

FE Week

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SFA to improve interactive dashboards after complaints

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The Skills Funding Agency (SFA) has said it will improve its tool for viewing qualification achievement rates (QAR) following complaints from providers.

The twice-delayed QARs were finally made available on April 5 via new interactive dashboards on the SFA's online hub.

However, the dashboards did not include the facility to view national averages for individual qualifications — information that has been available in previous years, before the introduction of the interactive dashboards.

A number of providers took to the SFA's FE Connect forums in the days following the QAR publication to vent their frustration at the missing information.

"As the dashboard does not have the detail that we require it will mean that MIS staff across the country will have to do a piece of work to bring their own figures and the national averages together at the qual/framework level — this is what providers and Ofsted will want to see," said Paul Taylor, systems and MI manager at Skills Solutions.

"I did not expect that we would have to do this and therefore this is very frustrating," he continued.

Another provider with the username anixon wrote: "I'm not happy that not only can I not get national rates at learning aim level, there also doesn't seem to be a way to get national rates by level for the various qualification types — eg. Diploma Level 3."

"Not only that, but I'm yet to see a way to get overall rates for retention or pass rate, just the various drill downs," they continued.

Another user, nicolah, said: "Would still like to get the dashboard to behave so that I can see some national levels separately for English and maths and not just lumped together."

When asked by FE Week if the missing information would be made available, a spokesperson for the SFA said: "Since the interactive dashboards were published we have had some very constructive feedback.

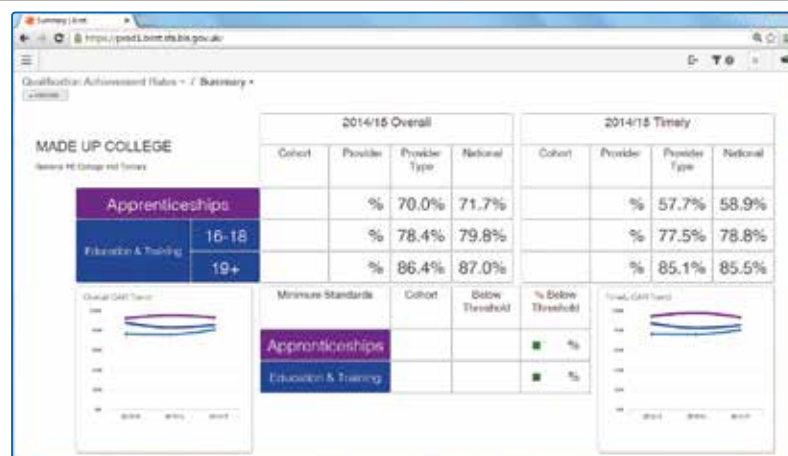
"In responding to that feedback we are developing an additional interactive dashboard that will give providers national rates at aim and framework level for comparison."

The spokesperson said she was unable to give a timeframe for when this additional dashboard would be made available.

In addition to comments about the missing functionality, providers have also been expressing their general dislike of the new interactive dashboards.

"I must say I was also very unimpressed with the whole thing," anixon also wrote on FE Connect. Overall it seems to be a case of lots of style and little of substance. Looks to me like a step backwards and not at all what I was expecting, especially given the 3 month delay," they concluded.

Another frustrated user MartinL stated on the forum that "it looks like a very expensive



step backwards".

Another provider, who only called himself Neil, commented on FE Week's article earlier this month about the QAR.

He said: "You cannot download the data tables in PDF form and when you try to in Excel of pivot tables they are full of errors in the presentation that make them unusable.

"All in all a thoroughly disappointing experience that has prioritised graphical imaging over actual useable data."

When asked by FE Week to respond to the criticism, the SFA said: "The new interactive dashboards were developed and designed in consultation with the sector and Ofsted which meant we could incorporate suggestions made by providers."

Although national rates not yet included for individual qualifications, they are there for type and level. Commenting on this, the spokesperson said: "National rates are available in the dashboards and they can be filtered in any of the charts to give a more detailed view at qualification type, age band or level."

First college 'outstanding' under new Ofsted regime

JUDE BURKE
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FROM FRONT

A college in Cornwall has become the first to be rated outstanding by Ofsted since the introduction of the Common Inspection Framework (CIF) in September.

The education watchdog's report on Truro and Penwith College (TPC), published today, was full of praise for the college, rating it grade one outstanding overall.

Ofsted returned the highest possible rating for six headline fields, including leadership and management, quality of teaching, learning and assessment, outcomes for learners, and 16 to 19 study programmes.

It was the first outstanding Ofsted report for a college since the new CIF was launched seven months ago. Inspectors found that "governors, leaders and managers work relentlessly to ensure that learners experience outstanding teaching, learning and assessment".

"Learners enjoy great success because of the ethos of aspiration and achievement that pervades the college," the report continued.

The news came just a few days after FE Week published, in edition 169, a full breakdown of all general FE college inspections since the CIF was launched. It showed that, 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.

From the full inspections, there were 15 grade two, 15 grade three and nine grade four overall results.

The report on Truro and Penwith also said that its "curriculum is broad and accessible".

Courses on offer at the college, which has an Education Funding Agency allocation of £23.4m and a Skills Funding Agency allocation of £4.6m for 2015/16, met "local and regional needs well and prepared learners exceptionally well for employment or higher level study", inspectors found.

The vast majority — over 5,100 — of TPC's learners are on 16 to 18 study programmes, the report said.

Teaching for these learners was "often inspirational", and "learners enjoy their lessons". Safeguarding arrangements at the college were said to be "effective", with the result that "learners are safe and feel safe".

Support for learners with high needs was "very well planned and highly effective", the report added.

Provision for adult learners and apprenticeships were the only areas where inspectors found improvements could be made — although both were rated as good.

TPC principal David Walrond told FE Week he was delighted with the "remarkable" report.

One of the keys to the college's success was a "really close focus on teaching and learning", Mr Walrond said.

"Although we're very strong financially and we are a very successful business, we understand the limits of the business metaphor.

"All of us are very operationally engaged in management — and that includes senior management. Nobody is allowed to lock themselves in a room doing strategy," he told FE Week.

The college had used a "very detailed, very robust and very challenging" self-assessment process to maintain high standards, Mr Walrond said.

"If you go a long time without inspection, a good college will actually say, we've got to impose this discipline ourselves. We've got to make the rigour of an Ofsted inspection part of our practice and our process as well," he added.

This was the first time the college, which has 6,500 learners, had been inspected since it was formed from the merger of Truro College and Penwith College in 2008.

Truro College was last inspected in November 2006, when it received an outstanding grade across the board. Penwith College was branded inadequate in November 2006, but a subsequent inspection in January 2008 found it had improved to satisfactory.

NEWS

CBI warns institute must not just 'rubber-stamp' standards

ALIX ROBERTSON
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The Confederation of British Industry (CBI) has criticised the body established to police the reformed apprenticeship system as having a “disappointingly narrow” set of duties and responsibilities.

Pippa Morgan (pictured), head of education and skills at the CBI, raised the concerns during a webinar for members on the apprenticeship levy on Wednesday (April 13).

She said the initial remit of the Institute for Apprenticeships (IfA), the employer-led body which will set standards and maintain high quality, was inadequate.

Ms Morgan expressed concern that this could render the body, which will be fully operational in time for the levy launch in April 2017, a mere “standards factory



— rubber-stamping the [apprenticeship] standards”.

Speaking during the webinar, Ms Morgan said: “In terms of the remit that the Institute has, we pushed for a very strong business voice.

“Its initial set of duties and responsibilities are disappointingly narrow in terms of being very focused on the standards and the assessment element of apprenticeships.”

She added: “We have actually had some wins in terms of shaping the remit and pushing it

to better reflect the needs of businesses and the needs of the apprenticeship system to reflect what skills needs are in the economy — rather than just operate as a standards factory — rubber-stamping the standards, which is currently being done.”

She added the CBI would continue to lobby and challenge the Institute as its fulltime team continues to be assembled over the coming year.

To date, the only public appointment to the IfA has been Rachel Sandby-Thomas to ‘shadow chief executive’, as reported in FE Week in March. An Enterprise Bill factsheet, published on February 26, said the powers of the IfA would cover “quality and approval functions in relation to apprenticeship standards and assessment plans”.

It added the body would have “wider quality assurance functions, including making arrangements for assessing the quality of the end point assessment for each apprenticeship”; and “responsibility to advise government of funding allocations per each apprenticeship standard”.

Neil Carberry, director of employment and skills at the CBI, who also participated in the CBI webinar, raised the suggestion that the levy could end up being a disincentive for employers to take on more apprentices.

He said that “the cost is very significant and the ability to recover that is questionable for most businesses”, adding it was “gallows humour” among his team that “every sector thinks it is subsidising every other sector”.

“The challenge there is that the levy as

currently designed is actually an incentive to do fewer apprenticeships not more apprenticeships, because it increases the cost per apprentice,” he added.

Mr Carberry added there was “lots of support” among employers for more flexibility around how the levy money could be spent.

Responding to the issues raised in the webinar, a spokesperson for BIS said: “At the heart of our apprenticeship reforms, lies the principle that employers must be in the driving seat.

“They are best placed to ensure our young people get the right skills and experience. That’s why we are creating the independent Institute for Apprenticeships that will be led by employers.”

Institute for Apprenticeships **CBI**
THE VOICE OF BUSINESS

A new body – the Institute for Apprenticeships – will oversee the levy and apprenticeship standards.

- The Institute is being established in shadow form during 2016 with the aim of being fully operational in April 2017 for, ‘an initial core set of apprenticeship functions’.
- To date we understand it will:
 - Advise and guide development of standards
 - Advise on level of levy funding per apprentice.
- Rachel Sandby-Thomas, ex-Director General for Skills, Deregulation and Local Growth in BIS, was appointed to the role of Shadow Chief Executive of the IfA. It is likely that a permanent Chief Exec and IfA team will be appointed in the Autumn

“To give the new apprenticeship levy system the best chance of success it must be genuinely business-led – therefore the role and remit of the Institute of Apprenticeships has to give employers an effective voice and oversight of the system”

CBI Writes Evidence on Enterprise Bill February 2016

AREA REVIEW COMPLETION DELAYS DRAG ON AS NEW SIX MONTH TARGET MISSED

JUDE BURKE
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At least three of the seven regions involved in the first wave of post-16 education and training area reviews have already overrun the extended government target for completion, FE Week has found.

The Department for Business, Innovation and Skills (BIS) initially advised in September that post-16 education and skills area reviews should take three to four months to complete — then extended this to four to six months in a second guidance document published in March.

At the time of going to press, three areas which held their first steering group meetings in September and early October had now passed the six-month deadline.

