note we do not accept late applications and CVs submitted without a formal application form will not be accepted for consideration.
No agencies please.*





Tutor: Maths GCSE (full-time, permanent role)

School of English, maths, academic and professional studies

This is a great opportunity for a dynamic, professional individual qualified in an appropriate discipline, to join a forward thinking college to develop and teach Maths GCSE to groups of learners from across the college.

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

It is essential that you have the ability to build positive relationships, and displaying excellent communication, organisational and administrative skills, as well as demonstrating a flexible and professional attitude.

You will be a highly self-motivated, energetic and driven individual, encompassing a strong sense of autonomy. You will possess excellent presentation and communication skills and be able to demonstrate achievement of targets.

This post has 836 delivery hours.

The role will require you to take on and work to the college's values; working with professionalism, taking responsibility for your actions, and giving respect to clients and colleagues alike.

For more information and to complete an online application form please visit:

www.wnc.ac.uk/vacancies



FE Week

ENGLISH AND MATHS JOBS

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

TO ADVERTISE WITH US CALL
HANNAH SMITH ON 020 81234 778 OR
HANNAH.SMITH@FEWEEK.CO.UK

JOBS



The Camden College

WMC – The Camden College helps to transform adult lives through education and we have an exciting opening where you can make a real difference to curriculum delivery.

Deputy Principal

35 hours per week, Permanent
Salary c£70,000 per annum

We are looking for an experienced and highly competent Deputy Principal to join the college's executive team and provide outstanding leadership and improvement of curriculum activities and the team that deliver them.

This will involve working effectively with the Principal and Governors to ensure that the learner experience is at the heart of everything we do and staff have a good understanding of the College's vision and what needs to be done to deliver this.

As you would expect from such a position, the Deputy Principal will be responsible for the continuous improvement, development and delivery of the college curriculum, so the ideal person will be someone that strives to improve the quality of teaching and learning, service delivery and student support.

You will have a track record of outstanding leadership in a senior curriculum management role in a successful post 16 setting, be able to demonstrate evidence of strategic curriculum management and a range of teaching and learning strategies and also have a thorough and current understanding of qualifications frameworks and funding requirements.

If this role interests you, then please go to our website www.wmcollege.ac.uk for further information and details of how to apply. Completed application should be emailed to recruitment@wmcollege.ac.uk or by post to Human Resources, WMC - The Camden College, 44 Crowndale Road, NW1 1TR.

Please note that we do not accept CV's as application for a position and do not welcome contact from recruitment agencies.

Closing date for this position is Sunday 24 April 2016 at 23:59

Interviews and assessment will take place on Wednesday 11 & Thursday 12 May 2016 - please ensure that you are available to attend both days if selected



The Camden College

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.

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

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

[@WMCollege](https://twitter.com/WMCollege)

The same...
OUTSTANDING!
College



nbp
COMMITTED TO
EQUALITY
EMPLOYER



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 vacancy

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. Previous applicants will be carried forward. Interviews are likely to be held on 28th or 29th April.

Applications for the above posts should reach us by:

12 NOON THURSDAY 21st APRIL 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

email: 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.



English Lecturers - Full time, part time and hourly paid opportunities

Salary: £25,650 - £32,700 pro rata per annum based on qualifications and experience

Hourly Paid: £24.10 plus holiday pay (£29.82 effective rate)

Golden Hello payment of up to £5,000*

Are you looking for a new challenge? Would you be able to inspire our learners?

Hertford Regional College is seeking English lecturers who are passionate about their subject and who have a proven track record in delivering GCSE programmes. We have a wide range of flexible working opportunities for either full time, part time or hourly paid roles.



Hertford Regional College

The role

As a lecturer in English you will be teaching a range of learners, focusing on GCSE English. You will work collaboratively cross college to increase learners' success in English and in their chosen vocations.

Ideal candidates will already be using a variety of different, innovative and engaging teaching techniques, and will be able to inspire trust and confidence in the students enabling them to succeed.

