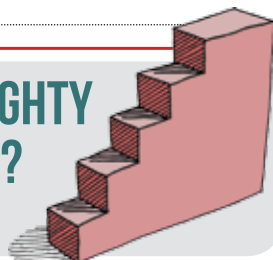


# FE Week

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**SALARY REVISED UP, TO £358,000**

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**DR SUE TACKLES CONFIDENCE ISSUES**

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Josh Peek, an apprentice with L&G Skilled Engineering and trained by Great Yarmouth College will be competing in welding. Full Squad UK team list for EuroSkills on page 13

## OUT-OF-AREA FUNDING EXPOSES DEVOLUTION 'POSTCODE LOTTERY'

- > 'Valuable analysis' shows 20 per cent of adult funding being spent on learners outside region of the provider
- > Skills Minister warns SFA that 'contracts spanning multiple geographic areas...may become less appropriate'



**MOVE FROM COUNCIL TO COLLEGE PAYS OFF**

See page 6

Exclusive

PAUL OFFORD @PAULOFFORD  
ALIX ROBERTSON @ALIXROBERTSON77

See investigation on pages 8 & 9

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# Apprenticeship levy could fund training for vicars

JUDE BURKE  
@JUDEBURKE77

The apprenticeship levy could be used to train the next generation of Church of England (CoE) vicars.

The CoE is in talks with the Department for Business, Innovation and Skills (BIS) about how it can use its levy funding, it has told FE Week.

The move comes after church estates commissioner Caroline Spelman (pictured) told MPs that the CoE would “very much” like to use the levy for training.

She was responding to a question lodged by Mark Spencer, the Conservative MP for Sherwood — who asked if church commissioners had made an assessment of the effect of the apprenticeship levy on the CoE.

The levy, due to be introduced in April 2017, will be set at 0.5 per cent of a company’s payroll, and will be payable by companies who pay out more than £3m in annual salaries, a group which will definitely include the church.

Ms Spelman, an official go-between for the church and the government, said: “The CoE supports the government’s drive to increase the number of apprentices.

“Apart from some of the central bodies and larger diocesan offices in cathedrals, most church bodies will not be affected by the levy, because their payrolls fall below the £3m threshold, but the church is in the rather unusual position of having 8,000 office-holders out of its total 24,000 employees, and would very much like to see the levy being used to train more ordinands.”

A CoE spokesperson told FE Week that it was in “very early stage discussions” with BIS about “how we can work with the



apprenticeship levy”.

In order to become a member of the clergy, candidates must currently undergo two or three years of higher education paid for by the church — through pre-ordination training, depending on their age and previous theological study.

This is followed by up to four years of post-ordination, on-the-job training as a curate, before they finally become a fully licensed minister.

The church offers grants to cover the cost of pre-ordination training courses, which can be up to £15,000 a year for residential courses, according to information on its website.

The spokesperson would not be drawn on

details, such as the stage of an ordinand’s training at which the church would like to use future levy funding, or whether it was planning to develop an apprenticeship standard, telling FE Week that he “wouldn’t want to second-guess” the discussions.

A senior charity sector figure meanwhile warned last week that charities were caught in a “conflict of legislation” over the apprenticeship levy, insisting that obliging NGOs to pay would conflict with their legal requirement to spend funds on beneficiaries.

A BIS spokesperson said it welcomed “expressions of interest in developing new apprenticeship standards at any time”, but that it had not received a bid to develop a standard for members of the clergy.

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## Government ‘must do more’ to let learners know they’re entitled to loans

JUDE BURKE  
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The government must do more to promote the newly-expanded FE learner loans, to avoid the danger of low take-up at the start of the new academic year, the Association of Colleges (AoC) has said.

The government announced that it would expand FE tuition fee loans to learners aged between 19 and 23 at levels three and four, and 19 and above at levels five and six, during last November’s Budget.

Applications for the new advanced learner loans will open on Monday (May 16) for courses starting from August 1.

But an AoC spokesperson told FE Week that “the government needs to do more to promote the scheme nationally, in the way they have for university loans and tuition fees”.

She said it would be “likely that take-up of the new loans will be fairly low in autumn 2016”, but suggested the numbers would “pick up once the scheme gets established”.

FE Week reported in February that the responsibility for promoting the new loans would lie with providers, after the government admitted it had no budget to market them.

Take-up of the existing FE loans for learners aged 24 and above at levels three and four has

remained low since they were launched in 2013.

Figures published by the Department for Business, Innovation and Skills (BIS) in February showed that there had been 56,950 24+ loan applications so far in 2015/16, just up on the 55,100 application which had been made at the same time last year.

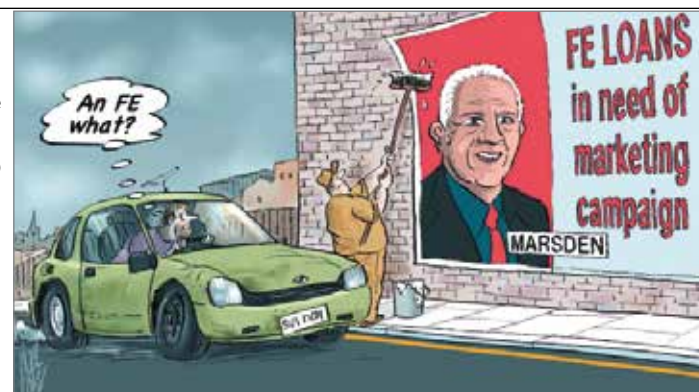
And figures published last October showed that just 38 per cent of the £397m budgeted for FE loans in 2014/15 was awarded, meaning that providers missed out on £250m in loan cash.

Loans for apprenticeships were scrapped soon after they were launched — after the Student Loans Company received just 404 applications in seven months.

And new research published on Thursday by BIS found that numbers of 24+ learners on courses eligible for loan funding dropped 31 per cent in the first year the loans were available.

A BIS spokesperson acknowledged that take-up of the new loans would be low at first.

She said: “We appreciate it may take a little time for colleges and training providers to adjust to the expanded loans system, but we expect to



see greater pick-up in the future.”

While the government does not have targets for numbers of learners taking out a loan, the spokesperson said that “over time” the new loans would lead to “an additional 40,000 learners studying for high-level technical qualifications”.

She added: “We have expanded advanced-learner loans so they are available to everyone aged 19 and over studying at level three to level six, and have ensured there are sufficient funds available to allow for increased take-up.”

The loans expansion comes at the same time as the government is consulting on introducing maintenance loans for FE learners aged 19 and above at levels four to six.

The consultation opened on Mar 24 and runs until June 16.

## NEWS

## Coventry colleges planning three-way merger before Warwickshire area review closes

JUDE BURKE  
@JUDEBURKE77

The FE Commissioner has endorsed a three-way merger plan between colleges in the Midlands, even though concern is rising in the sector that too many providers are being rushed into joining forces.

Dr David Collins' new report on City College Coventry has concluded that there appeared "to be no insuperable barriers to progress" its plans to join-up with neighbouring institutions, based on a visit from his team in February.

The merger would involve nearby Henley College, and Hereward College — with all three part of the Coventry and Warwickshire area review, which only very recently had its first steering group meeting, on May 4.

However the University and College Union's head of FE, Andrew Harden, told FE Week that "too many college mergers are being put forward" in haste, as poor solutions "to financial issues brought about by government funding cuts, or to pre-empt the outcomes of area reviews".

He said: "Partnership working can bring benefits, but rushed or forced mergers based mainly on financial or sustainability concerns risk stripping away local learning opportunities and disenfranchising large groups of learners."

Mary Bousted, general secretary of the Association of Teachers and Lecturers, also criticised the speed of the mergers, claiming

that colleges joining forces before final area review recommendations were released made "a mockery out of the whole process".

Skills Minister Nick Boles himself warned in parliament last month against colleges rushing into mergers ahead of area reviews.

FE Week reported on April 7 that 15 mergers were on the cards during 2016, and more have been announced since then, including a link-up between Lowestoft and East Norfolk sixth form colleges.



Dr Collins' report on City College Coventry noted the board's view that the FE offer in Coventry "is not organised such as to give maximum benefit to students and the local economy".

Amongst the recommendations it made, it said: "The college should work with them [the other two colleges] to consider methodically a full range of options for creating a robust FE curriculum for Coventry, including relationships with higher education."

The three colleges said in a statement that their dialogue, "though still at an early stage, is proceeding well and developing along productive lines".

The statement added: "None of this activity means that the Coventry colleges have closed minds as far as the area review is concerned.

"However, we feel there should be a strong,

distinctively Coventry component to any realignment of FE in the region."

Dr Collins' report also found that City College Coventry, which has been hit with two inadequate Ofsted ratings in three years, was "clearly failing too many of its students", but that it had "a number of strengths which, if deployed vigorously and over time, can turn this institution around".

A spokesperson for the college told FE Week that it had been "involved in a fundamental review" of its priorities since November, and had taken advice from a "wide range of stakeholders" including the FE Commissioner.

"We found that process extremely useful and constructive, and our improvement plan addresses all of the recommendations made in the report," the spokesperson said.

## FRAUDSTER JAILED FOR 15 MONTHS AFTER FAKING APPRENTICESHIP CERTIFICATES

PAUL OFFORD  
@PAULOFFORD

A man has been jailed for 15 months for defrauding New College Swindon out of almost £43,000 of Skills Funding Agency (SFA) cash — after he faked certificates that wrongly showed students had completed assessments.

Leonard Hay, of Cochran Close, Churchdown, was the manager of his own one-man company Update, Training and Vocational Services (UTVS), based in Churchdown, which operated as a subcontractor for New College Swindon.

He was sentenced to 15 months behind bars at Gloucester Crown Court, after pleading guilty to committing fraud between May 2013 and June 2014, with police calling his behaviour "deplorable".

The Crown Prosecution Service subsequently told FE Week on Tuesday (May 10) that Hay had sent fake certificates falsely claiming that more than 40 level two and level three laboratory technician apprentices had "completed" their studies — and pocketed £42,863 in resulting payment.

A CPS spokesperson said: "Hay stated that a number [of students] had succeeded, and sent certificates to the college confirming that.

"The college then paid Leonard Hay, but the certificates were fake, and the named persons did not complete their assessments."

A spokesperson for the college told FE Week that it had taken immediate action in 2014 as soon as it realised what Hay had been doing.

She said: "We were saddened by this incident and disappointed for the affected students.

"The college picked up the fraud through its robust control processes when staff spotted anomalies in the paperwork and certificates that were submitted.

"We took immediate action in informing the police and the SFA and had Gateway Assure in to audit our processes in dealing with subcontractors."

She added the college had tried its best to help learners affected.

"Some of them worked in NHS organisations and some in private organisations.

"Where students have remained in the NHS sector, New College has been working very hard with them and their employers nationally to ensure that they can complete their awards and gain certification.

"This is an ongoing process as we've had to start assessment from scratch with them.

"Of the 44 [students affected], 22 had left their organisations, or changed roles, or were not interested in completing, and we are still working with the other 22."

Investigating officer DC Simon Shaw was scathing in his criticism of Hay.

He told FE Week: "This case featured the theft of a considerable amount of money from the taxpayer.

"Equally deplorable, Mr Hay badly let down many students, who believed he was guiding them to a professional qualification.

"Hundreds of hours of their hard work was wasted as Hay kept the funding money for himself, leaving his students high and dry."

A Skills Funding Agency spokesperson said: "In 2014, New College Swindon made the SFA aware that they were investigating fraudulent activity at Update Educational Services Ltd, one of their subcontractors.