A number of principals involved blamed the hold-ups on the unexpected government announcements during this time that sixth form colleges (SFCs) could apply for academy status and that a restructuring facility was to be made available to fund area review recommendations.

Chris Thomson, principal of Brighton, Hove and Sussex Sixth Form College (BHASVIC), which is part of the Sussex area review, told FE Week: “We didn’t know anything at the start about academisation of sixth form colleges, which is a pretty key thing.

“We didn’t know anything at the start about a restructuring fund — again another really key thing. So clearly if you bring things like that on half way through a process it will lengthen it,” he said.

The Sussex area review, which began on October 22, was due to have held its final steering group on February 29, but this has been put back twice and is now scheduled for

May 16, Mr Thomson said.

Steve Frampton, principal of Portsmouth College, an SFC in the Solent area, which had its first steering group meeting on November 5, spoke of his frustration at not having all the information needed at the start of the process.

“It is clear the whole process was launched prematurely in my view, and this has resulted in excessive workloads for both sides,” he told FE Week.

Another college principal in the Solent area told FE Week that the final steering group meeting for her area had been delayed from late April to early June.

And FE Week understands that only the Birmingham area review, which began September 18, has held its final steering group meeting.

A total of 50 FE colleges and 33 SFCs are involved in wave one of the area reviews, covering Birmingham, Greater Manchester, Sheffield, Tees Valley, Sussex, the Solent and West Yorkshire.

The announcement over SFC academy status was first made by the Chancellor during the spending review in November, and guidance was published on February 19.

BIS published guidance on the restructuring facility on March 1, two weeks after it had been reported by FE Week.

A BIS spokesperson said guidance on both had to be published after the start of the area reviews, as it had been dependent on the outcomes of the government’s spending review in November.

“It is right that each steering group should take the time needed to make sure that they can gain the benefit of these important initiatives,” she added.



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NEWS

College stars aim for success at AoC Championships

BILLY CAMDEN
@BILLYCAMDEN

More than 1,800 college sporting stars are on their way to compete in the 38th AoC National Championships.

Students, who qualified for the championships through regional tournaments that took place in the autumn term, are competing in 15 different sports across Newcastle, Sunderland and Gateshead venues.

The golf tournament will kick off the weekend from 8.30am on Friday, followed by the opening ceremony that night, which will be hosted by retired gymnast Craig Heap.

It will feature speeches from the England international footballer, Jill Scott, and long jumper Chris Tomlinson.

Throughout the following three days, students will compete in badminton, cricket, football, hockey, rugby, squash, tennis, volleyball, basketball, cross country, netball, swimming, table tennis, and trampolining.

As well as competing in their chosen sport, students will battle for points for their region. The region whose teams and individuals accumulate the most points will win the prestigious Wilkinson Sword trophy.

Last year's competition, held at Bath University with just under 1,800 students taking part, saw the south west claim the trophy, with the south east in second place and West Midlands third.

The winners of this year's event will be awarded at the closing ceremony on Sunday afternoon.

The championships are being hosted in partnership with The Tyne and Wear Consortium, which includes Tyne and Wear Sport, Northumbria University, Newcastle Gateshead Initiative and Nirvana Europe.

AoC sport managing director Marcus Kingwell said: "We are really excited that this year's National Championships are almost upon us.

"A lot of work has gone into the planning and preparation for the event in partnership with Tyne and Wear Sport, and we are certain the 2016 Championships will be the biggest and best showcase of college sport to date.

"The venues which will host the different sports look fantastic and will provide the students with excellent facilities befitting of the occasion.

"We also anticipate the championships to be the perfect platform to reinforce our new strategy 'Fit for College, Fit for Work, Fit for Life', which outlines our ambition to get every student active."

Northumbria University's director of sport, Colin Stromsoy said: "We are delighted to be hosting the AoC Sport National Championships this year.

"The event is an exciting opportunity for us



Students go to battle in a rugby match at last year's AoC Sport National Championships

to bring some of the country's most talented young athletes to the university and to showcase our sporting facilities and services.

"Sport Central is a fantastic venue for the opening ceremony, which will kickstart an exciting weekend of competition across all of our university sport facilities."

FE Week is the media partner for the AoC National Championships and will be covering the event over the three days. Follow the live action on twitter with the hashtag #AoCChamps. The full results will be published in the next edition of FE Week.

AREA REVIEW CASH FOR CONSULTANTS LAUNCHED

PAUL OFFORD
@PAULOFFORD

Application guidance for up to £100k consultancy grants that will support the implementation of area review recommendations has been published — a month after FE Week exclusively revealed they would be made available to colleges.

The document also said that colleges could receive more than one grant, as it would be available for "each significant change resulting from an area review".

It explained that such a change might include a "significant curriculum rationalisation, establishment of "a shared services arrangement", or "the establishment of a joint venture" such as a merger.

"This was in recognition of the challenges associated with implementing recommendations effectively."

The memo said a successful application for up to £100,000 funding could be for the closure of a college, a merger of more than two institutions or of two institutions with a combined turnover of more than £25m, or the establishment of a multi-academy trust of two or more colleges.

A grant of up to £50,000 could also be provided for a single sixth form college conversion to a 16 to 19 academy, or merger of two institutions with a combined turnover of less than £25m, it added.

The smaller grant could also be given out where there is "a significant rationalisation or other significant change at a college" or colleges "where this change is reasonably expected to have significant upfront costs".

The online document stressed that only colleges will be able to make applications for the funding.

But it added "a college may apply on behalf of itself and / or on behalf of any other organisation which will incur eligible costs relating to the agreed relevant significant change".

"Where a college applies on behalf of any other organisation, it will be accountable for its own compliance with the funding conditions and that of the other organisation," it said.

It added funding could only be spent on funding "relevant skills" including project management, legal, finance, commercial, estates and "turnaround", while relevant services also include "due diligence" and asset or liability valuation.

Colleges must provide evidence of spending "within 30 days of the final amount of the grant funding being spent, or at the latest within 30 days of the first anniversary of the final steering group", the document said.

The grant would cover "up to 75% of eligible costs" and would become repayable, through a future reduction in funding, if it went unspent.

No easy answers for volunteers in apprenticeship levy, Boles says

JUDE BURKE
@JUDEBURKE77

Skills Minister Nick Boles (pictured) has accepted there are no immediate solutions to "difficulties" that the apprenticeship levy will pose for charities.

Charity Finance Group (CFG) representatives warned Mr Boles during a recent meeting the levy would incentivise charities to employ apprentices in place of volunteers, which risked "perversely reducing productivity", according to CFG minutes.

They also called on the government to allow volunteer training to be funded by the levy, which is due to be implemented from April 2017.

Mr Boles "accepted that there were difficulties around volunteering but could not immediately offer a solution to this challenge", according to the minutes.

The Skills Minister's comment came after the CFG's call, last December, for the government to include charity representation on the new Institute for Apprenticeships (IfA).

The issue of volunteers is "an example of the unique business model that charities operate under", said Anjelica Finnegan, CFG's senior policy and public affairs officer.

"It is difficult to shoe-horn charities into policies at this late stage," she continued.

Charity representation on the IfA would ensure "the issue of how volunteers fit into

this policy are heard at the top", Ms Finnegan said, "rather than being an afterthought".

While the CFG was pleased Mr Boles met with the group, "we did feel that the minister didn't fully appreciate the extent of the challenges many charities are facing at the moment," Ms Finnegan said.

Other issues raised at the meeting included the lack of a sector skills council to oversee skills and training for charities, and the expectation that charities should be spending as much of their income as possible on their charitable activities, not paying for training.

Mr Boles "accepted that there is a lack of skills capacity in the sector", according to the minutes, and expressed interest in a proposal for seed funding to invest in "sector-wide skills development infrastructure".

Such infrastructure was necessary, Ms Finnegan said, as "without oversight of skills charities are not only left in the dark in terms of identifying need, but it also restricts providers' ability to respond to skills gaps and develop relevant training courses on which charities can spend the levy".

The unresolved difficulties for the charity sector are the latest of a number of potential issues to arise with the levy plans.

Other unanswered questions include how smaller, non-levy paying businesses will access funding for apprenticeships once the levy has been launched.

It is also unclear what will happen to



existing levies, such as the one run by the Construction Industry Training Board (CITB).

FE Week reported on March 11 that Skills Funding Agency director Keith Smith had moved temporarily to the Department for Business, Innovation and Skills (BIS) to lead efforts to iron out such issues, as director of levy implementation.

When asked to comment on Mr Boles' CFG meeting and the minutes to their discussions, a BIS spokesperson said: "We need to make sure the levy is right for all employers.

"This is why we are engaging with as many employers as possible to understand how the levy will work for their organisation and giving them the opportunity to work with us on the implementation design."

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NEWS

Level three vocational route on rise as A-levels fall

ALIX ROBERTSON
@ALIXROBERTSON4

The number of 19-year-olds gaining level three through A-levels has fallen for the first time in seven years, while the figures for those achieving the same standard through vocational routes continues to rise.

The proportion for A-levels fell by 0.3 per cent last year — the first drop since 2008, according to statistics published by the Department for Education (DfE) for level 2 and 3 attainment by age 19 in 2015.

In contrast, the figures for those gaining level three through vocational qualifications by age 19 rose by 0.8 per cent in 2015, to 18.4 per cent.

This represents an increase of over 15 per cent since 2004.

Responding to the results, David Corke, director of education and skills policy for the Association of Colleges, said: “The figures show that young people studying academic and vocational qualifications at level three are maintaining a good level of attainment.

“This demonstrates not only the hard work of the students but the quality of colleges’ teaching.”

The report, ‘Level two and three attainment in England: Attainment by age 19 in 2015’, also found that the number of students successfully gaining level two English and math by age 19 in England reached 70 per cent in 2015, up from

67.8 per cent in 2014.

The proportion of young people who had failed to achieve a level two qualification in English and maths at age 16, but had achieved both by age 19, also rose from 16.9 per cent in 2014 to 22.3 per cent in 2015.

Mark Dawe, incoming chief executive of the Association of Employment and Learning Providers, responded to these findings, saying: “The data for vocational qualifications is encouraging, especially in respect of the increases in attainment for English and maths.

“We believe the success in English and maths is thanks to learners being put on appropriate programmes for their learning and in particular functional skills at the core of work based learning provision.

“We will be making this clear to Sir Adrian Smith’s review of the feasibility of compulsory maths until 18, announced in the Budget.”