Who are we looking for?

Shortlisted applicants will be enthusiastic, qualified teachers, with experience of teaching English GCSE and Functional Skills Level 2. They will hold a full teaching qualification (PGCE, DTLLS, DET or equivalent) and will be educated to degree level in English. The successful candidate will have a proven track record in teaching in an FE or HE environment and demonstrable success in raising the standards within English.

The College

Hertford Regional College is a vibrant further education college with ambitious targets teaching over 9,000 students across two campuses.

We can offer you free parking, a defined benefit Pension scheme, on site refectory with subsidised coffee outlet, a gym and access to state of the art facilities for staff and learners. As a member of our team you will have access to an Employee Assistance Programme, promoting wellbeing and a healthy lifestyle.

Hertford Regional College wants to attract and retain talented staff to develop and continue their careers with us. With this in mind we are currently offering a Golden Hello scheme for these roles. The College will pay newly appointed English lecturers a Golden Hello payment of up to £5,000*.

To be eligible for this payment you need to hold:

- Full teaching qualification (PGCE, DTLLS, DET or equivalent)
- Degree in English

To find out more about HRC or to view the full job description and person specification, please visit our website: www.hrc.ac.uk

Please note

All candidates will receive either a notification to attend an interview or an email to advise that they have been unsuccessful. This will be sent to the email address supplied upon application.

Please ensure that you outline in the Supporting Statement how your Experience, Skills and Qualifications meet those outlined in the Person Specification; only candidates that fully outline the above will be selected for interview.

We reserve the right to bring forward the closing date of any vacancies when we have received a suitable number of applications from which to make a shortlist. All positions are subject to a DBS check.

You must specify in your supporting statement whether you are applying for a full time, part time or hourly paid role and the hours that you are available.

Hours: Full time is 36 hours per week / variable

Salary: £25,650 - £32,700 pro rata per annum based on qualifications and experience

Golden Hello payment of up to £5,000*

Annual Leave: A generous holiday entitlement of 42 days per annum plus all public and bank holidays (pro rata for part time staff)

Hourly Paid: £24.10 plus holiday pay (£29.82 effective rate)

Closing Date: Thursday 14 April 2016 @ noon

If you wish to contact us, please email hr@hrc.ac.uk

*terms and conditions apply

Maths Lecturers - Full time, part time and hourly paid opportunities



Salary: £25,650 - £32,700 pro rata per annum based on qualifications and experience

Hourly Paid: £24.10 plus holiday pay (£29.82 effective rate)

Golden Hello payment of up to £5,000*

Are you looking for a new challenge? Would you be able to inspire our learners?

Hertford Regional College is seeking Maths lecturers who are passionate about their subject and who have a proven track record in delivering GCSE programmes. We have a wide range of flexible working opportunities for either full time, part time or hourly paid roles.

Hertford Regional College

The role

As a lecturer in Maths you will be teaching a range of learners, focusing on GCSE Maths. You will work collaboratively cross college to increase learners' success in Maths and in their chosen vocations.

Ideal candidates will already be using a variety of different, innovative and engaging teaching techniques, and will be able to inspire trust and confidence in the students enabling them to succeed.

Who are we looking for?

Shortlisted applicants will be enthusiastic, qualified teachers, with experience of teaching Maths GCSE and Functional Skills Level 2. They will hold a full teaching qualification (PGCE, DTLLS, DET or equivalent) and will be educated to degree level in Maths. The successful candidate will have a proven track record in teaching in an FE or HE environment and demonstrable success in raising the standards within Maths.

The College

Hertford Regional College is a vibrant further education college with ambitious targets teaching over 9,000 students across two campuses.

We can offer you free parking, a defined benefit Pension scheme, on site refectory with subsidised coffee outlet, a gym and access to state of the art facilities for staff and learners. As a member of our team you will have access to an Employee Assistance Programme, promoting wellbeing and a healthy lifestyle.