"The college kept the SFA regularly informed of outcomes and the SFA reviewed the college's audit report to provide us with assurance that public funds were protected and learner needs were being met."

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## NEWS

# First solo UTC served with financial notice to improve

JUDE BURKE  
@JUDEBURKE77

The first ever standalone university technical college (UTC) to be hit with a financial improvement notice must draw up a recovery plan and explain how it will increase student numbers.

The notice to Daventry UTC was sent to trust chair Professor Nick Petford on April 14, but was only officially published by the Education Funding Agency (EFA) on May 6.

The EFA issued the notice “as a consequence of the trust failing to balance its budget” and because the UTC was forced to seek “additional financial support”.

Daventry, a 14-to-19 vocational institution, was ordered to provide a “robust deficit recovery plan” based on “realistic pupil numbers” and to outline how it intends to attract sufficient pupils to “ensure future viability during the recovery period and beyond”.

Figures obtained by FE Week through Freedom of Information requests made earlier this year show that Daventry has been running at 25 per cent capacity this academic year.

It had just 151 students enrolled in 2015/16, down from 169 in 2014/15 — despite a capacity of 600.

Reflecting on the notice to improve, the principal of Daventry UTC, David Edmondson, told FE Week: “Lower student numbers than anticipated has impacted upon the income stream during our

establishment.”

But he added: “A robust plan is in place to address this.”

This news comes after a separate academy trust, which administers one UTC, was handed a financial notice to improve in March, as reported by our sister paper Schools Week.

Bright Futures Educational Trust, which runs nine schools in the north-west, including Wigan UTC, was told it must improve its “weak financial position and financial management” or face closure.

The trust was ordered to repay an advance of funds it received from the EFA to plug finances at Wigan UTC and another of its schools, and achieve a balanced budget by 2017/18.

Publication of the Daventry UTC notice came days after UTC Lancashire became the fourth college of its kind to announce it would be closing its doors due to low student numbers.

It said in a statement on May 3 it would close for good at the end of this term — just three years after it opened — due to difficulties in enrolling enough students “to secure future financial viability”.

Central Bedfordshire UTC announced in March that it would close in August, after admitting it had not been able to attract sufficient pupils.

Hackney UTC closed in July 2014 after problems attracting learners, and Black Country UTC closed its doors in August 2015 after a “disappointing” Ofsted inspection



and low student numbers.

Charles Parker, chief executive of the Baker Dearing Trust, which promotes UTCs, said: “It is still early days for many UTCs and recruiting students aged 14, which

requires them to change schools, remains a challenge in some areas.”

He added: “Over time most UTCs are becoming an established part of the local community, with high enrolment rates.”

## New taskforce aims to help those with learning disabilities onto apprenticeships

JUDE BURKE @JUDEBURKE77  
ALIX ROBERTSON @ALIXROBERTSON4

The government has announced a taskforce to help more people with learning disabilities to access apprenticeships — but admitted that it has yet to finalise the people who will make it up even though it is meeting this month.

The announcement comes just two weeks after shadow skills minister Gordon Marsden put a written question to his government counterpart Nick Boles, asking “which groups he has met with and plans to meet with to discuss the importance of apprenticeships and other technical education for young people with disabilities”.

The taskforce was announced on Monday (May 9), and current plans are to meet three times during May and June — “once to identify issues, then to explore solutions and finally to form recommendations to make to ministers”.

The taskforce will be led by Paul Maynard, the Conservative MP for Blackpool North and Cleveleys, and will include employers, training providers, charities and educational

experts. However, a spokesperson for the Department for Work and Pensions (DWP) has admitted that the group’s full roster was “yet to be decided”, adding that it “will be announced soon”.

FE Week understands the Association of Employment and Learning Providers (AELP) has been invited to take part.

The government said the taskforce is designed to support the drive to create three million new apprenticeships by 2020, and halve the disability employment gap.

Only six per cent of people with learning difficulties are currently in employment, according to government statistics.

Learning and Work Institute chief executive David Hughes (pictured) has also expressed interest in the initiative.

He said: “Apprenticeships can and should be an attractive and inclusive route into work and training for people with learning difficulties

and disabilities. I look forward to helping the taskforce.”

For shadow skills minister Gordon Marsden (pictured left), the taskforce has been a long time coming and the announcement “follows sustained campaigning from Labour and disability groups”.

He said: “We have already submitted agenda thoughts for this taskforce.

“These include issues around dyslexia, low current support for disabled people from DWP, and the need for the new Institute for Apprenticeships actively to take up access for disabled groups as a high priority.”

Philip Connolly, policy and development manager for Disability Rights UK (DR UK), welcomed the taskforce’s creation, but said his organisation “would wish to see it have a broader focus that also includes older potential apprentices and disabled people with fluctuating conditions”.

He said that DR UK had not been invited to get involved in the taskforce, but had been asked by ministers for its views.

Mr Connolly added: “We are concerned about the make-up of the taskforce, and wish to see disabled people, particularly people with learning disabilities, in the membership.”

Dr Caroline Allen, (pictured) chief executive officer of Orchard Hill College & Academy Trust, a family of specialist providers, also warned that “changes to the apprenticeships framework will need to be carefully thought through, to ensure they provide the flexibilities needed to make this positive initiative successful”.

Tim Nicholls, policy manager at the National Autistic Society, said that unemployment remained “a huge problem” for autistic people in particular.

He said: “We’ve been campaigning on this issue with autistic people, encouraging the government to do more to increase employers’ understanding of autism, and the small changes they can make to open up the workplace to autistic people. Apprenticeships should play a key part in this.”



## NEWS

# Concern cheaper SFA dashboard is simply passing costs onto colleges

ALIX ROBERTSON  
@ALIXROBERTSON4

A controversial new data dashboard could cut costs incurred by the Skills Funding Agency (SFA) by almost two thirds — but FE leaders fear the extra financial burden will simply fall on them.

The Qualification Achievement Rate (QAR) was branded a “fiasco” by sector bosses in an FE Week story last month, when they suggested the changes had been a waste of money.

In its answer to FE Week’s Freedom of Information request over development costs, the SFA said that the QAR’s ‘Birst’ data dashboard cost a one-off sum of £153,000 to develop in 2014/15, but would subsequently require only £58,000 per year to run.

The SFA claims that this should result in annual savings of 65 per cent, when compared with the £164,000 the old system cost in 2013/14, using multiple PDF annual reports that were sent out to providers.

However, sector representatives told FE Week that they are worried the new dashboard could shift the burdens of time and expense onto them.

One college principal, who did not want to be named, blasted the new database, saying: “This may have produced a significant cost saving for the SFA, but savings for the sector as a whole including the providers might not be so clear.”

Qualification Achievement Rates	COST	SAVINGS
QSR PDF Reports (13/14) (annual)	£164,000	
QAR Birst Dashboard (14/15) -(one off)	£153,000	6%
Predicted QAR Birst Dashboard 15/16	£58,000	65%

Figures provided through the FOI response

There is a possibility, he insisted, that the new system would actually create more work for providers, as they hunt for the relevant information among listings for many other organisations.

If this were the case, he said, “all the SFA have done is made central savings and passed the expense onto the provider, with the net effect that the sector is actually worse off because of these changes”.

Stephen Hewitt (pictured), the enrolments and examinations manager at Morley College, meanwhile said that the length of time that “senior management spend looking for things on the portal that previously would have been

clear in front of them on old PDF-style reports” could add major time costs.

In April, FE Week reported that the SFA would be improving its tool for viewing QARs, following complaints from providers about missing information.

Graham Taylor, principal and chief executive of New College Swindon made his feelings known in an article for FE Week in April, when he described the changes as a “fiasco” which have arrived after “an interminable delay”.

“It’s full of unnecessary terminology changes,” he wrote.

A spokesperson for the SFA said the 2014/15 QAR reports were developed

through the data dashboard “as part of ongoing SFA budget constraints and drive for efficiency savings”.

She said: “Traditionally providers would have received approximately 900+ PDF reports via a large zip file hosted on the provider gateway.

“This method of production and deployment was both inefficient and costly.”

The SFA consulted with providers in September last year on “the design of an alternative reporting solution”.

The result of this consultation, she said, means that “the cost of the new reporting solution, although higher in the first year, still offers significant savings over the traditional reporting method.

“Hosting Birst through the HUB is part of SFA’s strategic solution of which QAR is but one product that uses this service.

“Therefore there are no additional costs in hosting QAR in the HUB.”



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## NEWS

# Nottingham college appoints ex-council boss just six months after £230k pay-off

**ALIX ROBERTSON**  
@ALIXROBERTSON4

**EXCLUSIVE**

A former chief executive of Stoke-on-Trent City Council, who reportedly received a £230,000 pay-off from the local authority after taking voluntary redundancy just six months ago, has been appointed to lead two merging colleges.

FE Week has exclusively learned that John van de Laarschot (pictured) will start as chief executive on August 1, when the merger between New College Nottingham (NCN) and Central College Nottingham (CCN) is complete.

It is understood the new institution will be called Nottingham College.

A spokesperson confirmed today that the announcement of Mr van de Laarschot's appointment had been made to staff and

students at both merging colleges, but added the "legal contractual process" was ongoing.

Mr van de Laarschot left his previous £200,000-a-year post at Stoke-on-Trent City Council last year.

This followed an 'Extraordinary City Council Meeting' on November 11 to discuss the "extended leave arrangements that had reportedly been sanctioned for the council's chief executive", according to council minutes.

His departure caused controversy at the time, after it was reported that he received £230,000 as a redundancy payment.

FE Week asked the leader of Stoke-on-Trent City Council, David Conway, if Mr van de Laarschot would now repay this money, since he would be taking up a new position in the public sector — but he was unable to respond by the time of publication.

In July 2015, FE Week reported that governors at both the Nottingham colleges had voted to merge, following a review of FE provision in the city by commissioner David Collins.

Dr Collins launched the review in May following recent grade three Ofsted inspection results for both colleges, as well as financial difficulties which forced the Skills Funding Agency to put together a £12m rescue package, so NCN could complete a campus revamp.

The result of the merger will be one 40,000-learner "Nottingham College" in the heart of the city, with a new £60m skills hub reportedly planned for land near the Broadmarsh Centre off Canal Street, which is set to be the home of the new establishment.

NCN was rated as grade two by Ofsted in January this year, while CCN received a grade



two in February.

FE Week contacted Mr van de Laarschot for comment, but received no response ahead of publication.



**"Since notifying the employment agencies of my new QTLS status, I have already been offered a maths teaching position. It is a great feeling when employers are constantly ringing to check my availability."**

Anzoumana Gbane, GCSE and Functional Skills maths teacher



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**Society for Education and Training**

# Who has joined the SFA naughty step this month?

ALIX ROBERTSON  
@ALIXROBERTSON4

The Skills Funding Agency (SFA) publishes a monthly update on notices of concern, which FE Week will report on regularly in our new 'SFA Warning' section.

The latest to be added to the list on May 10

were Cornwall College and Tower Hamlets College, which received notices for financial health and minimum standards respectively.

Tower Hamlets is the first provider this year to receive a notice of concern for minimum standards.

These are issued if a provider does not, for example, meet a minimum threshold for qualification achievement rates in different

types of provision, such as basic skills maths and English.

Notices are also issued to providers that fail to meet the SFA's criteria for financial health.

The agency collects information from colleges each year in order to give them an overall financial health rating.

It comes after FE Week reported in February that the number of notices of concern

**SFA WARNING!**

issued to FE providers by the SFA had more than doubled in the last year.