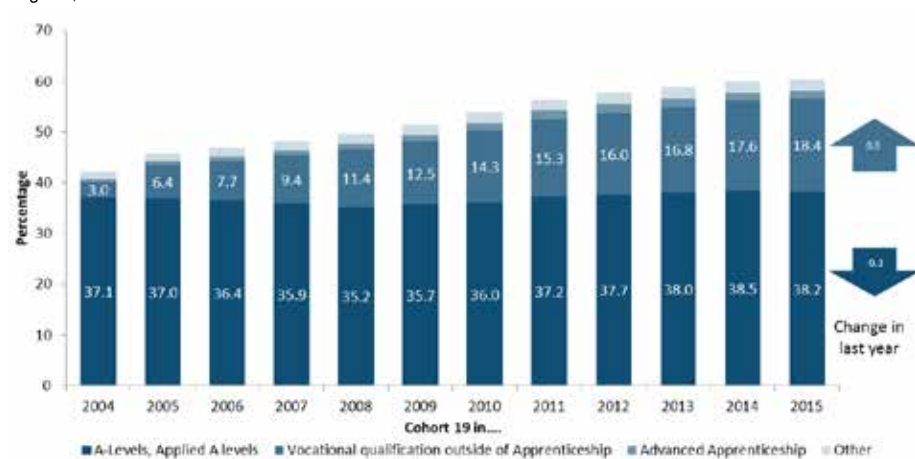
David Hughes, chief executive at the Learning and Work Institute, said: “It is encouraging to see overall attainment of level two English and maths rising and that achievement gaps are closing.”

But he added: “Far too many young people are still leaving compulsory education without these vital skills.”

The DfE report also showed an improved outlook for students eligible for free school meals (FSM), and those with special educational needs (SEN).

Some 71.9 per cent of students eligible for

Figure 1: Percentage attaining Level 3 at 19 by qualification type and cohort
England, cohorts 19 in 2004-2015



Source: DfE, Matched Administrative Data

FSM at 15 had achieved level two by age 19 in 2015, compared to 88.4 per cent of those that were not.

This was a small rise on 2014, when 71.3 per cent of those on FSM at 15 had achieved Level 2 by age 19, compared to 87.9 per cent of those that were not.

For students with SEN at 15, nearly two thirds (65.7 per cent) achieved level two by the age of 19 in 2015 — 0.5 per cent higher than in 2014.

In comparison, 91.9 per cent of those without a SEN at 15 achieved this level, leading to an attainment gap of 26.2 per cent — 0.7 per cent smaller than last year.

A DfE spokesperson told FE Week: “We

are clear that vocational and academic qualifications are equally important, but serve different educational purposes.

“We are reforming AS and A levels to be robust and rigorous, to match the best education systems in the world and keep pace with universities’ and employers’ demands. Our reforms also incentivise the take-up of those 16-19 vocational qualifications that are of high value and support progression to further study or a good job.

“It is important that schools and colleges provide students with high quality advice about their qualifications choices, including which qualifications will support their future education and career aspirations.”

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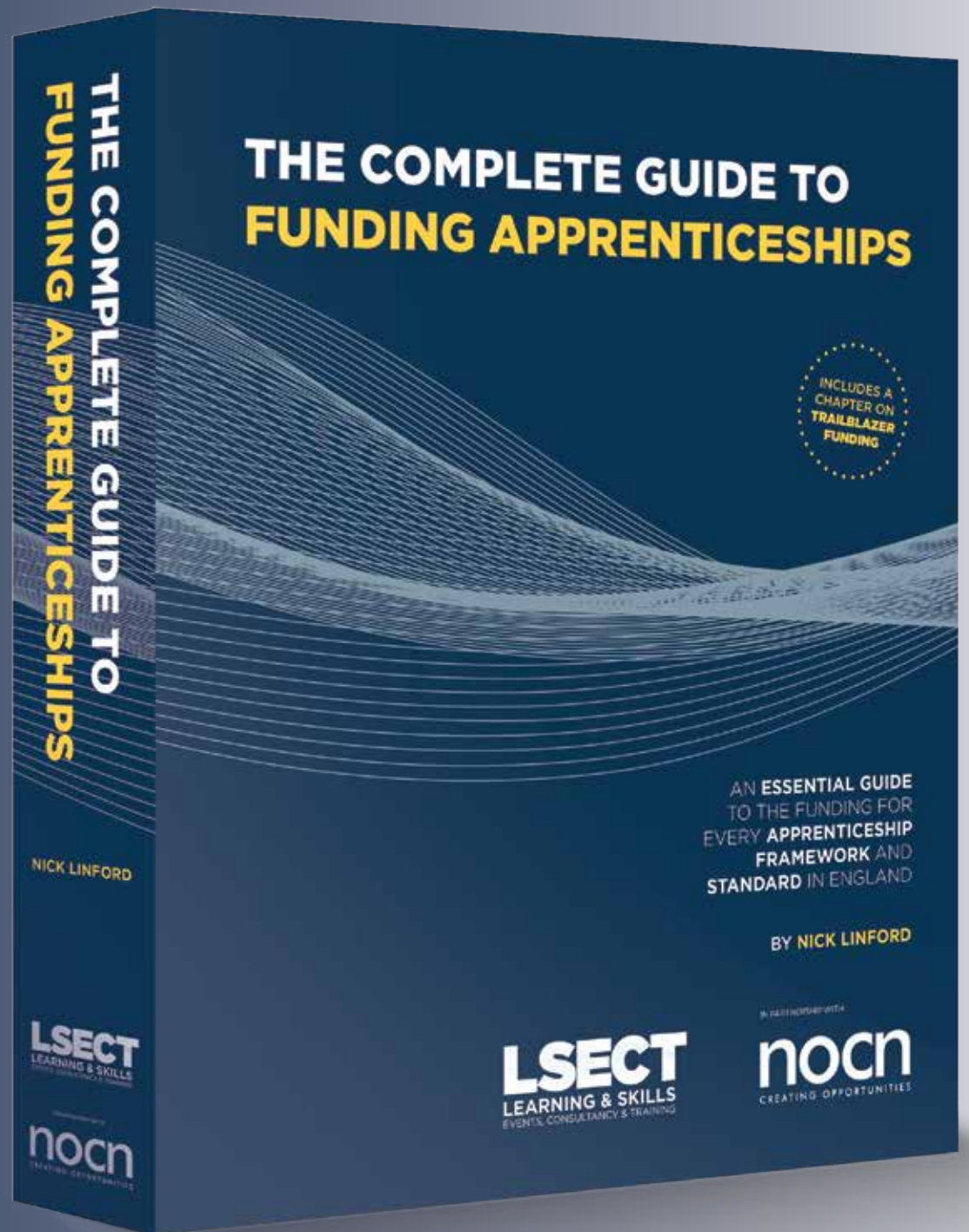
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FE WEEK COMMENT

Call the sheriff



Subcontracting brokers are not doing anything illegal.

But with commission percentages on million pound public sector contracts that would make estate agents blush, can it be justified?

What our investigation found was a growing and unregulated multi-million pound largely hidden market, with one broker labelling others as 'cowboys'.

This is nothing short of shocking, so why hasn't the SFA stepped in before now?

I first raised the issue of people touting SFA subcontracts on LinkedIn with then-chief executive of the Skills Funding Agency (SFA) Geoff Russell in 2012.

He responded on email saying he was "not sure what the issue is" and went on to add the SFA had "intentionally created a system motivated by market forces."

It's a relief, therefore, that the government has in the last two skills funding grant letters told the agency to root out this tactical subcontracting and get its house in order.

And it seems after seeing some pretty startling evidence from our investigation, they have rightly added limiting the use of brokers to the list of SFA tasks.

Nick Linford
news@feweek.co.uk



Colleges agree 'hub and spoke' London proposal could work

PAUL OFFORD @PAULOFFORD
JUDE BURKE @JUDEBURKE77

The 157 Group's proposals for a 'hub and spoke' approach to provision at level 3 and above in London have been given qualified support by several non-member colleges in the capital, as well as the Association of Colleges (AoC).

On Twitter, Ian Pretty, chief executive at the 157 Group, described the proposals published on Tuesday as a "huge opportunity to ensure that London is rising to the skills demand".

It called for single colleges to act as hubs for training at level 3 and above in key industries, including housebuilding, creative industries and financial services.

These hubs, or technical institutes, would form a single point of contact for employers in that particular industry, while other colleges across London would act as the spokes, or satellite centres.

"It is good to see that the 157 Group's manifesto for the London mayoral elections reflects the priorities identified in the AoC London manifesto," an AoC spokesperson told FE Week.

However, the spokesperson warned against creating additional institutions where provision already existed.

"It is important for colleges to retain their autonomy so they can continue to provide education and training at all levels for anyone who wishes to study there," the spokesperson added.

The 157 Group's proposals, 'Skills for Work, Skills for London', call for Boris Johnson's successor as London mayor to have accountability for training at levels 3 to 5.

"London faces its biggest skills challenge at levels 3 and above," the report said.

"A 32 borough or subregional solution will not work. It needs a London-wide solution led by the mayor," it added.

Ian Ashman, the principal of Hackney Community College, said that the proposals were an interesting contribution to the debate over "the issue of specialisation, as well as how we better meet the needs of priority sectors".

"I believe we colleges need to lead the debate about what should be in the core offer in each locality," Mr Ashman added.

Peter Mayhew-Smith, principal of Carshalton College and Kingston College, said that "a collaborative approach, drawing colleges together around a specialist hub with strong HE and employer links would be vastly preferable to single institutions working alone".

Sam Parrett, principal of Bromley College

and Greenwich Community College said that, while she was "in favour of a hub and spoke model", she believed "a more market-driven, less prescriptive approach should be considered, to ensure that colleges can adapt to the needs of their local area, rather than having to focus on only one specialism".

Ms Parratt also warned that, without improved transport links in outer London boroughs, "our students would be unable to benefit as greatly" from the proposals.

A spokesperson for the 157 Group told FE Week: "A main point we are making is that this type of sector institute should be collaborative across many institutions, a hub and spoke model with many colleges and providers across London specialising in aspects of the overarching sector provision.

"This idea does not limit choice for the learner, it enriches provision. As the document specifies, this model works for colleges as it is agile and cost-effective and it is beneficial for learners as it leverages the full capability London providers have to offer."

A spokesperson for the Department for Business, Innovation and Skills declined to comment on the proposals. A spokesperson for the Mayor's office was unable to comment due to pre-election rules.

COMMENTS

The great college merger 'rush'

A very important article and does highlight the fact that most of these proposed mergers are coming on the back of colleges looking for a get out of jail card on the back of so called financial stability. or having one imposed on them, so be it, but as stated in the piece:

'Unions warn of time needed for meaningful consultation' someone please define 'meaningful consultation' particularly with the last statement in mind:

"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."