Hertford Regional College wants to attract and retain talented staff to develop and continue their careers with us. With this in mind we are currently offering a Golden Hello scheme for these roles. The College will pay newly appointed Maths lecturers a Golden Hello payment of up to £5,000*.

To be eligible for this payment you need to hold:

- Full teaching qualification (PGCE, DTLLS, DET or equivalent)
- Degree in Maths

To find out more about HRC or to view the full job description and person specification, please visit our website: www.hrc.ac.uk

Please note

All candidates will receive either a notification to attend an interview or an email to advise that they have been unsuccessful. This will be sent to the email address supplied upon application.

Please ensure that you outline in the Supporting Statement how your Experience, Skills and Qualifications meet those outlined in the Person Specification; only candidates that fully outline the above will be selected for interview.

We reserve the right to bring forward the closing date of any vacancies when we have received a suitable number of applications from which to make a shortlist. All positions are subject to a DBS check.

You must specify in your supporting statement whether you are applying for a full time, part time or hourly paid role and the hours that you are available.

Hours: Full time is 36 hours per week / variable

Salary: £25,650 - £32,700 pro rata per annum based on qualifications and experience

Golden Hello payment of up to £5,000*

Annual Leave: A generous holiday entitlement of 42 days per annum plus all public and bank holidays (pro rata for part time staff)

Hourly Paid: £24.10 plus holiday pay (£29.82 effective rate)

Closing Date: Thursday 14 April 2016 @ noon

If you wish to contact us, please email hr@hrc.ac.uk

*terms and conditions apply

www.hrc.ac.uk



Director of Quality

Full-time - £48,499 - £53,521

A fantastic opportunity for an ambitious, talented and dynamic professional to work in an enviable location. We are looking for a quality expert to make a significant contribution to the development and implementation of plans and strategies for raising quality standards and improving outcomes for our students.

As part of the role you will manage a curriculum area, leading a dedicated teaching team to improve teaching and learning, and positive outcomes for students.

City College Plymouth is a large vocational and technical college offering both further and higher education. Our most recent Ofsted report rated the College as "Good" with outstanding features, and we have a national reputation for promoting enterprise, employability and science, technology, engineering and mathematics (STEM), with a fantastic £13million state-of-the-art Regional Centre of Excellence for STEM due to open in Autumn 2017.

With over 12,000 students and 600 employees you will be joining a friendly, aspirational and professional college that is wholly committed to securing the best academic and work readiness outcomes for all of our students.

Closing date: Friday 29 April

Apply at www.cityplym.ac.uk/jobs

01752 305322

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.



MATHS TEACHER REQUIRED



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

Closing Date: 15 April 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.

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

JOBS

WE ARE AN EDUCATION AND TRAINING COMPANY WITH A FAST GROWING E-LEARNING DIVISION, REQUIRING MORE GREAT PEOPLE, TO DO GREAT THINGS!

ARE YOU OUR NEXT SUPERHERO?

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

WE ARE LOOKING FOR A... FULL-TIME LEAD TUTOR

- SALARY SCALE £25,000 - £30,000 DEPENDENT ON EXPERIENCE
- LEVEL 4 INTERNAL QUALITY ASSURANCE QUALIFICATION ESSENTIAL
- LEVEL 5 DIPLOMA IN EDUCATION AND TRAINING ESSENTIAL

THE KEY ELEMENTS OF THIS EXCITING ROLE :

- RESPONSIBLE FOR OVERSEEING THE DELIVERY OF OUR VOCATIONAL QUALIFICATIONS
- MANAGE A TEAM OF HOME-BASED TUTORS/PDCS
- LIAISE WITH AWARDING BODIES, INCLUDING CITY AND GUILDS
- OVERSEEING THE ONGOING DEVELOPMENT OF OUR E-LEARNING QUALIFICATIONS
- OVERSEEING THE DEVELOPMENT OF OUR E-LEARNING PLATFORM LEO
- A DESIRE TO SUPPORT THE GROWTH OF THE BUSINESS
- HIGH ENERGY, DRIVEN AND PASSIONATE INDIVIDUAL, INNOVATIVE & FLEXIBLE

TO JOIN THE IN2AMBITIONER'S
SUPERHERO TEAM, COME AND MEET
US AT OUR NEXT RECRUITMENT DAY.