College or training organisation	Type of Notice	Reason(s) for formal intervention and date Notice(s) issued	The college told FE Week	The SFA told FE Week
CORNWALL COLLEGE	NOTICE OF CONCERN	FINANCIAL HEALTH (27/04/2016)	The college was required to give a three year financial forecast, which has been in place since last summer. The college will respond positively and openly to the notice, working with the SFA.  It has hit its financial forecasts for this year and there has been no visit from the FE commissioner.	We are working with the named college to ensure they have or are in the process of addressing the conditions of the notice.
TOWER HAMLETS COLLEGE	NOTICE OF CONCERN	MINIMUM STANDARDS (29/04/2016)	The college was expecting this notice by the SFA. It is a legacy issue dating back to 2013/14 and relates to less than 1% of student enrolments, specifically outcomes for apprentices. The college has taken already taken action, implementing an action plan to improve apprenticeship provision and outcomes. It is predicting improved outcomes for learners as a result of this. The college has not had a visit from the FE Commissioner, and is not expecting one.	Tower Hamlets is the first provider listed on our notices of concern and breach lists, published this year, to receive a notice of concern for minimum standards.

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## FROM THE FRONT PAGE

## Exclusive analysis exposes scale of out-of-r

PAUL OFFORD  
@PAULOFFORD

FROM FRONT

Ahead of funding devolution, exclusive FE Week analysis of Skills Funding Agency figures published this week has found close to £300m (20 per cent) of adult funding, excluding apprenticeships, is being delivered to learners living outside the region in which their provider is based. The average out of area funding for colleges in 2014/15 was 16 per cent, with ten colleges using more than half of their budget for learners not living in their region.

## Employers, students and parents don't recognise boundary lines on maps

This revelation comes after Nick Boles also said in his grant letter to the Skills Funding Agency (SFA) that Adult Education Budget "devolution deals will provide specific localities with the power to make their own funding decisions and it may become less appropriate to let large national contracts spanning multiple geographic areas".

The warning was passed onto providers by SFA boss Peter Lauener when he shared

the out-of-area figures and said in his 2016/17 allocation letter to providers that: "As we move to local commissioning and devolution, commissioners will expect local resources to be deployed to support their local area."

The figures, shown here for the first time by provider type, also show more than half (58 per cent) of all private provider learners came from beyond their head office areas — which amounts to £115.5m funding.

The figures produced a passionate reaction from providers highlighted by FE Week as most vulnerable to the reforms, and bolstered the Association of Colleges' call for delay to the reforms.

Janet Meenaghan, principal and chief executive of New College Stamford, which had 72 per cent of funding for out of region learners, said: "As a college which is sited in the south of Lincolnshire, but located close to the borders of four other counties, devolution poses particular issues for us.

"Employers, students and parents don't recognise boundary lines on maps. They want to access high quality education and training which best suits their needs."

John Taylor, joint managing director at Birmingham-based Access to Music Ltd, which had an even higher proportion of learner funding out of region (87 per cent) warned: "This could lead to a 'postcode lottery' for students studying with us.

"We would strongly urge a pause on implementation to allow further consultation."

James Bishop, managing director of West Berkshire-based The Skills Partnership

Limited, with 100 per cent out of home region learners, said its administrative hub office location was "generally of secondary importance".

This compared to "establishing if we could demonstrate we were able to respond effectively to a particular region's priority training requirements".

## This could lead to a 'postcode lottery' for students studying with us

The highest proportion (76 per cent) for a college was for Eastleigh College, and principal Jan Edrich said: "It's in the interests of employers and economic growth that this delivery is not compromised by the implementation of overly restrictive commissioning arrangements."

But Dan O'Keefe, managing director at TQ Training, which had 99 per cent out of area learners, said: "We have been based in Northamptonshire for 21 years, and the location was chosen as it's in the middle of the country, so it enables us to service clients across England.

"The proposed [devolution] approach is not dissimilar to regional contracts which existed until 2010, where providers would

have up to nine contracts for each of the nine different regions."

Mark Dawe, chief executive of the Association for Employment and Learning Providers, said: "FE Week's valuable analysis clearly shows the complexity of local and national provision, which includes specialism and the need to meet the demands of regional and national employers.

"It's very important devolution and the area reviews take account of this."

The Association of Colleges would not be drawn on the matter this week, other than to say: "It is up to each college to decide how they deliver their non-apprenticeship adult courses to ensure the most suitable provision for their students and employers."

But its assistant chief executive Julian Gravatt admitted in Edition 173 he was concerned the government had not finalised how devolution would work for provider groups based in multiple regions.

He said: "It would be better to delay the budget devolution rather than move ahead with half-completed plans."

It is unclear the extent that the out of region figures result from subcontracting, but Mr Lauener also told providers: "In understanding the pattern of delivery, you should give specific consideration to the provision you sub-contract and how much of it is outside your immediate commissioning area(s).

"We will share information on where your sub-contracted provision is delivered with areas that have a skills devolution agreement or a skills incentive pilot."

## Learner ASB funding (excl. apprenticeships) in 2014/15 not in provider region (provider type and region)\*

Provider Type (SFA definition)	Total	Learner ASB funding (excl. appren) in 2014/15 not in provider region	
General FE and Tertiary Colleges	£909,772,144	£148,895,015	16%
Private Sector Public Funded	£198,242,101	£115,473,465	58%
Other Public Funded	£127,699,050	£7,303,072	6%
Specialist Colleges	£57,364,078	£22,365,699	39%
Sixth Form Colleges	£11,079,216	£701,799	6%
<b>Total</b>	<b>£1,304,256,125</b>	<b>£294,739,050</b>	<b>23%</b>

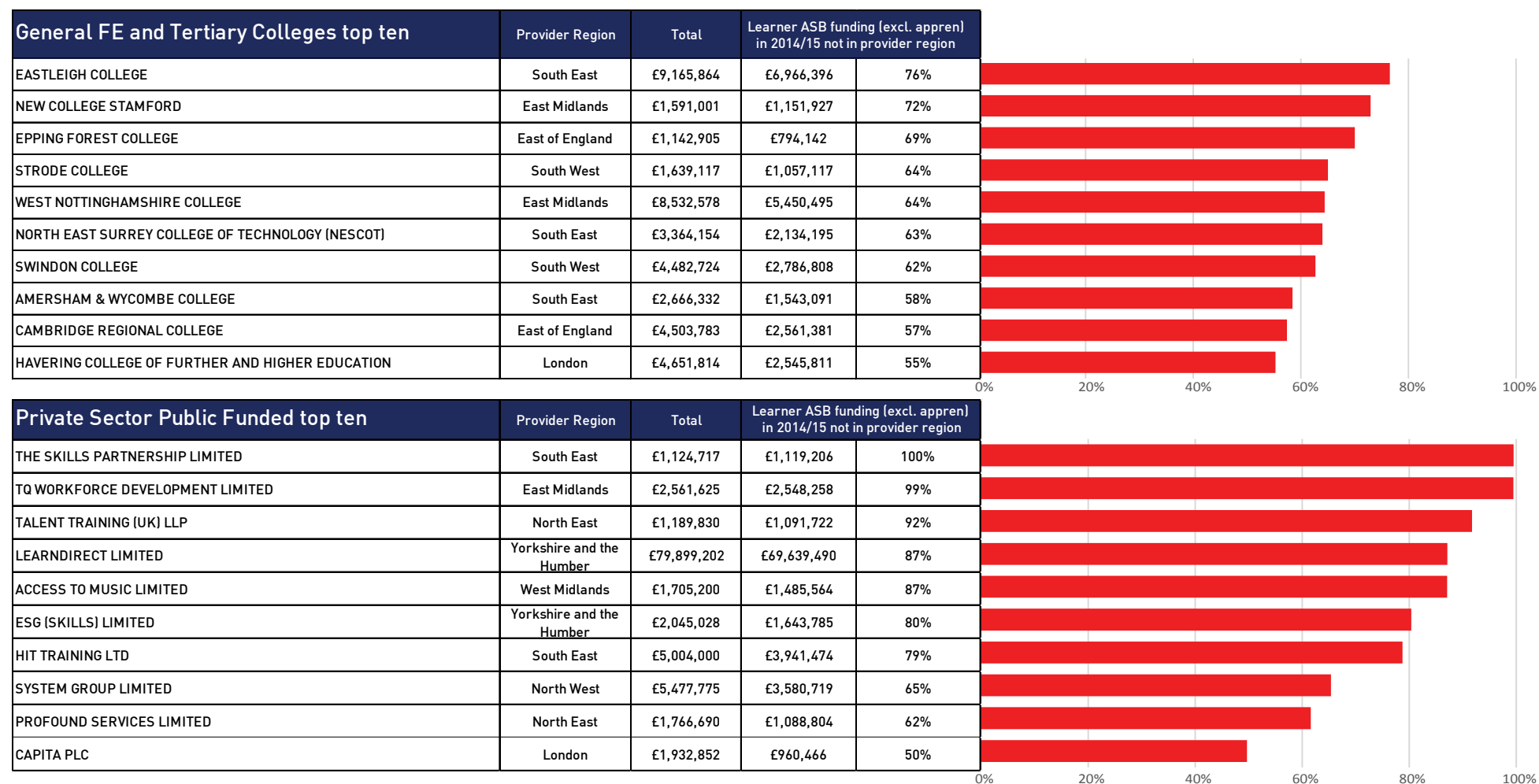
Provider region (SFA definition)	Total	Learner ASB funding (excl. appren) in 2014/15 not in provider region	
London	£307,602,787	£42,024,011	14%
Yorkshire and the Humber	£196,059,194	£88,869,786	45%
North West	£167,860,780	£14,790,278	9%
West Midlands	£151,927,735	£24,415,166	16%
South East	£121,320,861	£31,483,769	26%
East Midlands	£104,744,177	£34,945,052	33%
South West	£90,235,308	£19,898,292	22%
East of England	£87,336,197	£21,918,442	25%
North East	£77,169,084	£16,394,252	21%
<b>Total</b>	<b>£1,304,256,125</b>	<b>£294,739,050</b>	<b>23%</b>

\*Not all providers were included in the SFA figures because, for example, the providers are subject to organisational / contractual change or has not yet been issued with a funding statement for 2016/17



# Region delivery ahead of funding devolution

Top ten providers with highest percentage of learners not in region of main site (college and private provider)\*



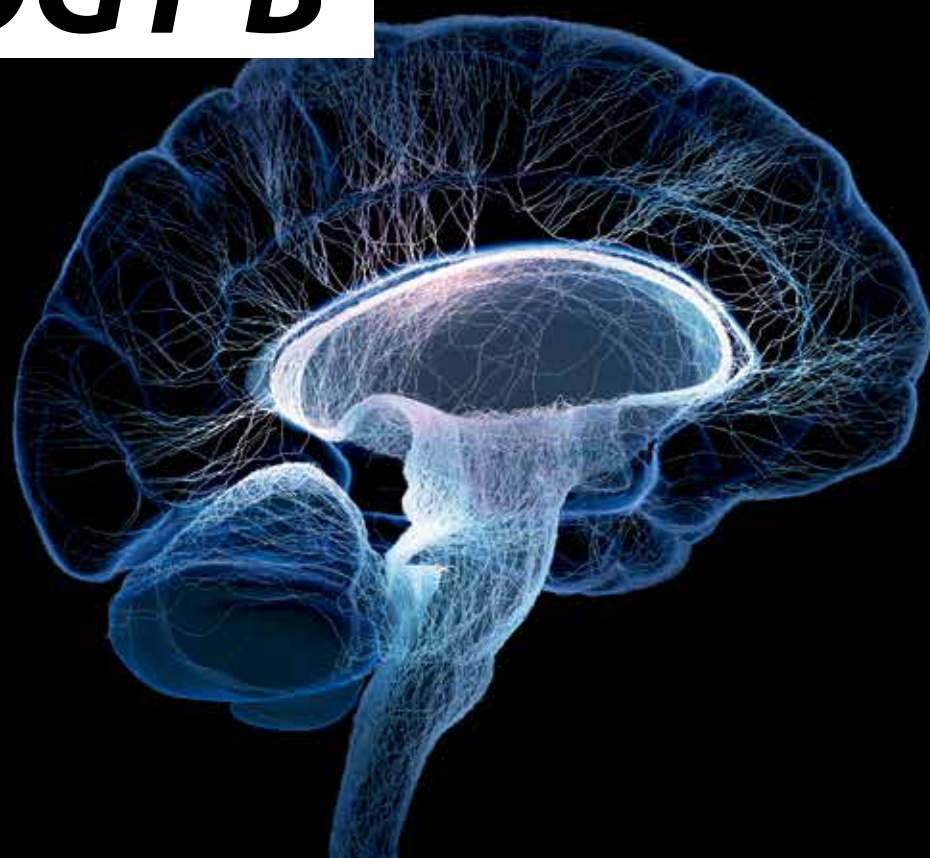
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## FE WEEK COMMENT

## Out-of-area but not out-of-time

Those of us in FE with even short memories will remember that the Learning and Skills Council (LSC) was scrapped, along with 47 local LSC councils, to remove their planning role.