Will learners actually have a say in this? That will be a first

Colin Gallacher

I am horrified to learn of the possibility of such a high level of mergers. The inevitable result of these mergers will be:

Further job losses

Huge inconvenience to remaining staff – having to travel further to and from work each day

Larger learning groups – reducing the level of support for FE learners

Fewer learners being willing/able to access their 'local' college, to gain the requisite knowledge and skills to find work. The net effect of this may be an increase in unemployment in the area.

J. Yeates

Fears over lack of assessment organisations

I would like to know how existing (or retired) experienced staff could become internal assessors and then just use external verifiers because as the number of Trailblazer apprentices increase the demand on assessors time will be stretched. We should be encouraged to have experienced software developers with the right job knowledge to assess.

Paula Parker

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

As Ofsted has tightened its grip on FE providers since 2001, Students with Learning Disabilities and Disabilities or, those with Additional Learning Support needs, have slipped further down the agenda. There used to be a strong inclusion movement but sadly the energy has dissipated correspondingly with the obsession with Ofsted grading criteria. It's one of the reasons I left FE.

Dr Tony Fort

Well, hopefully with the planned devolution of AEB funding to LEPs/local authorities, there will be a better, locally managed process for allocating funding, including 'learning' and 'learner' support, to FE providers so learners get the best (priced) support they need. What could possibly go wrong?

Dean Carey

WELL DESERVED PRAISE

Paul Turner @EduTurn
Excellent news for @Truro_Penwith
#leadingtheway

Mike Tyler @MikeTylerSport
Credit where credit is due. Hats off to @Truro_Penwith. First Outstanding FE college under new CIF.

Truro Hour @TruroHour
@Truro_Penwith well done from #TruroHour....you're setting the bar for others to follow! - Matt @DJ_MattAllen

Cornish Pirates @CornishPirates1
@Truro_Penwith Proud of you all

Teaching Sch Council @TeachSchCouncil
Congratulations to TSC Member, Jenny Blunden and the team led by Principal, David Walrond @Truro_Penwith

Kirk Hookham @kirkhookham
Brilliant news @Truro_Penwith many congratulations from @wolvcoll



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FE WEEK INVESTIGATES

HUGE SUMS OF SKILLS CASH HIVED

PAUL OFFORD @PAULOFFORD EXCLUSIVE FROM FRONT

The government is reviewing the use of subcontracting brokers after an FE Week investigation found huge sums of public cash meant for frontline learning is being hived off in commission.

In what is the first exposé of this lucrative but little-known industry, we found brokers typically charge subcontractors up to 5 per cent of the government funding for matching them to a prime provider.

A number of the firms involved do not have official websites outside of social media and stick to advertising subcontracting opportunities through closed groups on LinkedIn.

FE Week has found evidence that they are widely used and potentially being paid millions of pounds in commission fees from the public funding pot.

After being shown the evidence and asked to respond, a government spokesperson said: "The Skills Funding Agency (SFA) is reviewing to strengthen their funding agreements to limit the use of brokers."

She added: "Where the SFA has evidence that a lead provider has ineffective processes and controls for managing their subcontractors, or their subcontracting represents poor value for money which constitutes a breach in our funding rules, they will take action."

FE Week found an advert, with Essex-based consultants EEVT Ltd, attributed to a company called The Funding Brokers Ltd, which could not comment before publication.

The advert said: "We have been providing this service for over three years, securing in excess of £100m in the process for our clients."

At 5 per cent commission, for example, the firm could have earned up to £5m over this period.

The ad continues: "We work on a no-win no-fee basis whereby we will provide our support free of charge to the point of contracting."

FE Week understands prime providers often turn to brokers out of desperation in order to avoid losing funding.

Ian Wood, managing director at Newcastle-based provider NCT Skills, said he worked as lead consultant for Hull-based Purple Hearts Limited from April 2013 to September 2014, which offered brokering services, before it went into liquidation last July.

He explained: "You get a situation where a prime college/provider gets towards the end of a funding window," he said.

"They haven't spent their allocation and know that the SFA or Education Funding Agency (EFA) will take it back off them unless it is used, so they need to find subcontractors to take on provision quickly.

"The primes will often put messages on LinkedIn, or other social media, themselves to find subcontractors.

"But a lot do it through brokers because they do all the hard work with due diligence checks on the subcontractors before some sort of agreement is signed."

BIS warned the SFA about this sort of 'short-term' trading in contracts in its Skills Funding Letter last March, saying:

"While we appreciate that you have worked with the sector to enhance the controls around subcontracting in the last two years, there continues to be levels of short term tactical subcontracting that are causing concern."

In its most recent funding letter to the SFA in November, BIS went further stating: "For 2016/17 you will want to ensure that sub-contracting practices are consistent with the need to achieve value for money in the sector, and to continue to take action against providers who are either operating unacceptable practices, or failing to provide clear and timely information.

"I would like you to report to me the controls in place by the end of March 2016 to protect the interests of learners and employers."

The government spokesperson, who was also representing the Department for Education and Department for Business and Skills (BIS), also told FE Week on April 14: "Providers



must not subcontract to meet short-term funding objectives. "The SFA's funding rules are clear that providers who decide to use subcontractors should ensure their arrangements add value to the provision, that public funding is used to directly support learners and sub-contractors are selected fairly and have sufficient capacity, capability, quality and financial standing to deliver the services."

THIS AMOUNTS TO 'TOPSLICING OF TOPSLICING'

Broker fees have been criticised as a further waste of skills funding — in addition to lead providers retaining millions in management fees through a process known as "topslicing".

This practice, under investigation by the National Audit Office, has been the focus of an FE Week campaign since its launch in 2011, and was the subject of "recent compliance work" by the SFA.

It involves lead providers retaining government funding — usually called management fees — before finding a subcontractor to do the training for the remaining sum.

In one case, as reported by FE Week in November, Leardirect retained more than a third of its total government funding in management fees, pocketing nearly £50m.

Ian Wood, who according to LinkedIn worked for Hull-based brokering firm Purple Hearts Limited before it went into liquidation last July, was highly critical of large sums being diverted from frontline training.

He said that brokering amounted to "further topslicing of topslicing".

"My main role wasn't involved with sourcing brokered funding myself at Purple Hearts, they had a dedicated team for this, but I know how it works," he added.

"You generally see brokers charging five per cent of monthly drawdown, which I personally think is too high, as the money should go directly to the learners training — especially bearing in mind that the prime will have already taken a cut of the funding through management fees."

2015 TOPSLICE OFFENDERS THREATENED WITH FUNDING SUSPENSION

2014 £142M CONTRACTOR TOP-SLICING 'EXTORTIONATE' 40 PC

2012 Subcontracting triples Funding figures expose boom in colleges' apprenticeship deals

2011 Justifying the subcontracting top-slice

Response from provider associations

Association of Employment and Learning Providers (AELP) chief executive Mark Dawe blamed an "imperfect or restrictive funding system" for providing an opportunity for "intermediaries" to thrive.

He expressed concern after being shown adverts by FE Week indicating that millions of pounds allocated for learning was potentially going to brokers and called for an SFA crackdown.

Mr Dawe said: "In cases like these, where intermediaries appear, it is often reflects an imperfect or restrictive funding system.

"It suggests the SFA need to review their allocation system and the need to have a more flexible system of in-year reallocation."

The Association of Colleges was less prepared to pass judgement.

When asked for its views on brokering, a spokesperson told FE Week: "Colleges have used subcontracting arrangements for many years to ensure they offer high quality education and training.

"The apprenticeship subcontracting rules have become increasingly stringent and it is for individual colleges to decide how they comply with these rules."

OFF BY SUBCONTRACTING BROKERS

EASY MONEY FOR 'COWBOYS'

A broker contacted by FE Week complained about rival "cowboys" out to earn easy money.

Birkenhead-based funding4training was one of the few brokers FE Week came across that has an official website.

Its services were also publicised by Essex-based consultants EEVT Ltd, which regularly promotes brokering firms through its online newsletters.

One such newsletter advertisement for funding4training stated its 5 per cent broker fee was "negotiable depending on the provider".

The firm's director of sales and business development, Benn Carson told FE Week his firm was different to other, more disreputable competitors.

He said: "There are a lot of cowboys doing this work and it's easy to be tarnished with the same brush, which is why I set myself high standards and make sure the presentation is right, by running a professional looking website.

"A lot of people are running around thinking they can make a quick buck, but that is not how it works if you do it properly."

He added: "I offer a bespoke service to the client, where there is a lot of time and due diligence that needs to be put in.

"I don't like to be called a broker. The service I offer is outsourced business development. Clients favour this set-up as they pay on results only."

A testimonial on the funding4training website — allegedly from Westminster Kingsway College — said it could "confirm Benn has referred two really good providers to us both of which we have contracted with".

When asked by FE Week why it used a broker, a spokesperson for the college said it was unable even to confirm if the testimonial was legitimate.

She added: "This kind of contract would be commercially sensitive information, so we would be unable to provide details in time for your deadline [before FE Week went to press on April 14]."

FE Week also asked EEVT Ltd why it advertises brokers.

Its managing director Steve Lawrence said: "Brokering is not something that I personally agree with and we don't do it — but it's something the market has created and readers of my newsletters want to know about.

"I don't necessarily trust all brokers, which is why I try to publicise a selection of them, rather than just one, to give providers a choice.

"Lead providers used to do all the due diligence checks on potential subcontractors, such as checking their track record and turnover, but what happens with this now is the broker will often do that for them as part of the service, but the charge goes onto the subcontractor.

"It works for the prime contractor's benefit and I wish it was not there."

Newsletter & Bids 5 2016 x
 eevt.org/newsletter-bids-5-2016-2/

EEVT

Mixed Bag Funding Opportunity Funding available:

16-18 apprenticeships, adult apprenticeships & 19-24 traineeships (providers must be able to deliver all three. Please don't contact me, if all you're interested in is traineeships)

Total funding available:

1 million up until 31st July 2016 including rollover so total is around 1.5/2 million

Essentials for providers

- Must be able to evidence 3 years of success data specifically for apprenticeships/traineeships.
- Must be able to evidence a track record of delivering traineeships.
- Must have a turnover of 1.5Mil plus.
- Must be on ROTO
- Must have matrix accreditation
- Must hold existing subcontracts with prime contract holders

No providers that want to deliver childcare, health and social care, barbering or hairdressing please. Anything else will be considered.

Management fee: 17.5%

Broker fee: 5% but is negotiable depending on the provider.

If this is of interest, please contact Benn Carson - at benn@funding4training.com Contact number: 07875687154



Example of how one broker has used LinkedIn in the past month to post subcontracting opportunities and tout for trade

The Leadership Team PRIME PROVIDERS who need to spend your 24+ budget...we have many newer style training providers, all on Roto, with learners and ready to go. We estimate we can utilise a further £3m 24+ Loan budget in 15-16. Please email funding@leadershipteam.info and we will get back to you within 24 hours.