PLEASE APPLY VIA EMAIL WITH YOUR CV TO TRUDIW@IN2AMBITION.COM
WWW.IN2AMBITION.COM

BASED IN THE MIDLANDS
WITH A NATIONAL REACH.

in2ambition
inspiring and nurturing aspirations

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

 **Total People**

Trainer in English and Maths

Permanent
Full time or Part-time (3 days per week)
Chester, Warrington, Winsford

Closing date: 15th April 2016

We are looking for a Trainer who has a real passion for developing people to join our team at Total People on a full time or part time basis.

Total People are one of the largest suppliers of work-based learning in the North West of England. On our last Ofsted inspection we were awarded a 'Grade 2', placing us in the top 15% of training providers in the country. Currently supporting over 1800 employers and 4500 learners throughout Cheshire, Staffordshire, Shropshire and the Midlands.

As a trainer you will teach English and Maths Functional skills qualifications to our Study Programme learners to support them to achieve their qualifications

Key Responsibilities include:

- Planning and delivering personalised learning to small groups of learners to help them develop their skills and achieve Functional English and Maths
- Reviewing the progress of learners and providing ongoing guidance and support
- Managing caseloads within appropriate timescales to support learners to achieve their qualifications
- Completing all relevant paperwork in accordance to procedures

Essential Skills:

- Experience of working with young people aged 16 to 19
- Qualifications in Maths and English to at least a Level 2 equivalent
- The ability to motivate and inspire both groups and 1 to 1 learners
- A recognised teaching qualification or be willing to undertake training to achieve the requirements of the sector
- A full, clean driving licence and use of a car as travel between all our sites will be required

How to apply:

If you would like to apply for this position please visit our website <http://jobs.totalpeople.co.uk/> and apply using our online application form.

Total People Ltd is an Equal Opportunity Employer. If you are not selected for interview within 3 weeks of the closing date, you will not be contacted but your details will be kept on file for 3 months

This organisation is committed to safeguarding and promotes the welfare of all learners and expects all staff to share this commitment. The successful applicant will be subject to a Disclosure and Barring Service Check.

FE Week

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

CONTINUOUSLY PROVIDING YOU WITH THE NEWS THAT MATTERS SINCE 2011

- FE Week is the only dedicated newspaper for the FE and skills sector
- FE Week continues to be the 'go to' news source, publishing lively, engaging, and challenging FE news
- Weekly expert insight and interpretation of complex issues and policies have won its expert journalists plaudits and national awards
- From the onset FE Week has never been afraid to ask difficult questions and is determined to get past the bluster and explain the facts



THE SECTOR'S PREMIER SOURCE FOR NEWS, COMMENT AND RECRUITMENT ADVERTISING IS FE WEEK



For only £75 a year, subscribers to FE Week receive a printed (20+ pages) newspaper every Monday during term-time (36 editions a year), a digital PDF edition emailed directly to their inbox on a Friday morning, access to the digital FE Week archive, weekly email updates and more. If you really like in-depth, investigative further education journalism, determined to get past the bluster and explain the facts, then FE Week is your newspaper.

FEWEEK.CO.UK | [@FEWEEK](https://twitter.com/FEWEEK) | [FACEBOOK.COM/FEWEEK](https://facebook.com/FEWEEK) | NEWS@FEWEEK.CO.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

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next edition

Last Week's solutions

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

Difficulty:
EASY

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

Last Edition's winner was Jackie Mangozho, Learning Administrator, The Chartered Institute of Housing.