It is therefore something of a return to the past with devolution of the Adult Education Budget (AEB), with providers facing even greater learner postcode scrutiny.

But new SFA figures crunched by us this week expose the challenge new local commissioners will face.

When they get their hands on the budget, why would they want to pass it on to providers spending it on learners living in another area?

They won't, so in the absence of a national provider funding system we can expect major upheaval, particularly for colleges and training providers based near to area boundaries.

The end result may be a better one, with less subcontracting and more focus on colleges, in particular, supporting their local community.

But the SFA figures understate the issue, as they are based on the nine regions in England rather than the near 40 commissioning areas.

Any provider expecting a degree of stability over the coming years from the £1.5bn AEB budget will be sorely disappointed.

Devolved commissioning will be complex and the potential for unintended consequences are great.

So before opaque chaos reigns, if not delay then let's at least be sure there is sufficient time for well-run consultations and pilots.

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

## #FAIRPAYINFE #LOVEFE PARLIAMENTARY DEBATE

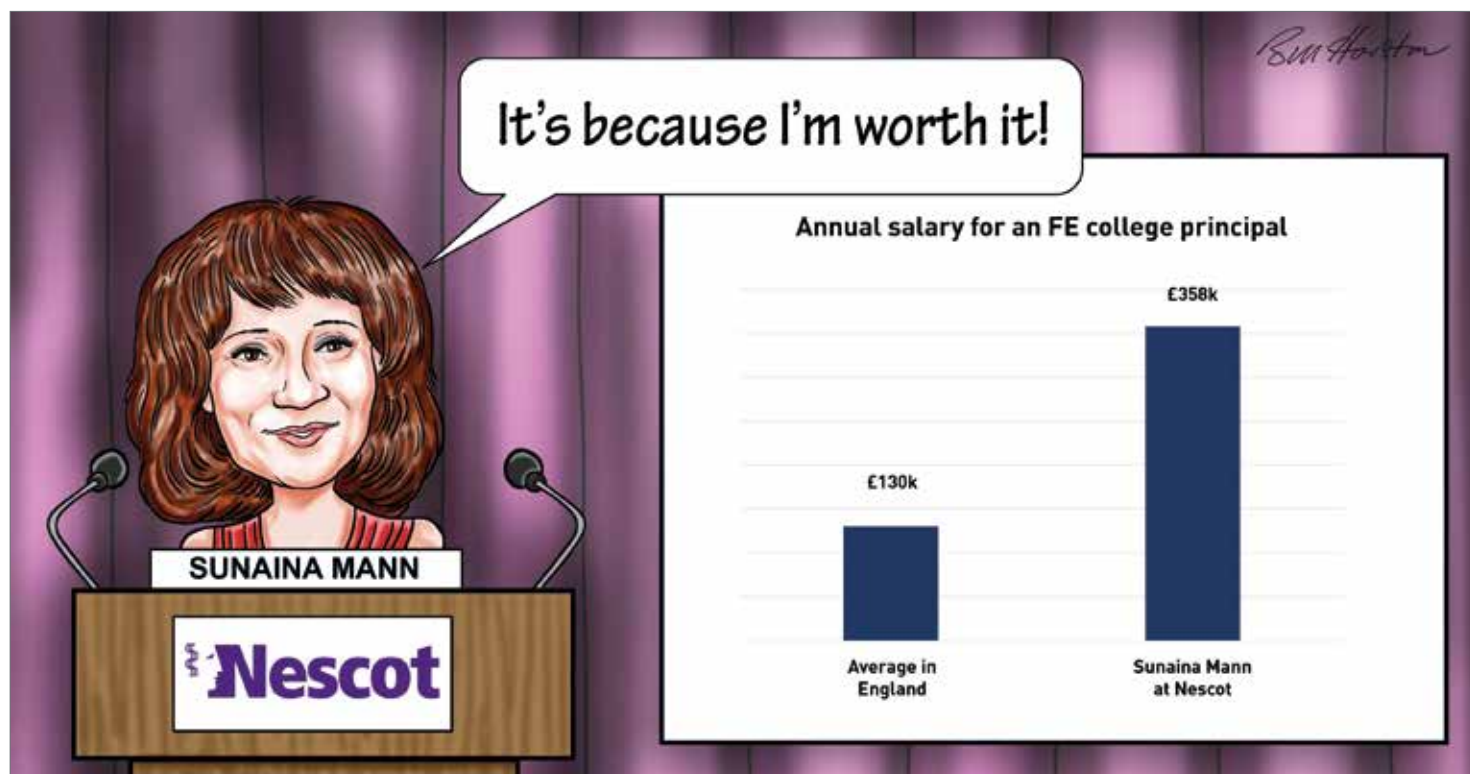
**Unite the Resistance @resistunite May 11**  
@natalieben 'some college heads are on more than £200k' @62Seanv @RM\_UCU @Mandy4VPUCU #loveFE #fairpayinFE

**UCU @ucu May 11**  
FE crucial for helping people reskill across working life, @natalieben tells FE event #fairpayinfe #lovefe

**Gordon Marsden MP @GordonMarsden May 11**  
Started day w speech to range of univs @HEPI policy & now in Parl on colleges #lovefe.Adult Skills ,cuts, area reviews Good questions @ucu

**Fiona Adkins-Mullen @Nulapimple May 11**  
Fiona Adkins-Mullen Retweeted UCU I fully support my colleagues in #FE #fairpayinFE

**Catherine O'Shea @Cat\_OShea May 11**  
@ucu #fairpayinFE #loveFE event in House of Commons great speakers on the threats to further education colleges



## Revised accounts show principal annual pay packet of £358,000

**ALIX ROBERTSON**  
@ALIXROBERTSON4

The college with the best-paid principal in the country initially understated her salary to the Skills Funding Agency (SFA) by £27,000 — before accurate figures revealed that she earns £358,000 a year.

The salary of Sunaina Mann, principal and chief executive officer of the North East Surrey College of Technology (Nescot) Group, was initially listed as £331,000 in 2014/15, according to data made available by the SFA in March.

However in updated data released on May 11, Ms Mann's salary took a considerable jump of £27,000, up to a total of £358,000.

This figure — which the college has confirmed to FE Week is still being paid — makes Ms Mann the highest-paid principal in the SFA's college accounts.

Her salary is almost three times the average wage — around £130,000 — paid to college leaders over the same period.

A spokesperson for Nescot confirmed

that there had been no recent changes to Ms Mann's role, and claimed that the initial, lower figure had come from "the college's draft financial statements at the time".

She said: "In the first version of the college accounts data, released in March 2016, the salary of the principal and chief executive was shown as £331,000, which was the figure included in the college's draft financial statements at the time."

Ms Mann's current salary has risen 139 per cent since 2013/14, when she was paid £150,000, according to the SFA.

Nescot is currently in its third year of involvement with the Saudi Arabian Colleges of Excellence programme.

In September 2013, Nescot set up a female college in Jeddah as part of the scheme, which promotes technical and vocational education in the region.

FE Week asked Nescot about the programme when the original salary figures were released in March.

At the time, a spokesperson for Nescot said she was paid more.

"Sunaina Mann is the principal and CEO of the Nescot Group, which includes Nescot and the Jeddah College of Excellence. Her salary in 2014/5 was £363,000," she said.

Clarifying the situation this week, the spokesperson confirmed that the £363,000 "referred to in March 2016 included £5,000 of benefits in kind, as confirmed in the published audited financial statements. These benefits relate to private medical insurance".

Natalie Bennett, the leader of the Green party, meanwhile complained about college principals' salaries at a parliamentary event on Wednesday (May 11).

She said: "There're a few people in FE who really haven't got much to worry about.

"Some college heads are on more than £200,000 a year. I'd love to know how you could possibly think about justifying that.

"They're actually paid more than the Prime Minister. I know running an FE college is a very difficult job, particularly at the moment, but I'm not sure it's more difficult than being the Prime Minister."

## COMMENTS

### Skills white paper to propose academic and vocational divide

So on the one hand apprenticeships are employer-led, but on the other there will be 15 prescribed routes? It seems to me there is a big question as to whether these will be what employers and the professional bodies (which actually set standards) will want. I also suspect that confusion about vocational routes exists mainly in the minds of those who have followed academic routes, not those who have used vocational qualification such as BTECs, which have been around for nearly 100 years, originally as ONC and, at the next level, HNC. While the government may seek to introduce these pathways, it is conceivable that industry and professional bodies may not recognise them. The consultation will be very interesting.

Andrew Stanley

The 15 new 'professional and technical' routes will probably be developed by young Oxford PPE graduates who have never worked in industry, been in a FE college or known anyone who has done an apprenticeship. These bright young things are sure to produce something every bit as successful as previous educational developments introduced by government (Conservative, Labour or coalition).

FE Lecturer

### UTC Lancashire to shut up shop after just three years

I had always thought that UTCs, like Academies, were doomed to succeed. I feel sorry for the people involved at the delivery end but these initiatives have been at best unhelpful and disruptive. They have been driven through without proper debate and with very little evidence of demand or fitness for purpose. It now looks like the political will that set them up is wavering. Hopefully a local college will be able to pick up the pieces. This is what usually happens anyway.

Mike M

### Publish subcontractor fees or face sanctions, providers told

This is public monies, so its use should be transparently in the public domain. Surplus and profits should be capped and controlled. Also SFA should extend its contract management to enshrine its moral responsibility down to learner level. There are examples of Primes not making appropriate downward payments, then SFA clawing back from the Prime without a sideways glance at a subcontractor who has delivered real outcomes. This

outrageous abdication of responsibility retreats behind legalese and what is described a commercial contract relationships which supposedly exclude SFA.

Sid Stephenson

But will they?

They said previously they'd stop payments, I haven't heard that they've done this. The data is easy, there is no problem calculating it. It makes you think they have something to hide!

The next stage is to check the accuracy of the data that has been published. Come on SFA, show you have teeth, otherwise Primes will continue to ignore your "threats".