The Leadership Team Advanced Learning Loans - time is running out for those firms that want to gain their first 24+ loan contract. With new rules in place you need to secure your sub contract and deliver learner numbers before 31 July 2016. ACT NOW. funding@leadershipteam.info

The Leadership Team APPRENTICESHIP SUB CONTRACTS AVAILABLE - three different primes have c £150-200k each available for 2015-16 starts. Our fee is 5% of monthly drawdown. Please email funding@leadershipteam.info

The Leadership Team The Leadership Team has been asked to find a home for £5.8m Advanced Learning Loans on behalf of several of our Prime Provider and College clients. There is only 5 months left to be able to gain a sub contract for this funding, so please act quickly and contact us now: funding@leadershipteam.info

The Leadership Team This week we have placed five new sub contractors (four for Learning Loans). If you are a niche or commercial training business that can deliver Level 3's, you can use Learning loans as an additional way of attracting new customers to your business. We can help - get in touch. grow@leadershipteam.info

PUTTING OUR REPUTATION ON THE LINE

The director of a firm that provides brokering highlighted the care it takes with recommending the right subcontractors to primes because its "reputation is on the line".

The website for The Leadership Team, in Yorkshire, offers its services to large training providers.

It states: "We may be able to help you access funding from the SFA either directly or via one of our many 'prime provider' clients that already have an SFA contract".

When asked about its brokering services, company director Tracy Myles told FE Week: "We are not just a funding broker, although we do sometimes introduce some of our smaller clients to larger ones for their mutual benefit.

"We do conduct financial and quality due diligence on any providers we recommend to our prime clients as it is our reputation on the line.

She added: "Our funding brokerage fee varies between 2 per cent and 5 per cent, depending on what other services we are providing.

"The fee is from the sub-contractor but in our case none [of it has to be paid] upfront and only as and when funds are drawn."

PROFILE

FROM JAZZ TO JEREMY

JUDE BURKE
@JUDEBURKE77

With his softly-spoken and self-effacing manner, Kelvin Hopkins MP might seem an unlikely candidate for prompting one of the biggest ever upsets in British politics — but appearances can be deceiving.

The leftwing MP for Luton North since 1997 and chair of the All-Party Parliamentary Group for Sixth Form Colleges (SFCs), which has backed calls for SFCs to not be subject to VAT, was first to nominate Jeremy Corbyn for Labour leader last June.

“The nominations opened at 12, and I was in there at five past,” he says.

The day that Corbyn was elected party leader was “the best of my political life, because finally the neoliberal, pro-capitalists had been beaten by the party membership,” says Hopkins, who is a former college teacher and long-time governor at Luton SFC.

While he acknowledges that Corbyn has had a difficult time, Hopkins remains a supporter and says: “Jeremy has been doing extremely well, better and better every week.”

Hopkins was born in 1941 in Leicester to Joan, a medical secretary, and Harold, a renowned physicist who invented fibre optics and the first zoom lens.

Following his parents’ divorce when he was seven, Hopkins was brought up by his father and his second wife, Christine, an artist.

They were, Hopkins says, “a left-wing socialist family”, and he remembers asking his father questions about politics at the age of just nine.

Hopkins grew up in High Barnet, where he attended Foulds County Primary School and later Queen Elizabeth Boys Grammar School.

But despite his father’s insistence, at the age of 14, that he should study science, Hopkins wasn’t destined to follow in his father’s academic footsteps — not least because he discovered a passion for playing music.

“When I was young, I was a jazz musician, so I spent most of my energy playing jazz, and even when I was a student, at times I was playing five nights a week in gigs,” he says.

His face lights up as he describes the height of his jazz career, when — during his time at the University of Nottingham in the 1960s — he played saxophone as part of the interval band for a performance by the Woody Herman Orchestra.

He recalls that they were a great American jazz orchestra and his band played in the big downstairs bar, while members of Woody Herman’s group sat along another wall drinking as we were playing.

“At the end of the evening I walked out of the fire escape with my tenor saxophone and felt like one of them,” he says. “I thought, ‘It doesn’t get better than this.’”

It was around this time that Hopkins married his wife Patricia, in 1965.

The two met when Hopkins was “about 17 or 18, very young” when they were both doing the same Christmas job.

He recalls that she proposed as it was a leap year, but admits “it was a bit of a joke, really — I bought the ring and I said, ‘You pretend.’”

The couple have two children, Daniel and Rachel, aged 46 and 43, and two grandchildren, Sophie and Emma, aged eight and seven, whom Hopkins is clearly besotted with.

“They’re wonderful, bright and funny and always make me laugh,” he says.

Hopkins “did eventually do a degree at Nottingham”, graduating with a 2:1 in politics, economics and maths with statistics in 1969.

A career in trade unions was the natural next step for Hopkins, and he worked in research for the Trades Union Congress (TUC) and Nalgo (which later became Unison) from 1969 until 1997.

His work involved writing “a whole series of publications for them, speeches for the general secretary, motions for conferences, speaking for them”, which he describes as “the political side, not the negotiating side. It was fascinating, and I loved it”.

In the middle of his time at the TUC, Hopkins took a couple of years off from the trade union to teach politics, economics and statistics at St Albans College, from 1971 until 1973.

He says: “I saw this job advertised, applied and got the job. And I thought that I’d always wanted to do a bit of teaching, and it was wonderful.”

He recalls his students fell into two groups — those doing A-levels from middle class backgrounds and those doing day release who were alienated and fed up with being forced to go back to college.

“The cultural difference between the two was so great,” he says. “It just reinforced my socialist view that we’ve got to try and break these divisions down, and FE is the place where you can do that.”

He talks passionately of challenging the perceptions of his day release group, who “all assumed I was Conservative

because I wore a suit, had a degree and read the Guardian”, via the medium of newspapers.

It took about six or seven weeks before “one lad in the front row” realised he wasn’t a Conservative, Hopkins says.

“I opened their eyes — just because it’s a tabloid and simple language doesn’t necessarily mean it’s Labour, and just because it’s a thick newspaper with lots of words in doesn’t necessarily mean it’s Conservative,” he explains.

Though he only taught at the college for a little over two years, Hopkins’ support for the sector stayed with him.

He’s been a governor at Luton Sixth Form College (LSFC), where Daniel and Rachel studied, since 1993, and before that from 1981 to 1984.

“Both my children in their time were chair of the student council, which are therefore student governors,” he says. “My wife also was a parent governor at different times.”

Hopkins has used his time in parliament to lobby extensively for SFCs and wider FE.

“The first speech I ever made in here was about SFCs, and the way that they are not taken seriously,” he says.

“They were the geese that laid golden eggs. And of course I lobbied for FE in broad terms, general terms, always.”

From 2001 to 2010 he was co-chair of the all-party parliamentary group (APPG) for further education and lifelong learning, and he’s now fighting for SFCs as chair of the all-party parliamentary group.

It was set up in 2010 “because SFCs need defending, I think — they’ve been marginalised by successive governments, but are brilliant institutions”.

One focus for the group has been the campaign for SFCs to not be subject to VAT.

The recent announcement that SFCs can convert to become academies is, Hopkins says, “a way of them [the government] trying to save face” over the VAT issue, which “the government has refused time and time and time again to allow SFCs not to pay”.

Hopkins’ political style is, he says, to “tell the truth as I see it” and to apply “constant, constant pressure on particular issues”.

With reforms to SFCs and FE high on the government agenda, there are sure to be plenty of opportunities for Hopkins to apply that “constant, constant pressure” in the coming months.

1960



Kelvin (left) with school friend Francis ‘Ferd’ Fitt on the family sailing boat on the Norfolk Broads

1960

Kelvin (left) playing the clarinet with the San Jacinto Stompers (later to become the Kelvin Hopkins Band)



A painting by Kelvin’s stepmother, Christine, of Kelvin playing the tenor saxophone



Late 1970s-1983

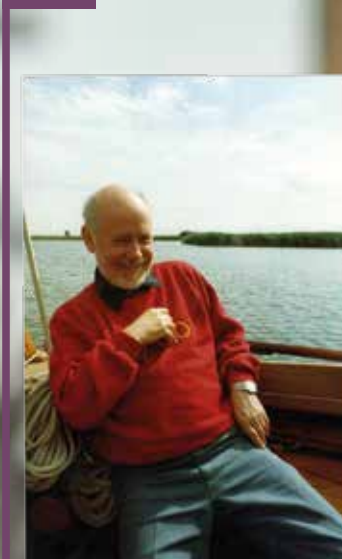
Kelvin’s first attempt to be elected MP for Luton North in 1983 was unsuccessful



Kelvin (centre) with Tony and Caroline Benn in Burford in the late 1970s at the commemoration of the trial of the Levellers in the English Civil War



c2000



Sailing on the Norfolk Broads

2001

Campaigning in Luton North for the 2001 general election, with Diane Abbott MP and Jeremy Corbyn



Members of the Socialist Campaign Group of MPs at Westminster

CORBYN



I have always
lobbied for FE



Curriculum vitae

Born:

1941: Born in Leicester
1944: Moved to High Barnet

Education & Career:

1946 – 1959: Attended Foulds County Primary School and Queen Elizabeth Boys Grammar School, High Barnet
1965: Married Patricia
1969: Graduated from University of Nottingham
1969 – 1970, 1973 – 1977: Worked in TUC economic department
1971 – 1973: Taught economics, politics and statistics at St Albans College
1977 – 1994: Worked as policy and research officer for Nalگو (now Unison)
1981 – 1984, 1993 – present: governor of Luton Sixth Form College
1997 – present: MP for Luton North
2001 – 2010: co-chair for further education and lifelong learning
2010 – present: Chair of APPG on sixth form colleges

It's a personal thing

What's your favourite book?

Lord of the Flies by William Golding - a politically metaphorical novel about the fragility of democracy and the ever-present threat of fascism.

What do you do to switch off from work?

Listen to music, collect (and occasionally drink!) wine; collect antique glassware; watch sport; cook.

What's your pet hate?

Cruelty – of any kind.

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

JK Galbraith – the great economist and writer.

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

I made model aircraft as a boy and wanted to design aircraft. I actually spent two years in the aircraft industry in early adulthood and much enjoyed it.

EXPERTS



MICK FLETCHER

Mick Fletcher is a founding member of the Policy Consortium, a director of RCU Ltd, and a visiting research fellow at the UCL Institute of Education

Left to sink or swim

Mick Fletcher reflects on the findings of the House of Lords Social Mobility Committee's report on improving the transition from school to work.

If I have one big criticism of the important new report from the House of Lords Social Mobility Committee it is that the title 'Overlooked and left behind' implies neglect of those young people not on the A-level route to higher education.