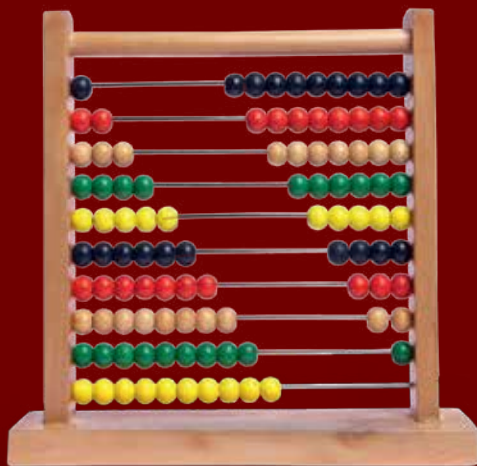
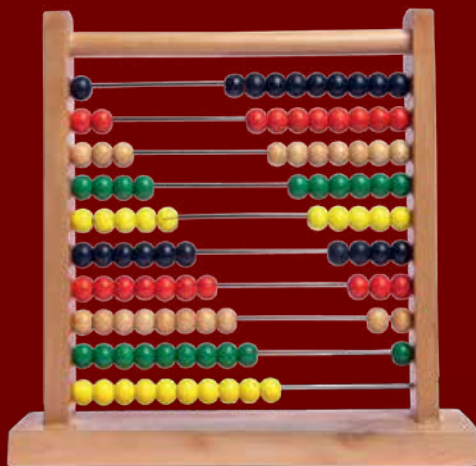
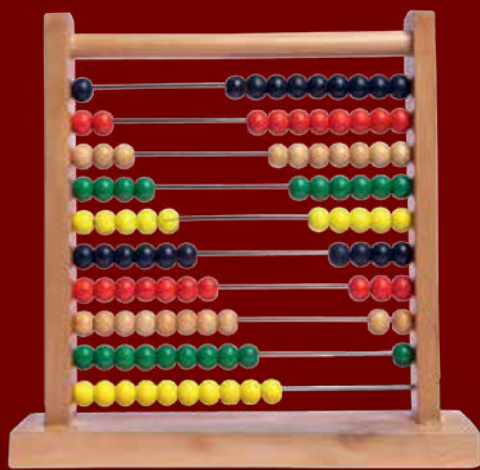
David Neal

### Clarification:

The SFA requested that we make it clear they did not decline to explain what the next steps in the subcontractor compliance process would be. They instead said their approach is to first communicate with providers, but did not say when this would happen.

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## WORLD SKILLS UK UPDATES *with Billy Camden*

# Members of Squad UK announce

A team of the country's most skilled young people have been selected to represent the UK at EuroSkills 2016, but what is its purpose and what benefits can it have on our competitors? **Billy Camden** investigates

Twenty of the country's top apprentices and learners will be going for gold at EuroSkills Gothenburg 2016, after being selected for Team UK.

They will compete against the most talented young people, under the age of 25, from more than 30 European countries in more than 35 different skill areas ranging from gardening and stonemasonry to bricklaying and web design.

This year's competition, taking place from December 1 to 3 in Sweden, will be celebrated as more of a "highpoint" event for the competitors than ever before.

Ben Blackledge (pictured), director of education at WorldSkills UK, the organisation that oversees the selection process for the



British WorldSkills team, told FE Week: "Being in a European final is a massive achievement and should be celebrated accordingly.

"So, while EuroSkills will still be used as a preparation event for WorldSkills, it will also be used as a motivational event for the team and highlighted as a highpoint in the training process they go through.

"We are only sending our young people who we think will do the best."

The team will therefore be looking to better the haul of three golds, six silvers and three medallions for excellence they picked up at EuroSkills 2014 in Lille.

Mr Blackledge said the competition would also be used to "benchmark" the employability skills of the UK's apprentices with those from the rest of Europe.

"That is not just in terms of the actual competition, but also how we prepare our competitors, what happens when they get

back, how they progress, and so on," he said.

The members of Team UK were selected after excelling in the national finals at the Skills Show.

At the national finals, competitors operate at a level three standard, WorldSkills operates around a level six, and EuroSkills is "somewhere in between", so the team can certainly expect a step up in class when they take to the stage in Gothenburg.

No matter the outcome in terms of medals however, the competitors are set to come back with a greater set of skills that add to their employability credentials, according to Mr Blackledge.

He said: "Ex-competitors have said that being involved in these kinds of competitions improved not only their technical skills, but their professional skills, the kinds of things that we know employers are really keen on.

"These high pressure environments are closely aligned to what it would be like in industry, delivering projects on time, to high quality, so it is best to compete as many times



as they can."

Members of Team UK will now go on to complete an intensive training programme, supported by their trainers, employers and training providers, before competing in Sweden.

After the Euros the competitors will go on to compete for a place at WorldSkills Abu Dhabi 2017.

Last year, the UK team took home three gold, four silver, and two bronze medals from WorldSkills in Sao Paulo, Brazil.

## ANGUS BRUCE-GARDNER — CABINET MAKER

Cabinet maker Angus Bruce-Gardner is hoping his tireless work will pay off with a gold medal in Gothenburg after giving up his social life for two years to prepare for the competitions.

The 21-year-old, who is an apprentice with Waters and Acland and trains at Chichester College, said he has had to dedicate his evenings and weekends to "constantly prepare", but it was all worth it when he got selected for Team UK.

"I didn't think I was going to get in because the competition was so tough but when I was told I

was very excited," Angus said.

"The process has been really hard and at such a high level so far. I haven't really had a social life for the last couple of years because I've just been on it the whole time and focussed on being successful."

Angus said that his dedication will also benefit his career because WorldSkills credentials are "recognised by the biggest companies".

He added: "I'm looking forward to competing abroad and representing the UK. It will be a really good and new experience."



## LUCY KNIGHT — HAIRDRESSING

Lucy Knight is hoping her day-to-day experience of owning her own hairdressing salon will give her the edge over the competition in December.

The 21-year-old, who opened Hair by Knight in Bristol two years ago, also has past experience of competing in the high pressure competitions, having previously been selected for Squad UK.

"I was in the squad but I didn't go to EuroSkills last time, it makes you want it that little bit more now," Lucy said.

"It is amazing to be given the chance to go

over and represent the UK and show that I am one of the best hairdressers this country has."

Lucy said her career had already benefitted from being part of the WorldSkills set up and predicted it would only get better as a result of being selected for the games in Gothenburg.

She said: "On my website I've got details about my participation in Squad UK, and you don't realise that a lot of people actually do read that before coming to you for a job.

"It certainly gets my name out there and builds my reputation a bit more."

## JULIANNE LAVERY — TRAINER

Competitors will need intrinsic motivation as well as world class talent to be successful at EuroSkills, according to veteran expert Julianne Lavery.

Ms Lavery (pictured right), who has worked with WorldSkills UK since 2012 and trains the visual merchandising competitors, also said their mental strength must be of the highest order if they want to win gold. She told FE Week: "EuroSkills is a step up from anything these young people have done before because they are suddenly facing a more international competition and market.

"The nationals help to highlight someone who is slightly more innovative than our national expectation.

"We then add on another layer to their overall ability, so that by the time they get to the Euros their confidence, interpersonal, and time management skills are more ready for industry."

But competitors can expect an "endless" repertoire of industry ready skills once they return, Ms Lavery added.

"Every competitor I have trained has ended up getting an amazing job because their skills base is so much more advanced.

"On top of that they've got confidence and interpersonal skills, they've travelled the world and matured into adults. The list is endless."



Visual merchandising competitor Chloe Wills, being trained by Julianne Lavery

# and for euroskills Gothenburg 2016

## Full details of this year's competitors

SKILL	NAME	EMPLOYER	TRAINING PROVIDER	EXPERT (TRAINER)
AUTOMOTIVE TECHNOLOGY	Seamus Goodfellow	Apprentice with Ballinamullan Auto Repair	South West College	Willie Mcilwraith, Warwickshire College
BEAUTY THERAPY	Isla McLarty	Experience Health and Beauty	City of Glasgow College	Jenna Bailey, Ashton Community Science College
BRICKLAYING	Josh Hunter	Completed apprenticeship Geo Houlton & Sons Ltd	Hull College	Mike Burdett, York College
CABINET MAKING	Angus Bruce-Gardner	Apprentice with Waters and Acland	Waters and Acland	Christian Notley, Chichester College
CNC MILLING	Ethan Davies	Completed apprenticeship Electroimpact UK Ltd	Coleg Cambria	Ian Thompson, Group Llandrillo Menai
FLORISTRY	Danielle Scandone	Moonflower	Merrist Wood College	Laura Leong, Self-employed
HAIRDRESSING	Lucy Knight	Completed apprenticeship Owner of Hair by Knight.	City of Bristol College	Linzi Weare, Reds Hair Company
JOINERY	Conor Willmott	Apprentice with Paul Jackson Carpentry and Joinery	West Suffolk College	Andrew Pengelly, Didac Ltd
LANDSCAPE GARDENING	Will Burberry	Completed apprenticeship Gardenscapes	Merrist Wood College	Simon Abbott, Simon Abbott Landscapes
LANDSCAPE GARDENING	Adam Ferguson	Grassmaster NI	CAFRE	Simon Abbott, Simon Abbott Landscapes
MECHANICAL ENGINEERING CAD	Betsy Crosbie		New College Lanarkshire	Barry Skea, New College Lanarkshire
MECHATRONICS	Sam Hillier	Completed apprenticeship Toyota Manufacturing UK	Toyota Manufacturing UK	David Russell, Northern Regional College
MECHATRONICS	Tom Revell	Completed apprenticeship Toyota Manufacturing UK	Toyota Manufacturing UK	David Russell, Northern Regional College
PAINTING AND DECORATING	Jordan Jeffers	Completed apprenticeship Self-employed	Southern Regional College	Peter Walters, Stoke-on-Trent College
PLUMBING AND HEATING	Daniel Martins	Apprentice with Briggs and Forrester	EAS Mechanical	Paul Dodds, Skills, Educational Training (SET) Ltd
PLASTERING AND DRYWALL	Reece Wilson	Alan Allison's	Stockport College	David Kehoe, British Gypsum
VISUAL MERCHANDISING AND WINDOW DRESSING	Chloe Wills		London College of Fashion, University of the Arts	Julianne Lavery, University of the Arts London, Westminster University and Istitiuto Marangoni
WEB DESIGN	Nathan Jones		Neath Port Talbot College	Mike David, Coleg Sir Gar
WELDING	Josh Peek	Apprentice with L&G Skilled Engineering	Great Yarmouth College	Clive Bell, Lakes College
STONEMASONRY	Toby Brook	Wells Cathedral Stonemasons	City of Bath College	Kevin Calpin, Calpin Associates

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EXPERTS



# BARBARA MCDONOUGH

Chief operating officer for prisoners' training and employability provider Novus, part of LTE group

## Getting prison learners ready for apprenticeships

Barbara McDonough reflects on changes she would like to see for the education and training of prisoners.

In recent years, significant improvements have been made in education to support prisoners into employment.

In particular, education programmes are now geared towards helping offenders get a job or apprenticeship on release, by aligning provision to employer skill requirements.

But while it is important to recognise this positive development, it should also be acknowledged that much more can still be done.

Ideally there would be the opportunity to provide offenders with apprenticeships while they are still in prison — but currently they are not available in custody.

There are barriers that may require changes to primary legislation before complete apprenticeship programmes can be delivered in prisons.