In fact, what the report documents in impressive detail is better described as abuse.

Provision for this group of young people has not been overlooked — rather it has been subjected to an endless stream of ill-thought out interventions accompanied by a deliberate and systematic reduction in the resources available to support them.

Disadvantaged young people have not so much been left behind as thrown overboard and left to sink or swim.

The findings of the enquiry will not come as a surprise to those working in FE, but they still make shocking reading.

They set out clearly how the FE sector, already less well-resourced than 11-16 schools, has borne the brunt of education cuts.

They remind us of the further cut for those aged 18, cynically justified by the claim that they have already benefitted from the meagre remains of the enrichment budget.

They point up the contrast between the 15 hours teaching per week, which is all that English FE can afford with three years of 30 hours per week that is the norm in many of our continental counterparts.

The committee is also right to highlight the destruction of independent careers information advice and guidance, the last step in which was the delegation of responsibility to schools without a budget to do it properly and every incentive to offer partial advice.

It is right to highlight the corrosive effect of inter-institutional competition, ramped up and distorted by league tables and high stakes inspection.

Most important of all perhaps, it pinpoints the gaps in government policymaking — not just the damaging division between BIS and DfE, but also the lack of a vision for anything other than universities and apprenticeships.

While the committee is clear about the problems and how they work together to frustrate attempts to improve social mobility, their recommendations lack some of the power of the analysis.

In some respects, they risk allowing policymakers to wander off down the same blind alleys as in the past.

They talk for example of the need to make the system of vocational qualifications more coherent, one noble baroness going so far as to describe current arrangements as gobbledygook.

Yet the report itself notes that the low visibility of many vocational qualifications is in large part due to constant churn driven by previous unsuccessful attempts to standardise and simplify.

The last thing FE needs is a further bout of qualifications 'reform'.

In a similar way, repeating well-worn clichés about the need to increase the status of vocational education misses the point.

It is not vocational education that has low status, but occupations like care work and plastering and the training that leads to them.

Well intentioned advocacy of the need to raise the status of the vocational will once again be hijacked by engineers to justify more investment in higher technical training — which may be a good thing, but is something else entirely.

The real message of the report perhaps is not headlined in a specific recommendation, but it is there if you look for it.

Disadvantaged young people have not so much been left behind as thrown overboard

It is clear from analysis of both English practice and that in more successful jurisdictions that the problem is not that we are doing the wrong things.

Everyone agrees we need to focus on English and maths (though not just GCSE), on building stronger local links between education institutions and employers, providing quality work experience; and providing clear impartial guidance to young people.

We don't need another 'reform' programme or another attempt to push busy employers into a so-called 'driving seat'.

We just need institutions that are much better resourced and educators who are allowed to get on with it.



CAROLYN WOOLLEY

Executive Director of HR at Bromley College

It isn't just about the money

Carolyn Woolley explains her college's approach to the problem area of recruiting and retaining sufficient numbers of maths and English teachers.

Among the many challenges that FE faces, attracting the very best teaching talent is certainly one of them.

There is huge demand for talented teachers across all educational sectors, with a particularly scarce supply of English and maths teachers.

As a major employer in our borough, we are not only in constant competition with other schools and colleges, but with industry too.

It's ultimately a race as to who can get the best talent as quickly as possible.

As a result, we are always looking for ways to ensure we find, and ultimately attract, the right people to teach and inspire our diverse student community.

There is no doubt that teaching maths and English at our college and indeed many other colleges around the UK, is a great proposition.

By a college's nature, students have generally chosen to be there, meaning they are keen to learn, listen and develop.

This in turn leads to success and real rewards for both the teacher and student.

Maths and English skills underpin all vocational disciplines and are simply essential for career success in any industry.

Being part of such a crucial element of a student's learning journey is not only rewarding, but the reason that so many teachers choose to enter the profession in the first place.

Our innovative approach to teaching and learning appeals to many aspiring and/or trained teachers — the development of our maths and English provision, for example, and our continuous focus on securing successful outcomes for learners of all ages and abilities.

A shortage of teaching talent inevitably pushes costs up for a college, which is an additional challenge at a time of real austerity across the sector.

However, in my experience, the best individuals are not incentivised by money alone.

A range of non-financial benefits such as a good work-life balance, a secure employer, continuous CPD and flexible working are all an essential part of the 'package'.

We constantly review our offer, to ensure it remains both appealing and competitive to prospective candidates.

Crucially, teaching at an FE college offers a unique opportunity to move between age groups and develop the skills needed to teach people of varying abilities and with

different goals.

This makes for an excellent developmental opportunity, bringing with it the chance for talented individuals to progress quickly and advance a very successful career.

But of course, financial incentives are important too.

These have to be finely balanced with the ever-growing cutbacks our sector is having to make.

At Bromley, we have implemented a range of incentives to help us attract the right staff from both the FE sector and from industry.

A shortage of teaching talent inevitably pushes costs up for a college, which is an additional challenge at a time of real austerity

As well as top-scale salaries, we also offer an annual £4k R&R allowance, pension scheme, gym membership and generous annual leave scheme together with many other benefits.

For those FE colleges struggling to recruit, particularly in — but not only — maths and English, it is vital to consider what makes you unique, rather than simply trying to compete on pay alone. The consideration has to be how you can improve your offer, or indeed make it more interesting, than your competitors. Look at it from a personal perspective; where would you like to work and where would you take your talent? Money will only ever be one facet of the decision.

Recruitment challenges can be addressed by providing the right working environment, the right leadership and the right package of both financial and non-financial benefits. We must also pull together as a sector and wax lyrical about the many benefits a career in FE can bring.

We all want to feel like we have made a difference as well as advancing our own careers. There is no better place to do this than in FE — an environment which encourages aspiration and changes many lives for the better.

EXCLUSIVE GOVERNORS' COLUMN

Dear Dr Sue

Email Dr Sue@feweek.co.uk with your questions.
Dr Sue will hand out a £100 Amazon gift card for her favourite question

On the third Monday of every month Dr Sue, Hoxley director of policy and external relations, answers your questions, backed by the experience of almost a decade as principal of Canterbury College, in addition to time served in senior civil service posts at central government departments covering education and skills.



QUESTION 1:

As part of the college's teaching and learning quality strategy, we have a system of link governors. I am keen to engage in this part of the governor's role but find it quite daunting. I have no problem talking to the accountant about risk management, but my mind goes blank when it comes to curriculum and quality matters. What tips do you have?

I can see how you may find this daunting. However, you will find that once you have made the arrangement and met up with programme leaders and course tutors the conversation will flow.

Tutors are always keen to talk about their students and their achievements.

Before you meet, it might be useful to look at the latest Ofsted report and the college's self-assessment, so that you have some background information and an understanding of the improvement agenda.

It is good practice for there to be some standardisation around link governor visits (the clerk may have a pro-forma or visit form for you to complete).

You may also want to have a quick word with the principal before your visit to see if there are any hot issues you need to be aware of.

It's best to structure your conversations around where they are now, what's the vision, how they are progressing on their own improvement plan, what they see as strengths and how they measure their effectiveness — and how they are managing to integrate maths and English.

You may want to ask about progression — where do their students go, what are the links with employers and universities

and how do they help their students into employment or further learning?

You may also want to ask what they think are the biggest challenges.

It is good practice for there to be some standardisation around link governor visits

Try to avoid being used as a channel for lobbying for more resources. A good tutor will always take the opportunity to explain why they need new equipment etc, so just be ready for it.

Lastly, try to visit events such as end-of-year shows. Seeing students at work is the most enjoyable part of a governor's role, so enjoy it.

Tutors will be appreciative that a governor is taking interest in their work.

QUESTION 2:

In the light of recent remarks by Ofsted, my local authority (LA) is thinking about reviewing the adult and community learning service governance arrangements and establishing how they fit with the LA scrutinising committees. Can you advise on best practice?

You are right that Ofsted has recently drawn attention to ACL governance, but we need to put it into perspective.

The proportion of providers judged to be good or outstanding for overall effectiveness according to their latest inspection was high at 87 per cent (116 providers were good; four outstanding).

This figure compares well with general FE colleges (77 per cent) and independent learning providers (79 per cent).

When you review the latest reports, the vast majority of learners at local authority providers benefit from well-planned and sometimes inspirational teaching, learning and assessment and achieve qualifications as planned or make good progress towards their learning goals.

However, in some instances it has been difficult for inspectors to form a positive opinion of governance, mainly because many of the established forms of governance have been removed or changed.

There are now many different types. Some services have a traditional governing body with delegated powers

from the LA, others have advisory boards which provide the employer and learner voice and some have accountable officers, lead councillor members.

When you review the latest reports, the vast majority of learners at local authority providers benefit from well-planned and sometimes inspirational teaching

Nearly all have scrutiny committees.

All these types can be effective as long as the body, in whatever structure, has authority to challenge and change, a clear understood identity, and the role is understood and respected by senior executives, managers and staff.

QUESTION 3:

I appreciate you have had lots of questions about area reviews but, like many other governors, I am still struggling to decide what is the best sort of partner for us. Could you advise?

First go back to basic principles.

There have now been many words written, data in abundance and lots of advice offered but, when it comes down to it, you need to decide whether you are looking for a partner to enhance the student experience, improve quality and/or make your college more resilient to future funding changes.

If you are already graded as Ofsted 'good' you may want a partner who can help you achieve 'outstanding'

Simply list the issues you want to solve and/or your new vision of the future and then list the characteristics you are looking for in a partner.

If you are already graded as Ofsted



'good' you may want a partner who can help you achieve 'outstanding'.

If that's the key issue, you may not need to merge and could consider a strategic partnership with an outstanding college who could help support staff training and the development of learning materials.

If your vision is to move to a technology enabled curriculum, you may want to look for a strategic partner among the universities or in the private sector.

But, if your issue is with your financial position, you may want to consider merging with a partner who can help sustain your future and is experienced in restructuring, right-sizing/down-sizing and financial/curriculum planning.



CAMPUS ROUND-UP *with Billy Camden*



Ready2 students from City College Norwich at the transformed Silver Road Community Centre

Community centre transformed

Good-willed City College Norwich students have colourfully transformed the café and garden area at a local community centre.

The student-led community project involved a group of 14 students, who are on a Ready2 course, working intensively over three weeks at Silver Road Community Centre.

The walls of the café have been re-painted and brightly coloured curtains have been fitted.

Level one art students helped out their peers by decorating the walls with paintings, construction students assisted with DIY work, and plants were donated by the college's

foundation horticulture group.

The group raised more than £400 for the project from sales of greetings cards that they made and sold across the city.