For now, we can still do things to prepare prisoners for employment.

Novus, a not-for-profit social enterprise, currently delivers in 104 custodial and community sites across England, working with employers including Virgin Trains, Pret a Manger and Barclays and educating 65,000 offenders annually.

And getting our learners ready to be able to take up apprenticeships on release gives them a greater chance of succeeding in the world of work.

This, in turn, provides them with the opportunity to lead lives that are no longer plagued by criminal activity.

We equip them with the right skills and experience to meet the needs of employers — including completing elements of frameworks — which means they can be fast-tracked onto an apprenticeship scheme.

And our employment brokers nurture and develop the relationship between the employer, candidate and prison to support this outcome.

A wider ongoing concern for all providers in our field is that today, while a range of support is available both before and after release — it can be fragmented, duplicated and difficult to navigate.

A community-based funding model of education and training is being shoe-horned into prisons, which doesn't fully take account the complex needs of prisoners.

For instance, 42 per cent of offenders were excluded from school, while 47 per cent of offenders have no school qualifications and 70 per cent suffer from a mental health disorder.

Not all support for them runs 'through the gate', and no one organisation is accountable for assisting offenders back into work.

'Through the gate' refers to the 'progression route' for offenders, in which we support them to resettle back into their local communities and help them gain sustainable training, education or employment.

Those who engage in prison education are 24 per cent more likely to successfully secure employment than those who have not

We think it is important to place a strong emphasis on the needs of prisoners and supporting them to find employment, including apprenticeships, on release.

So why invest in education? Our research with Manchester Metropolitan University has identified 18 studies of prison education between 1995 and 2014.

All of these research projects have found that education in prisons had a positive impact on reducing the re-offending rates.

Five of these studies examined the effect of education on employment, and these ultimately determined that those who engaged in prison education are 24 per cent more likely to successfully secure employment than those who have not.

Apprenticeships are a critical route to support this progress into employment and a life free from crime.

Moving forwards, we are enthusiastic about proposals for greater governor autonomy over education and believe that they should have a say in the way that education is commissioned.

We are also encouraged by the calls from the Secretary of State for increasing the number of offenders to be released on temporary licence, in order to help them to gain experience of outside work and progression onto apprenticeship schemes.

So, while there are still challenges ahead, it is clearer than ever that prisoners are much less likely to commit further crimes if they leave prison with the skills, knowledge and confidence to enter the world of work.



# ANTHONY BRAVO

Principal of Basingstoke College of Technology (BCoT)

## Trialling new teaching technology

Like most FE principals, Anthony Bravo has a keen interest in how technology can help improve teaching. He reflects here on the performance of interactive learning software that his college has been trialling and a new two-year study into the effects of blended learning.

Although the phrase 'blended learning' has been in use for a decade, many of us are still grappling with what it means for our learners.

However many Further Education Learning Technology Action Group (FELTAG) studies or government initiatives there are about using technology, until we as teachers are comfortable with how it can be used effectively — both in and out of the classroom — it's not going to feature naturally in our planning.

I had the opportunity recently to explore and even influence what blended learning could mean when I met Martin Biron, managing director of digital publisher Global Vocational Skills (GVS).

It is developing a suite of interactive learning software (i-GVS) and looking for somewhere to trial it.

As a college of technology, I jumped at the chance, and enlisted colleagues from Richmond upon Thames, Highbury and Cornwall Colleges too.

We are already trialling automotive and catering i-GVS units with our students, with other technical areas to be released shortly.

What do I think so far? From a technical perspective, GVS is ticking the right boxes.

The software runs on an industry-standard Moodle platform and can be hosted on your servers or in the cloud (if you want to host it on your servers, our experience suggests a separate Linux server works best).

It will also run on Google Docs. Our IT team installed it — they tell me it was easy to install and configure — and our teaching staff have access to customise it, if they want to plan what particular groups will see, for example.

Learners can log in from anywhere; they can access it from mobile devices but ours found it works better on screens 8" or larger (remember, this is still a pilot).

So what do I think it will mean for learners?

The i-GVS software will allow our learners to be more self-directed than ever.

Feedback on units is instant, not only allowing a student to work at their own pace, but also in a supported way, even outside of college.

It has the potential to widen participation, by engaging our existing learners in new ways and by being a useful weapon in the distance learning armoury.

It also differentiates, appealing to students at different levels and giving them the opportunity to advance their own learning at their own pace — which we see as a fantastic resource for apprentices.

Benefits for teaching staff include providing an additional means to monitor learners' progression.

In an emergency, it also means learners can still access learning resources if their tutor is ill.

An unintended, but useful, benefit is that it could also improve our efficiency in terms of contact time.

Alongside the development of the software, the partners have launched project 'HUBBLE' with Southampton Solent University, a two-year programme to investigate the effects of blended learning and technology in the classroom.

From a technical perspective, it is ticking the right boxes

We are delighted that Martin Doel will lead on this project when he leaves [as chief executive of] AoC in September.

HUBBLE stands for Heutegogical Unification by Blended Learning Environments (to save you reaching for your dictionary, heutagogy is the study of self-determined learning; yes, I had to check!).

So not only are we getting to trial this software, we already have plans to measure how it works for our learners.

GVS is keen to develop interactive materials that work for our sector.

For example, we want to see maths strongly embedded, so are planning a working party of other colleges later this term to bring automotive and plumbing tutors together to explore how this can be done.

No doubt other vocational areas will follow shortly, as well as embedding English.

'Blended learning' tools, including i-GVS, will never replace a good teacher and we know that there are no short cuts to outstanding lessons or results.

However, from what we are seeing from i-GVS so far, I certainly think they can provide innovative ideas to help every teacher become a more effective teacher.

## 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

## OFSTED'S ROLE IN MONITORING PREVENT STRATEGIES

**Last year, the governing body I am on signed off a safe guarding and Prevent strategy and at a recent board meeting we monitored the implementation of the action plan. We were surprised to find that in our short Ofsted inspection this was highlighted as an area we had to do more work on. We were also surprised by the level of scrutiny this area was put through and wondered whether it was proportional to the size of the issue?**

College governors are expected to set the Prevent strategy for the college and to ensure that the college strategy complies with the Prevent Duty as set out in the Counter Terrorism and Security Act 2015.

Ofsted has been given the monitoring role and therefore have put in place a process for doing that as part of their inspection.

They are evaluating whether governors are appropriately scrutinising the practice in the college, including reviewing whether the Preventing Extremism risk assessment is rigorous enough.

Ofsted want is to see that the policies and procedures signed off by governors are in place, being followed, and that they are successful in preventing students being

drawn into terrorism and extremism.

Therefore, what your college went through was appropriate to the role Ofsted has been given.

What I think might have surprised you was Ofsted's increased focus on fundamental British values and the need for students to not only be confident to speak about those values, but can also use the precise vocabulary.



## QUESTION: 3

## IMPROVING ENGLISH AND MATHS AND WHAT GOVERNORS SHOULD BE DOING

**In your last Q and A, you talked about the role of a link governor. I am the governing body link for English and maths. As a governing body we are keen to raise standards. What questions should I be asking?**

You have a very important role as this link governor. Just as it should be, English and maths is a key priority for the government and a crucial element of every college programme.

On which questions to ask, you should start with the agreed policy and ask how that policy is working out in practice.

## English and maths is a key priority of the government

Enquire whether the changes the college have introduced to ensure every young person continues with English and maths are operating well?

Are they making an impact and improving performance? Do they have issues recruiting staff and, if so, how are they managing?

How is the college implementing the new guidance on GCSE resits and stepping stone qualifications for 16-18 year olds and those between 19-24?

How do they identify those who need extra support? Do they do catch up in small groups and, if so, what is the impact?

Ask about the programme for adults. How do they identify adults who need support and how is initial assessment done? Are they able to offer intensive provision?

Do they work with employers to support their workforce and what are they doing for their apprentices?

Your link work is vital and should be supported by the other link governors, who should also be asking about English and maths when they visit they areas of interest and they should pass on that information to you.

## QUESTION: 2

## VOTE OF NO CONFIDENCE

**Our staff governor has told us that a group of staff intend to ballot the rest of the staff on a vote of no confidence in the principal. This is the first we have heard of it and we don't even know what their grievance is. We are unclear what the correct process is and how we should react?**

I would have hoped that before a group of staff got to the point of organising a ballot that they would have followed the college procedures for complaints against senior staff.

Depending on existing relationships and what mechanisms there are for governors to talk to staff, you could meet and ask what the issue is.

Otherwise, I suggest asking the clerk to republish the procedures and remind staff that if they have a complaint or grievance they should use those procedures to express their concerns.

The governing body can then put in place the right process to review the complaint and, if there is cause for concern, the board should take the appropriate action.

However, looking at situations where this has arisen in the past, often the staff are taking it out on the principal when all

she/he has been doing is implementing a policy agreed by the governing body or directed by the government.

**If there is cause for concern, the board should take the appropriate action**

In cases like this, the principal should be supported fully by the governors and they should express their full confidence.

Festival of Learning

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## Festival of Learning award nominations closing soon

Festival of Learning (previously Adult Learners' Week) is a national celebration of lifelong learning. Just like Adult Learners' Week, the Festival celebrates the remarkable achievements of adults who have used learning to transform their lives, and highlights how learning benefits individuals, families, communities, employers, society and the economy.

**NOMINATE NOW** - recognise and celebrate inspiring learners, tutors, projects and employers by nominating them for a Festival of Learning award today!

**Find out more: [www.festivaloflearning.org.uk](http://www.festivaloflearning.org.uk)**  
**Nominations close at 5pm on Friday 20th May**

#lovetolearn

# CAMPUS ROUND-UP *with Billy Camden*



From left: students Hassan Hussain, 17 and Jimmy Jenkins, 18, working on the Tunisian Collaborative Paintings

## Stop, collaborate & listen

Students with special educational needs from South Gloucestershire and Stroud College have become the first in the UK to create collaborative paintings using a unique Tunisian technique.

The group of 30 took on the challenge with the help of their tutor, Luke Palmer.

The resulting artwork will go on display soon as part of an exhibition at Kings Weston House in Bristol.

The guidelines for this art form stipulate that one person starts the painting, but anyone else can then join in and paint over others' work.

The whole process of the work then takes place in complete silence.

The students, who are studying a preparation for work course, completed the challenge in groups of four.

They have created 16 new paintings, which are believed to be the first Tunisian Collaborative Paintings ever made in the UK, according to the college.

Student David McCairn, aged 16, said: "We didn't know what each other would paint, so when it was finished it amazed me that I could see pictures of things within the image. I expressed what I was feeling when I painted it and that came out in the painting."

"It was a wonderful experience."

## Gamekeepers turn poachers



From left: Moreton Morrell College clay shooters Charlie Hawkins and George Smith, both 18, Ben Taylor and Neil Taylor, both 17, and Stephen Curtis, BASC director of operations

Students from Moreton Morrell College have shot past more than 100 other competitors to win an annual college clay shoot-out.

The winning team, made up of four students from Warwickshire taking the level three extended diploma in countryside management, won the British Association for Shooting and Conservation's (BASC) Gamekeeping College Challenge Shield.

Teams were entered from 11 colleges across the country, with students facing 80 clays over a layout of 10 different stands at Park Farm Shooting Ground, Worcestershire.

The day's high gun, with the best individual score on the day, was Ben Taylor from Moreton Morrell College, who managed to hit 75 out of 80 clays.

Top lecturer was David Reith, also from Moreton Morrell, with 63 out of 80 clays.

Ben, aged 17, said: "It was a great competition for young gamekeepers to exercise their skills."

Alex Farrell, BASC gamekeeping officer, said: "It was a fantastic day and great to see so many student gamekeepers come together from across the country to compete on a challenging clay shooting course."



From left: Abilympics judge Emma Allen, Ben Joyce, and New College Durham vocational access lecturer Colin Galley

A computer whizz from New College Durham has shown he is one of the best in the world after competing at the Abilympics — an international competition for people with disabilities.

Ben Joyce, one of only two competitors from the UK, demonstrated his skills in data processing against entrants from 45 different countries, achieving sixth place, and second in Europe.

The 17-year-old, who is studying vocational access level one ICT and suffers from autism, bagged a place in the competition after winning gold at the UK final of WorldSkills in Birmingham. He said: "This was a fantastic opportunity

to represent the UK at the Abilympics. It was not easy but I am glad I was able to compete. The support I have had from college has been amazing."

John Widdowson, principal of New College Durham, said: "Ben has been a great representative of both his country and his college. He has shown what can be done with hard work and enthusiasm, competing with the best in the world in this field."

This was the first time the UK had entered the Abilympics. The other competitor was 16-year-old Simon Davies, from Coleg Sir Gâr, in Wales, who finished tenth in cabinet making.

## Hogging the limelight

Animal care students at Derby College have successfully released two hedgehogs back into the wild, having spent the winter looking after them.

The hedgehogs, named Apollo and Barry, were found locally last autumn and were too small and undernourished to hibernate.

They were taken in by the college's animal care department and students kept them well fed over the winter months.

The two recently spent two weeks in an outdoor pen to acclimatise, and were then released into the grounds at the college's Broomfield Hall campus.

A third rescued hedgehog, Zeus, was due to join them but died in his sleep a week before release.

Animal care lecturer Abby Bruce said: "The learners have been monitoring their behaviour during the gradual process of



Animal Care students Abbygale Dale, 17, and Sian Glover, 18, releasing Apollo and Barry back into the wild

reacclimatising them, and we will be leaving food out over the summer.

"Apollo and Barry are now at a good weight so should survive well in the wild."



# Colourful memories for dementia sufferers

FEATURED  
CAMPUS  
ROUND-UP

A colouring book which triggers memories for people who suffer from dementia and similar illnesses has been created by a student from Blackburn College after he was inspired by his late father, writes Billy Camden.

A mature student from Blackburn College has used the life of his father to create a colouring book that sparks memories for people with dementia.

Neil Floyd was just 16 years old when his dad, Samuel, was diagnosed with Parkinson's, meaning Neil had to become his full time carer.

Ten years ago it was confirmed that his father also had dementia and Samuel eventually died in 2013.

Inspired by the time he spent with his father, Neil began his illustration and animation course at Blackburn College.

As part of his studies, he has created My Colourful Memories, a colouring book for dementia sufferers with outlines of special moments including children being born, family holidays, weddings, former pastimes and hobbies.

Neil, now aged 47, said: "It has been a personal journey for me.

"When I visited him [Samuel] at the nursing home, colouring was one of the only things we could share and do together.

"He was always talking about the past so the concept came from that. I thought it would be great to create a book that could trigger memories through images."



Blackburn College learner Neil Floyd with his *My Colourful Memories* book

Neil confessed that he wasn't sure what to do with himself when his father passed, but said he had always had an interest in drawing and it was something his dad always encouraged him to pursue.

"The course has been therapy for me because it was what I needed to do at that time. It was a positive step," Neil said.

"Drawing was something that I always wanted to do and something that my dad thought I should be doing, so I had that in my mind when enrolling."

Neil admitted that he found it hard going back into care homes as part of the project, but

said he had received really positive feedback from the residents.

He said: "The book is benefitting people.

Families and carers are sharing stories prompted by memories triggered by the colouring books.

"Nelson Dementia Day Centre started using it and they loved it. They were doing workshops and activities and it has had really good feedback.

"Sometimes, because it works as a visual communication as triggers, the resident doesn't

always have to colour in, they can still communicate through the images and just talk about the past.

"It is unique, but it is really my dad's idea. I think I have created something he would be proud of."

Neil is now hoping to take the book further and start selling it and making it available for more nursing homes to use once he graduates.

"I don't want the colouring book to just stay in my folder. I want more people to be able to enjoy it," he added.

John Harrison, head of school of art and society at University Centre at Blackburn College, said:

"We're all extremely proud. For Neil, this isn't about completing his illustration and animation course, it's about creating something as a legacy for his father. In doing so, he has created something

that is picking up national interest and is creating a real difference to dementia sufferers."



Neil's dad, Samuel, colouring at his nursing home

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

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

## MOVERS & SHAKERS

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

Jane Button has been appointed as principal at the National College for the Creative and Cultural Industries in Purfleet.

The college, which opens in September, is for students who want to study a level four professional diploma in technical and production.

Ms Button is currently the director of learning at Lambeth College — where she is responsible for marketing and communications, customer service and administration, admissions, careers, work experience, safeguarding and the pastoral offer.

On the appointment, Pauline Tambling CBE, chief executive of Creative & Cultural Skills who founded the college, said: "Jane brings a wide range of experience of working in the post-16 education sector as a teacher, middle manager and senior leader.

"Jane's background in the creative industries and in providing excellent opportunities for students and learners is impressive. Her commitment to what we are setting out to do with our new national

college is evident."

Meanwhile, Adrian Bevington has been appointed as associate director at independent training provider, Mitre Group.

Mr Bevington was the former English Football Association managing director and director of communications.

He is currently a UK and global consultant to football clubs, associations, owners, and sports rights companies and has experience of working at the past five FIFA World Cups

from 1998 to 2014.

A spokesperson for Mitre Group, who specialise in training and development at sports stadia, said Mr Bevington brings a "vast wealth of experience".

Jennie Bowmer, the group's managing director, said: "We are delighted that Adrian will be joining us as an associate director and strategic lead for our sports advisory board.

"The depth of knowledge he has of the football sector, both in the UK and internationally, will complement the skills and experience of our team and support our ambitions to provide the very best training and education for those in sports and stadia.

"I very much look forward to working with Adrian."

Mr Bevington added: "I'm delighted to be joining Mitre Group, as I've been very

impressed with the training, education and development programmes they provide.

"Hopefully I can draw on my experience and contacts to support the tremendous work already been delivered by Jennie and the Mitre Group team."

And Derby College Education Trust (DCET) has appointed Mike Davie as its new executive headteacher.

Mr Davie was the headteacher at Merrill Academy, the only school sponsored by DCET, but will now lead the development of its plans to expand the multi-academy trust in sponsoring more schools, a college spokesperson said.

Derby College chief executive Mandie Stravino said: "We are delighted that Mike Davie has been successful in the appointment as DCET executive head to take the lead in this work.

"The excellent work that he and the senior leadership team has achieved at Merrill during its development as an academy will be continued."

Mr Davie said: "This new role is a wonderful opportunity to further develop external opportunities for success of Merrill Academy, the trust and other learners in the local area.

"As executive headteacher of the trust, my involvement in the continued improvement of Merrill Academy will remain."

Marcus Shepherd has now taken over from Mr Davie as headteacher at Merrill Academy.



ADRIAN BEVINGTON



JANE BUTTON



MIKE DAVIE

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

# LECTURER IN ENGINEERING

Based at North Devon Campus, Barnstaple

Full Time, Permanent

We are looking for an enthusiastic person to join our Engineering team in their brand new and purpose built engineering centre, near the beautiful coast of North Devon. We offer engineering study programmes at levels 2 & 3 as well as a thriving suite of Higher Education programmes.

We would be particularly keen to hear from applicants with knowledge of Mechatronics and ideally manufacturing processes, however please contact Craig Litster on 01271 338058 for an informal discussion and to find out more information.

Applicants should be able to work collaboratively both within the Department of Leadership & Higher Technical Skills and with internal and external stakeholders on the delivery and development of high quality Engineering programmes.

Whilst having a Certificate of Education and/or relevant teaching experience is preferred, we would welcome applications from anyone with relevant vocational knowledge, who is enthusiastic about their subject area and a willingness to work with the College in gaining a recognised educational qualification.

## L2 HISTORY (0.5)

**Full time Permanent**

**Based at North Devon Campus, Barnstaple**

**Salary:** The salary package for this post will be £11,598 - £16,612 per annum (£23,196 - £33,225 FTE)

**Hours:** 18.5 hours per week x 52 weeks

We are looking for an enthusiastic person to join our Social Sciences team near the beautiful coast of North Devon. Applicants should be able to work collaboratively both within the Social Sciences Team and with internal and external stakeholders on the delivery & development of high quality History programmes.

## L2 BUSINESS

**Full time Permanent**

**Based at North Devon Campus, Barnstaple**

**Salary:** The salary package for this post will be £23,196 - £33,225

**Hours:** 37 hours per week x 52 weeks

We are looking for an enthusiastic person to join our Business team near the beautiful coast of North Devon. To deliver and contribute to the development of high quality Business programmes based in Department of Leadership & Higher Technical Skills

Applicants should be able to work collaboratively both within the Department of Leadership & Higher Technical Skills and with internal and external stakeholders on the delivery and development of high quality Business programmes.

For further information on any of our vacancies and to download an application pack, please visit our website [www.petroc.ac.uk/jobs](http://www.petroc.ac.uk/jobs) or contact the HR Team on [HRTeam@petroc.ac.uk](mailto:HRTeam@petroc.ac.uk) or 01271 338030/338210. Please note that the salary for this position is dependent on qualifications and experience.

Please note it is not College policy to accept CV's therefore please contact us for an application pack.

**Closing Date: 3 June 2016**

**PETROC™**

## JOBS

## DIRECTOR OF HE, ARTS, CREATIVE AND DIGITAL MEDIA

**Birkenhead**

**Ref: RQ360                      £42,028 - £51,662 per annum**

We are currently looking to recruit an enthusiastic and innovative Director to lead a portfolio of courses in the area of Arts, Creative and Digital Media, including study programmes, adult courses, and higher education provision. The Director will also lead on cross college higher education delivery, under the direction of the Vice Principal.

For full details and our online application process, please visit the College website [www.wmc.ac.uk](http://www.wmc.ac.uk)

**Closing date:** 23 May 2016      **Interview date:** 6 June 2016

Wirral Metropolitan College is actively committed to maintaining an environment which promotes and embeds equality and diversity as a core value. The College ensures the principles of the Equality Act 2010 are adhered to and all job applicants and employees are treated equitably and fairly.



**Wirral Met College**



South & City College Birmingham has an annual turnover of £52m, a diverse student population of 18,000 and a staff base of 1,000. With outstanding facilities at seven centres, excellent pass rates, South & City College Birmingham has a reputation for excellence and for its focus on its students and the Birmingham economy. In October 2015 the college achieved a Grade 2 'Good' status in its Ofsted inspection positioning it as one of the top FE colleges in the region.

It is proposed, from 1 August 2016 the college will be embarking on a new and exciting venture with Bournville College which will result in a collaboration between the two colleges. This will result in an enhanced curriculum delivery, giving students greater choice and further promoting the college as a leading college in Birmingham.

The college has opportunities for people with the ability and drive to help us in our continued achievement of excellence. In return we can offer you a rewarding career including a generous salary and benefits package as well as opportunities to develop professional and leadership career paths.

Please visit our website to view full details of the vacancies and obtain an application form.

We encourage applications from all sectors of the community to reflect our diverse student population.