Ready2 student Jazmin Beaumont, aged 18, said: "Seeing the final finish makes all of the hard work worth it. To see the difference that it will make to elderly people and younger people who use the community centre makes me feel really happy."

The community project was an element of the Ready2 course, which is designed to help students develop a range of employability, enterprise and life skills.

Lucky bulldog saved by surgery



Caring animal management students at North Lindsey College raised more than £800 to pay for the treatment of an abandoned dog.

The students named the Victorian bulldog Lucky (pictured) after it was found dumped in woods in Harrogate.

Lucky had some bad injuries including a prolapsed uterus and was taken straight to the vets to undergo emergency surgery.

The money for the operation was raised by the students through crowdfunding on Just Giving.

Lucky is now being looked after in a

temporary home with animal management curriculum leader Laura Johnston.

Ms Johnston, who often brings Lucky to the college with her, said: "Lucky would have had major problems and probably lost her eyesight without the surgery. She enjoys being at the college with students and has helped in a variety of lessons."

Students work with Lucky in practical sessions including grooming, health checking, administering medication, and also in theory lessons covering animal nursing, animal husbandry and animal behaviour.

Paracyclist strikes gold



Cambridge Regional College gold medallist Louis Rolfe

Para-cycling Championships in Italy.

Level three sports studies learner Louis Rolfe, who has cerebral palsy and hydrocephalus, was drafted in as a late replacement but rose to the challenge to take the title alongside his teammates Jon Allan Butterworth and Jody Cundy.

After qualifying as the fastest team in the morning session, they went up against China in the afternoon's final, and won in style, setting a new world record time of 49.268 seconds in the mixed team sprint event.

After taking home gold, Louis, aged 18, said: "I'm pretty happy although it hasn't really sunk in yet — but I suppose in a few weeks' time

when I reflect on what I've done here, it will.

"I was expecting to get a high positioning, but never in a million years did I expect to get a medal, so I'm really chuffed."

Plain sailing for new racing boat



Falmouth Marine School students got to test the boat on the water in Carrick Roads river

Boatbuilding students at Falmouth Marine School have crafted the first prototype for a new type of racing dingy for an international sailor.

The build was commissioned by Pete Crockford, of Restronget Sailing Club.

He hopes to sail the International 14 boat to victory at the world championships in France this September.

Mr Crockford said: "I was sailing an older design of boat and wanted something in order to compete in the championships. This new one is narrower and more of a 'v' shape, like a speed boat, as oppose to a 'u' shape.

"I was extremely impressed that it [the new 14] was student built. The students fully engaged with the project and delivered a first class, high end International 14."

The International 14 is a fast double-handed dinghy which is 14 feet long and six feet wide.

Jonathan Mills, programme manager

at Falmouth Marine School, part of the Cornwall College Group, said: "Live projects for our students to work on, are an essential part of the boatbuilding course. This project has really stretched them resulting in first class, work ready skills."



Falmouth Marine School students designing the new International 14 boat

Sussex Downs fundraising to fight cancer

FEATURED
CAMPUS
ROUND-UP

Sport students at Sussex Downs College battled through an emotional and physical pain barrier to complete three Ironman challenges in one day to raise awareness of pancreatic cancer, after a student lost his mother to the disease, writes Billy Camden.

Fourteen BTEc sport diploma students from Sussex Downs College pulled out all the stops as they ran, swam and cycled more than 420 miles in one day to raise money for Pancreatic Cancer UK.

The students completed three Ironman challenges, a triathlon of all three disciplines, as part of their course work — but also in memory of Tara Batchelor, mother of one of the group members Ollie, who died of the disease earlier this year.

She passed away on January 27 after battling metastatic pancreatic cancer for 110 days.

Ollie, aged 19, and his classmates completed a gruelling three 26.2 mile runs, three 2.6 miles swims and three 112 mile cycles in one day between them.

“I am so proud that my classmates took part in this challenge in memory of my mum,” said Ollie. “It was a tough experience but we helped each other through and the memory of my mum kept me going. Thank you to everyone who has sponsored us so far.”

Another member of the group, student Harry Strong, aged 17, said afterwards: “Completing three Ironman challenges was exhausting but a fantastic experience for us all. I would definitely do it again.

“We did it to help make a difference to such a great charity, and to provide support to



The BTEc sport diploma students from Sussex Downs College who completed the three Ironman challenges in memory of Tara Batchelor

our friend’s family who wanted to help fund research into pancreatic cancer so that other families would not have to go through what they did.”

He added: “At the moment Pancreatic Cancer UK only receives 1 per cent of all donations to cancer charities.

“Survival rates are less than 10 per cent and one person is diagnosed with this illness every hour.”

Prior to the Ironman event, the group held a cake sale at the college’s Lewes Campus, which raised £125.

But after their Ironman challenge, the overall figure raised rose to more than £1,000.

That will now be added to the current total of more than £5,500 which has already been raised by Ollie’s family.

Ollie’s dad Darren said raising awareness of this form of cancer, for example through fundraising, was vitally important because diagnosis often came “too late — it’s a silent killer”.

He added: “Quite simply Tara was too young to be taken from this world and I loved her to bits for 32 years since meeting her at school.

“It was her wish for donations to be made to this charity in the hope to raise much needed cash for research, support and awareness.”

Scott Raybould, curriculum leader for sport

and public services at Sussex Downs College, was full of praise for the students.

He said: “I am extremely proud of the efforts the group have gone to, not only to complete their project but far more importantly, to support their friend in a time of such great sorrow and heartbreak.



“They have shown courage, compassion and camaraderie, working as a unified group to make this event a success in all aspects.”

You can donate to the cause by visiting:

www.justgiving.com/mylovelytara/

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

MOVERS & SHAKERS

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

Milton Keynes College has announced the appointment of Imelda Galvin as chief operating officer.

The newly created role has given Ms Galvin responsibility for finance, facilities and project implementation.

The college’s board of governors said Ms Galvin’s strong skillset, around financial strategy, project implementation and building high performance teams, was key to her appointment.

She has previously worked with global professional services firm KPMG, where she served as chief operating officer and associate partner.

On announcing Ms Galvin’s appointment, MK College’s principal Dr Julie Mills, said she was “extremely pleased” to have completed the recruitment.

“Everyone connected with the college is delighted to welcome Imelda to our senior leadership team,” she said.

“She brings a wealth of commercial experience and knowledge, as a result of a long and successful career to date, and we are privileged to be able to now benefit from that

skillset within the education sector.”

Chair of the college’s board of governors, Fola Komolafe, said: “Imelda was undoubtedly the perfect candidate for the position and everyone on the board was delighted to secure her services.”

Meanwhile, Chris Hatherall has taken the reins at Mansfield’s Vision Studio School from interim principal Heather Scott.

Mr Hatherall, who joined from Wigan University Technical College where he spent four years as principal, said he wants to make the school “a centre of excellence” in preparing young people for the world of work.

Vision Studio School, which opened in September 2014, is an alternative to mainstream education for 14 to 19-year-olds.

It allows students to specialise in either engineering or health and social care, alongside core GCSEs, through project-based classroom learning and work placements with employers.

Mr Hatherall said: “The school addresses the mismatch in expectations between employers and school-leavers by ensuring students gain the qualifications, work experience and ‘softer skills’ that organisations demand.

“I’m especially excited by the specialisms in engineering and health and social care. Tens of thousands of vacancies will need filling in these sectors over the next ten years across the UK — and the school is well-placed to play its part by supplying highly-trained workers.”

Mr Hatherall has held a number of posts in the secondary education sector since

qualifying as a teacher in 1997, including head of technology at Whalley Range High School and vice principal at Wellacre Technology College, both in Manchester.

And Guy Lacey has been appointed as the permanent principal of Coleg Gwent after holding the position on an interim basis at the South Wales college since August last year.

Chair of governors, Angela Lloyd said Mr Lacey had demonstrated “strong leadership, diplomacy, support for innovation and an entrepreneurial approach” during his time as interim principal.

“He has also proven his commitment and dedication to making Coleg Gwent the most successful and highest achieving college in Wales,” she added.

Mr Lacey began his career with Lloyds Bank but has more than 20 years of experience at a number of schools and colleges in the UK.

He has also worked as an examiner for the University of Cambridge examinations syndicate as well as a peer inspector with Estyn, the education inspectorate in Wales, for more than 10 years.

Mr Lacey said: “I’m delighted to be given the opportunity to continue in the role of principal, working with staff and students, to continue the progress we are making in these challenging, but exciting times.

“The expertise and commitment of staff at Coleg Gwent will allow us to continue to offer excellent service to our local communities.”



IMELDA GALVIN



CHRIS HATHERALL



GUY LACEY

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



Protocol Excellence in FE

Prif Weithredwr Grŵp Llandrillo Menai Cyflog - £150k ynghyd â buddiannau

Dyma gyfle gwirioneddol ragorol i arwain Sefydliad Addysg Bellach mwyaf Cymru ac un o grwpiau colegau mwyaf y DU.

Sefydlwyd Grŵp Llandrillo Menai yn 2012 yn sgil proses uno rhwng Coleg Llandrillo, Coleg Menai a Choleg Meirion-Dwyfor. Mae'r coleg yn cyflogi 2,000 aelod o staff ar hyn o bryd, ac yn darparu cyrsiau i tua 27,000 o fyfyrwr ar draws Ynys Môn, Conwy, Sir Ddinbych a Gwynedd.

Gan fod ein Prif Weithredwr presennol ar fin ymddeol, mae'r coleg yn chwilio am arweinydd brwdfrydig a strategol gyda'i ffocws ar fusnes i fwrw ymlaen â Chynllun Strategol y coleg. Bydd deiliad y swydd yn gyfrifol am wireddu cenhadaeth ac amcanion y coleg drwy feithrin diwylliant o ansawdd, gwella parhaus, arloesi, entrepreneuriaeth a sefydlogrwydd ariannol.

Bydd gan yr ymgeisydd delfrydol brofiad o arwain sefydliad aml-safle cymhleth, enw da am ddarparu, gwybodaeth ardderchog am agenda addysg bellach a bydd yn deall agweddau diwyllianol ac ieithyddol ein cymunedau lleol. Bydd y coleg yn sicrhau cefnogaeth ac ymrwymiad llywodraethwyr a staff arbennig a thalentog, a'r cyfle i ennill gwobrau proffesiynol sylweddol.

Gan fod y Grŵp yn arwain ym maes addysg ddwyieithog, byddai'n ddymunol pe bai'r Prif Weithredwr newydd yn siarad Cymraeg ac yn/neu'n meddu ar ymrwymiad cadarn i'r Gymraeg a diwylliant Cymru.

I gael rhagor o wybodaeth a phhecyn ymgeisio, ewch i www.protocol.co.uk/gllm

Y dyddiad cau yw 16eg Mai, bydd y cyfweiliadau rhestr hir yn cael eu cynnal yn ystod yr wythnos sy'n dechrau 23ain Mai a'r cyfweiliadau terfynol ar 16eg a 17eg Mehefin.

Group Chief Executive Grŵp Llandrillo-Menai Salary - £150k plus benefits

This is a truly exceptional opportunity to lead the largest Further Education Institution in Wales and one of the largest groups of colleges in the UK.

Grŵp Llandrillo Menai was established in 2012 as a result of mergers between Coleg Llandrillo, Coleg Menai and Coleg Meirion-Dwyfor. The college employs 2,000 staff and delivers courses to around 27,000 students across Anglesey, Conwy, Denbighshire and Gwynedd.

Due to the imminent retirement of the current CEO the college is looking for a passionate, strategic and business focused leader to drive the college through its Strategic Plan. The post holder will be responsible for achieving the college's mission and objectives through instilling a culture of quality, continuous improvement, innovation, entrepreneurship and financial stability.

The ideal candidate will have proven experience of leadership in a complex multi-site organisation, a reputation for delivery, an excellent knowledge of the FE agenda and sensitivity to the cultural and linguistic dimensions of our local communities. In return the college offers the support and commitment of outstanding and talented staff and governors and the opportunity for significant professional rewards.

Grŵp Llandrillo Menai is a leading provider of bilingual education, it is desirable therefore, that the new Grŵp Chief Executive is a Welsh speaker and / or has a strong commitment to the Welsh language and culture.

For further information and an application pack visit protocol.co.uk/gllm

Closing date 16th May, long listing interviews w/c 23rd May and final interviews will be held 16th and 17th June.

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new
JOB

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.

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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.
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Lecturer Health & Social Care, 0.5 to Full time
£23,881 to £30,256 pro rata

Lecturer Maths, 0.5 to Full time
£23,881 to £30,256 pro rata

Lecturer Mechanical Engineering, 0.5 fte
£23,881 to £34,056 pro rata

Lecturer Music & Music Technology, Full time
£23,881 to £30,256

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You will be ambitious and commercially minded. With significant senior experience of FE and Skills, preferably with a finance related background, you will be at the top of your career and ready for the next challenge. You will be well connected in your field and able to communicate confidently at a senior level.

If you believe you are the right person for this role please send your CV in the strictest confidence to the Managing Director, David Sykes, at david.sykes@fea.co.uk by the closing date of Friday 6th May.

If you would like any further information prior to submitting your CV please contact Alison Edwards on 01454 617707 ext 118 or visit <http://www.fea.co.uk/jobs>.

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For an informal discussion about the role with the Managing Director, David Sykes, please contact Alison Edwards on 01454 617707 ext 118.

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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.



Cogent skills
for science industries

PROJECT COORDINATOR – CAREERS

Warrington – with some National travel when required

Fixed term contract to May 2017 – possibility of the end date being extended



Job Purpose

To assist in the implementation of Cogent's Careers strategy and operational plan, liaising with partner employers, stakeholders and education establishments

To support the Careers work for Cogent wide activities including supporting the successful implementation of a range of STEM careers initiatives. You will provide all administration support to the Careers membership offers and project activities Cogent wide You will work with Science Industry Employers and Careers Stakeholder partners to coordinate the implementation of a Science Industry Partnership (SIP) Ambassadors programme through employers and schools liaison.

Key Accountabilities

- Liaise with employers and stakeholder partners to provide administrative support to and assist in the delivery of the careers operational plan including:
 - Organise an agreed number of events involving SIP ambassadors including schools visits, careers events and industry visits, including all related administration.
 - Organise the training of new SIP Ambassadors including booking ambassadors onto training, collating feedback and maintaining the SIP Ambassador database.

- Point of contact for SIP Ambassadors enquiries.
- Maintenance of careers information including factsheets, ambassador and schools materials to increase awareness of STEM careers
- To ensure the interactive web pages and social media accounts are updated regularly to attract new people to the industry, sustain engagement and promote events and activity accordingly
- Track and analyze feedback from all careers events
- Support the delivery of careers based events for the science based industries as required
- Actively promote Cogent and the SIP and the services offered.
- Support the recording of progress against key careers targets.

Remuneration/Benefits

- Salary circa £25,000 dependent on experience
- Pension
- Life Assurance
- 28 days holiday plus 8 bank holidays
- Health Care

To apply please submit a CV and a letter of application to human.resources@cogentskills.com by 29th April 2016 outlining your suitability for this post and how you would ensure success.

INTERVIEWS WILL TAKE PLACE IN THE WARRINGTON OFFICE WEEK COMMENCING 9TH MAY 2016

NOTE: This job description is not intended to be all-inclusive.
Employee may perform other related duties as negotiated to meet the ongoing needs of the organization.

www.cogentskills.com



FULL TIME HEAD OF FUNDING – FIELD BASED

Premier Training International Ltd

Closing Date: Friday 29th April 2016

Competitive salary plus benefits

Premier Training International, part of the Premier Global Group, is a leading health and fitness industry Training Provider. Premier has built a first class reputation in delivering quality vocational education since 1992 and has some of the strongest sports scientists and industry experts helping shape syllabuses and training delivery. The company vision was, and remains today, to raise standards throughout the health and fitness industry.

We are looking for an experienced Head of Funding to join our team and effectively develop, manage & operate all of the Premier Training International relationships with Colleges, corporate learners, awarding organisations and employers in relation to Government funding for education.

Reporting into the Financial Director, the successful candidate should have an excellent understanding of Awarding Body requirements in relation to the delivery of Ofqual recognised Qualifications and Further Education funding.

The role requires strong communication and organisational skills and the ability to successfully manage existing college relationships. There will also be an ongoing requirement to develop new relationships with colleges to ensure contracts are secured to meet the annual funding targets.

The successful candidate will also be responsible for overseeing compliance and ensuring achievement rates, systems and processes are maintained to ensure high quality external audits.

How to apply

Please email Kimberley.Webb@premierglobal.co.uk for further information and an application form.

www.premierglobal.co.uk

NELSON AND COLNE
COLLEGE

GCSE English Lecturer

Join our exceptional team

Nelson and Colne College has an excellent reputation for providing high quality education for the community it serves. Having been categorised as “Outstanding” by Ofsted since 2005, we are also the top provider of A Level and vocational qualifications in the local area in terms of the progress our student make, confirmed in the recent DfE School and College Performance Tables.

We are looking for a fantastic teacher of English to join our strong GCSE team, who will share a passion for high quality teaching and a determination to ensure all students reach their full potential.

The main duties include:

- Teach on a range of programmes in English, with the main focus being GCSE English
- Plan and prepare high quality teaching and learning
- Develop and share resources for the course / subject
- Complete required assessment duties in relation to student assignments
- Value and support students to achieve their full potential
- Engage in curriculum development and planning activities, individually and as part of a team
- Effectively manage the behaviour of students
- Act as a Personal Tutor if required

The ideal candidate will:

- Have a degree in English or a related subject
- Have a recognised teaching qualification (or the willingness to achieve one within the first three years of appointment)
- Be able to demonstrate successful, recent experience of teaching English at GCSE level within high performing organisations, and the desire to deliver on A Level and Higher Education in the future
- Demonstrate a student centred approach to learning



Apply now!

Visit www.nelson-careers.co.uk/vacancies for more information and to apply.

Our Values

Expanding Horizons

We Excel Together

Always Learning

You Matter



LECTURER MATHS



0.5 TO FULL-TIME
SALARY £23,881 – £30,256 PRO RATA

Being employed at Kendal College, the only Ofsted 'Outstanding College' in Cumbria and North Lancashire, offers more than just a career. Our stunning location, on the edge of the Lake District National Park, offers plenty of work/life balance and our generous benefits package - including pension scheme, health plan, training and staff discounts - places the College at the forefront of the industry in looking after its employees.

It's testament to our highly skilled employees that we are consistently ranked in the top five per cent of UK Colleges for student success rates (16-18yr). And, thanks to an ongoing investment programme, we have an outstanding and unrivalled range of modern facilities and resources.

If you are an outstanding classroom practitioner with a passion for the subject that will inspire our learners, we want to hear from you.

Closing date: Friday 29th April 2016.

 01539 814742

 personnel@kendal.ac.uk

 www.kendal.ac.uk/careers

NELSON AND COLNE
COLLEGE

GCSE Maths Lecturer

Join our exceptional team

Nelson and Colne College has an excellent reputation for providing high quality education for the community it serves. Having been categorised as "Outstanding" by Ofsted since 2005, we are also the top provider of A Level and vocational qualifications in the local area in terms of the progress our student make, confirmed in the recent DfE School and College Performance Tables.

We are looking for a fantastic teacher of Maths to join our strong GCSE team, who will share a passion for high quality teaching and a determination to ensure all students reach their full potential.

The main duties include:

- Teach on a range of programmes in Maths, with the main focus being GCSE Maths
- Plan and prepare high quality teaching and learning
- Develop and share resources for the course / subject
- Complete required assessment duties in relation to student assignments
- Value and support students to achieve their full potential
- Engage in curriculum development and planning activities, individually and as part of a team
- Effectively manage the behaviour of students
- Act as a Personal Tutor if required

The ideal candidate will:

- Have a degree in Maths or a related subject
- Have a recognised teaching qualification (or the willingness to achieve one within the first three years of appointment)
- Be able to demonstrate successful, recent experience of teaching Maths at GCSE level within high performing organisations, and the desire to deliver on A Level and Higher Education in the future
- Demonstrate a student centred approach to learning

 **Apply now!**

Visit www.nelson-careers.co.uk/vacancies for more information and to apply.

Our Values

Expanding Horizons

We Excel Together

Always Learning

You Matter



JOBS

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.*



English and Maths Tutors

We are seeking to urgently recruit the following roles

1 x 1FT permanent GCSE/FS English tutor

2 x 1FT permanent GCSE/FS Mathematics tutor

Salary: £24,339 - £35,755

Job Description

To provide professional support in all aspects of curriculum development and delivery, student support, placement and assessment. This will generally include associated organisational, administrative and management responsibilities.

A teaching qualification and a level 5 subject specialism are essential for the role job description attached.

For informal discussion contact Carole Todd, Deputy Principal
ctodd@darlington.ac.uk

Scan this code to take you
to the vacancies page



Contract: 37hrs and Permanent Closing Date: 29 April 2016

Apply at: www.darlington.ac.uk

If you have any queries, please contact our human resources team on **01325 503124**

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- Manufacturing
- Security
- Facilities Management
- Transport



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

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next edition

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Spot the difference to WIN an FE Week mug



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

Last Edition's winner was Mo Dixon, Vice Principal, New College Durham.