**The closing date for applications is 23 May 2016.**

To apply, please visit [www.sccb.ac.uk/jobs](http://www.sccb.ac.uk/jobs).

0800 111 6311



**Peterborough Regional College**



## Vice Principal, Curriculum

### Competitive salary

Peterborough Regional College is a highly successful College playing a key educational leadership role in the region. We are immensely proud of the achievements of our students, our dedicated staff team and our partners. With around 7,000 students, 700 staff, a turnover of £27m and an OUTSTANDING SFA Financial Health Rating, Peterborough Regional College is strongly placed to move forward with confidence. We sponsor a new UTC on campus that opens in September 2016 and have a strong track record of success in Higher Education with our University Centre, a joint venture with Anglia Ruskin University. Both will ensure that Peterborough Regional College continues to be at the heart of the educational landscape in Peterborough.

The Vice Principal, Curriculum will be responsible for driving forward the quality of teaching and learning and developing and embedding new curricula to meet the needs of students, partners and stakeholders. With a strong set of values and integrity, you will bring a sophisticated understanding of the challenges and opportunities facing Further Education colleges. Communication, the need to enjoy challenging situations and a systematic approach to problem-solving are integral to the function. We're looking for a positive, participative, inquisitive, imaginative and self-disciplined individual who can work flexibly, with pace but with a focus on getting things right. You should have a proven track record as a strategic leader who can execute high quality curriculum innovation and delivery across the college. As part of the Executive Leadership team you will play a crucial role in the strategic direction of the College.

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

To find out more, please visit [www.gatenbysanderson.com](http://www.gatenbysanderson.com) or call our advising consultants at **GatenbySanderson**, **Paul Aristides** on 020 7426 3987 or **Elliott Rae** on 020 7426 3964 for a confidential discussion.

**Closing date: 13th June 2016.**

**GatenbySanderson**



## Macclesfield College

of Further and Higher Education



### Head of Faculty – Service Industries

#### Macclesfield College

**£41,092 - £45,832 + benefits + generous holiday allowance**

**Interview date: 6th June 2016**

An exciting new post has been created to provide leadership and management to a high performing Service Industries Faculty for this successful and forward thinking College. This role will provide strategic and operational elements as well as being hands on. This is rare opportunity to carve out a rewarding career within this outstanding College.

A proven track record in teaching and managing Health and Social Sciences including Childcare, Public Services, Accounting and Business or Sport Leisure and Tourism is essential for this role.

### Head of Faculty – Creative and Commercial Industries

#### Macclesfield College

**£41,092 - £45,832 + benefits + generous holiday allowance**

**Interview date: 7<sup>th</sup> June 2016**

An exciting new post has been created to provide leadership and management to a high performing for this successful and forward thinking College. This role will provide strategic and operational elements as well as being hands on. This is rare opportunity to carve out a rewarding career within this outstanding College.

A proven track record in teaching and managing a successful department in either Visual and Performing Arts, Hairdressing and Beauty or Hospitality and Catering.

### Head of Faculty – STEM

#### Macclesfield College

**£41,092 - £45,832 + benefits + generous holiday allowance**

**Interview date: 8<sup>th</sup> June 2016**

An exciting new post has been created to provide leadership to a busy STEM department for this successful and forward thinking College. This role will provides strategic and operational elements as well as being hands on. This is rare opportunity to carve out a rewarding career within the College.

A proven track record in leading and teaching a high performing department in General Engineering, Aerospace, Light Motor Vehicle, Construction, Science or IT.

The main purpose of these positions is to ensure that the faculties are leading and delivering innovative curriculum areas as well as developing new professional and technical qualifications. Candidates will be fully responsible for the operational management of their departments. This will include planning and implementing appropriate structures in order to deliver high quality curriculum, line management, budgetary responsibility and working collaboratively with other Heads of Faculty to share new ideas and initiatives.

These are pivotal appointments for our client. Candidates need to be ambitious, motivated, with the ability to lead and inspire the teams they will be working with. It is desirable for candidates to have worked in a Grade 1 or Grade 2 College. First class communication skills along with strong leadership are essential for these positions.

**Closing date for applications: 25<sup>th</sup> May 2016**

Should you feel you possess the skills and knowledge required for any of the above positions, please contact Samantha Bunn at FEA on 07872 378965 or email your CV to [samantha.bunn@fea.co.uk](mailto:samantha.bunn@fea.co.uk)

## JOBS



## English and Maths Lecturer Posts

Do you have experience of teaching maths or English to GCSE level? Can you teach maths and/or English Functional Skills? Are you innovative in your approach to engaging with learners? Can you support and nurture students?

If you set high expectations for yourself as well as that of your students, work well in a team and committed to improving maths and English, then we would like to hear from you.

We have exciting new opportunities in the following areas:

**Lecturer in Maths** (GCSE and Functional Skills) Full-Time

**Lecturer in English** (GCSE and Functional Skills) Full-Time x 2 posts

**Lecturer in Functional Skills, English and Maths** - Variable Hours

**Lecturer in Functional Skills** - Full-Time x 2 posts  
(with learning co-ordination responsibilities)

**Closing date 23<sup>rd</sup> May 2016**

To apply for any of these roles or to see our other live vacancies please visit the Bath College Website at <https://www.bathcollege.ac.uk/college-information/join-our-team/job-vacancies>



Craven College, Skipton - *Enriching lives through learning*



Up to £31,990 pa | Full-time | Excellent staff benefits package | Closing date: 6 June 2016, 12 noon

Exciting progression opportunities have arisen for a Lecturer in English and a Lecturer in Maths at Craven College, working in the stunning Yorkshire Dales within easy reach of Leeds and Bradford. You will teach a range of units from English or maths programmes across the College and act as Programme Tutor for one or more courses. You must have a passion for English or maths, the ability to deliver outstanding teaching, a degree or equivalent professional qualification in English/maths or related subject area and a current teaching qualification to Level 5 or willing to work towards.

Craven College is a very successful General Further Education College with a clear focus on quality and continuous improvement in our service to learners. One of the most crucial factors in this drive to achieve excellence is the careful selection of motivated teaching and support staff who are committed to our mission to enrich lives through learning. We are situated in the heart of the Yorkshire Dales serving the diverse needs of a wide ranging geographical region of outstanding natural beauty, having close proximity to major cultural cities such as Leeds, Manchester and Bradford.

For further information and application forms visit: [www.craven-college.ac.uk](http://www.craven-college.ac.uk) | ✉ [personneljobs@craven-college.ac.uk](mailto:personneljobs@craven-college.ac.uk) | ☎ 01756 708 070

## School of GCSE, English and Maths Lecturer (English and Media Studies)

28.8 hours per week, Fixed Term until 21 August 2017

£22,273 - £26,191 per annum



We are pleased to be able to offer a position in the delivery of English and Media Studies to predominantly to students 16-19 years of age. In English you will be required to deliver functional skills and GCSE to students alongside their vocational qualifications.

The GCSE media delivery is part of an intense one year programme to build the necessary foundation of qualifications to be able to progress onto the next level in academic and vocational study.

Applicants should be a qualified teacher (or have the commitment to obtaining the appropriate qualification), have a Degree (or equivalent) in the relevant discipline.

To apply please go to <https://ccn.ac.uk/job-vacancies>

**Closing date: Monday 30 May 2016**

**Interviews to be held on Monday 6 June 2016**

*All new appointed employees are required to fund their own enhanced DBS Check and register with the DBS Update Service*

# Learning Curve Group is expanding nationally...

## JOIN OUR FANTASTIC FUNCTIONAL SKILLS TEAM

Do you have a **passion for teaching**? We have an excellent opportunity for those wanting an exciting career move that will be both rewarding and challenging.

We are currently embarking on our largest ever national recruitment campaign and we are looking for **Functional Skills Tutors** to join our successful and supportive team here at LCG.

As one of our Functional Skills Tutors your goal will be to ensure that learners gain the new skills and knowledge needed in order to be successful in their apprenticeships. The role is home-based but requires travel to locations throughout the country.

We are dedicated to providing our staff with **job satisfaction, long-term benefits and a competitive salary**. Some of our benefits include:

- 25 days paid holiday excluding bank holidays
- Mileage rate at 45p
- Staff Development Days
- Career development opportunities
- London Weighting (where applicable)
- Workplace Pension Scheme



# MATHS AND ENGLISH LECTURERS



## OPPORTUNITIES AT NHC

At North Hertfordshire College (NHC) we think it's our job to help students get where they want to be in life. That means equipping them with the specialist skills they need to progress in their chosen occupation – and it means making sure they have a great grounding in maths and English.

To realise our high ambition for NHC and our students we need the best people. We're looking for highly skilled and enthusiastic maths and English lecturers to join our team for 16/17. You'll be joining a progressive, ambitious institution with a hugely talented, vibrant team.

You'll be required to teach a combination of GCSE and Functional Skills to students on full and part-time programmes. We're looking for people who already hold a teaching qualification and / or have a degree level qualification in maths or English.

## PACKAGE

- Welcome payment of £3,000
- Basic salary £25k - £36k
- 42 days holiday, plus public holidays
- Teacher's Pension

For further information or to apply, please visit [www.nhc.ac.uk](http://www.nhc.ac.uk) or telephone 01462 424332.



## FULL TIME FUNCTIONAL SKILLS TUTOR

**LOCATION: WEST MIDLANDS**

**SALARY: £23-£25K**

We are a well-established, expanding training provider looking for an outstanding, dynamic and self-motivated individual to deliver Functional Skills in English, Maths and ICT to individuals working towards vocational programmes from Entry level 1 to Level 2 within our work based learning provision. High achievement rates, learner satisfaction and progression are key responsibilities of this role. The successful applicant will understand the Functional Skills programmes and how to best enable our learners to achieve well. You will be sensitive to your learners' needs and enable and encourage them to express and reach their true potential. You'll also know how to monitor each step of their progress through development of their learning plan and the review process and celebrate their successes.

If you can help to inspire and support our learners to progress and achieve their qualifications, and want to be part of our successful team please submit your CV to Sarbjit Bahia, HR Manager, **email address: [sarb.bahia@gbtraining.org.uk](mailto:sarb.bahia@gbtraining.org.uk)** or post, to be received by 5.00pm Friday 27th May 2016. This post will require a Disclosure and Barring Service (DBS) check. We strive to achieve diversity in our staff to reflect the community we serve.

**GB Training (UK) Ltd, Wynner House, Birmingham, B5 6RG**  
**T: 0121 622 4218 F: 0121 622 2550 E: [info@gbtraining.org.uk](mailto:info@gbtraining.org.uk)**

... BELIEVE IN  
LEARNER ACHIEVEMENT

# HAVE YOU SEEN OUR LATEST FAB LINE-UP?

## FE Week FESTIVAL OF

Capel Manor College

JULY 7-9, 2016

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

VISIT [FESTIVALOFSKILLS.CO.UK](http://FESTIVALOFSKILLS.CO.UK) FOR THE FULL SPEAKER LINE-UP. MORE SPEAKERS T.B.A. SAVE 25 PER CENT IF YOU BOOK BEFORE 27 MAY. GROUP BOOKING DISCOUNTS AVAILABLE FOR ORGANISATIONS, DEPARTMENTS AND TEAMS.

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### FE Week Sudoku challenge

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

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

Difficulty: **EASY**

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

Difficulty: **MEDIUM**

Solutions: Next edition

### Last Week's solutions

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

Difficulty: **EASY**

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

Difficulty: **MEDIUM**

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



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

Last Edition's winner was Aaron Bowater, Senior Researcher, Education and Skills at Policy Connect