

# FE Week

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- > Financial Statements revised as auditors describe 'disclosure errors' and committee expresses 'concern'



Exclusive ALIX ROBERTSON @ALIXROBERTSON4

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# Four more college merger proposals unveiled

## MERGER on the grapevine

JUDE BURKE  
@JUDEBURKE77



Four more mergers involving seven FE colleges and one sixth form college (SFC) have been proposed this week.

Three of these link-ups are the result of the Tees Valley area review, which on May 13 became only the second area review to conclude.

Meanwhile, three colleges in south-east London have confirmed that previously announced plans to join forces in August will go ahead.

This will bring the total number of mergers on the cards for this year to 29.

A statement issued by Tees Valley Combined Authority revealed proposed mergers between Middlesbrough College and Redcar and Cleveland College; Darlington College and Stockton Riverside College; and Hartlepool College and Hartlepool SFC.

No date has yet been set for any of the mergers.

Zoe Lewis, principal of Middlesbrough College, said: "Discussions at the moment are at an early stage – but extremely

positive."

Redcar and Cleveland College's acting-principal John Chance welcomed the area review recommendations.

He said: "We are currently working with Middlesbrough College and other key partners to discuss a range of potential solutions."

Pat Howarth, the boss of Darlington College, and Mark White, the chair designate at Stockton Riverside College, said in a joint statement: "We believe there is huge potential and a great opportunity for both colleges to work together."

And in another joint statement, Hartlepool College's chair Professor Aidan Mullan joined Hartlepool SFC leader Jonathan Brash in saying of the proposed merger: "We hope it will lead to some truly exciting and innovative proposals."

Separately, the troubled Stafford College has revealed it is in talks to link up with a nearby college, three months after it was branded inadequate by Ofsted.

The college's interim principal Ian Clinton confirmed that he was "exploring the possibility of a merger" with Newcastle-under-Lyme College.

Newcastle-under-Lyme College, which was rated good when it was last inspected in November 2013, said it was "undertaking a due diligence exercise to assess the potential benefits of a merger with Stafford College".

Both colleges are part of the Stoke-on-Trent and Staffordshire area review, which

had its first steering group meeting on February 6.

The education watchdog branded Stafford inadequate overall, as well as in three headline fields, in a report published in March.

Mr Clinton was appointed interim principal at Stafford following the departure of his predecessor Beverley Smith, who resigned in October after receiving five votes of no confidence from staff and management in June.

Meanwhile in south-east London, Bexley College has confirmed that it will be joining forces with Bromley College on August 1 as part of a three-way merger that also includes Greenwich College.

As previously reported by FE Week, Bromley and Greenwich Colleges have been federated since January.

The three colleges will form the new South East London Colleges Group and will be led by current Bromley and Greenwich principal Sam Parrett, Bromley College said in a statement.

Ms Parrett said the merger would "strengthen vocational education and apprenticeship provision across South East London, securing a sustainable future across the board".

Bexley College principal Danny Ridgeway will be retiring when the merger goes ahead.

The three colleges are part of the London (East) area review, which had its first steering group meeting on May 10.

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## TPE review delayed again – this time 'til July

BILLY CAMDEN  
@BILLYCAMDEN

The findings of a hotly anticipated review into technical and professional education (TPE) have been hit by further delays — with the government now refusing even to say whether or not it will be unveiled before the EU referendum.

The report, which will set the scene for the first skills white paper in more than a decade, is being worked on by an independent panel led by Lord Sainsbury (pictured).

It is set to recommend the creation of 15 new 'professional and technical' routes with apprenticeship or substantial work experience, as exclusively revealed by FE Week on May 6.

The report was originally expected in March, and was then pushed back to May — but a Department for Education (DfE) spokesperson has now declined to say whether it will be published before the referendum on whether Britain should quit the EU on June 23.

In fact, if it is not unveiled before May 27, the report will be banned from publication until after the referendum — due to purdah rules governing the release of important information during periods of national campaigning.

A source told FE Week the release date was discussed at a meeting at BIS on Wednesday (May 18), and that officials believe it is highly likely that the report will now won't be

published until early July.

Shadow skills minister Gordon Marsden said this latest delay will further undermine the FE sector's efforts to plan for the future.

He told FE Week: "With a sector already uncertain of its future direction amidst cuts and rushed area reviews, this delay adds to their worries."

What's more, he said it "further exacerbates frustrations" over Monday's (May 16) higher education white paper, which upset educators because it made no reference to an "integrated skills strategy" between the two sectors.

The delay comes after the Skills Funding Agency (SFA) released a document in February labelled 'The Legal Entitlements for 2016 to 2017', which referenced an upcoming skills white paper, which was to be published "in the spring".

It said: "The 2016 to 2017 funding year is part of a transitional period as we move towards full skills devolution and the implementation of TPE reforms.

"This transition gives time to move to new entitlement qualifications as well as make any changes to curriculum that come out of the reform of TPE. More information will be available when a skills white paper is published in the spring."

But FE Week reported last month that the reference to "spring" had apparently been removed from an updated version of the report — indicating that publication would be delayed.



The online link to the first version of the document was also altered to redirect straight to the new updated copy — making it impossible for readers to compare the two.

And as revealed by FE Week earlier this month, the skills white paper will bring an end to mixed provision and make 16-year-olds choose between academic courses, leading to university, or a new TPE route into work.

The Department for Education said the panel's outcomes would be published "in due course", but would not specify whether it would be before or after the EU referendum.

## NEWS

# Four in five apprentices studying at a level they already have

JUDE BURKE  
@JUDEBURKE77

Four out of five people doing level two and three apprenticeships already have a qualification at that level, according to a worrying new report.

The figure cropped up in an investigation into the prior qualifications of adult apprentices in 2013/14, which was published by the Department for Business, Innovation and Skills (BIS).

Eighty per cent (140,100 out of 175,400) of adults on level two apprenticeships apparently already had qualifications at that level, analysis by FE Week has demonstrated — a higher proportion than at any other time over the last five years.



Peter Kyle, a prominent and outspoken member of the Business, Innovation and Skills select committee described the figures as “deeply concerning”.

The MP for Hove said: “At a time when the government is looking for three million people to start apprenticeships over the course of this parliament, all efforts should be put into ensuring these are at a level higher than their previous qualifications wherever possible.

“If not, it is hard to see how exactly the proposed expansion of apprenticeship numbers will help close the skills gaps within our economy and contribute to improving the nation’s productivity.”

The report, which used interviews with 3,500 apprentices studying in 2013/14, was

Year	Total L2 apprentices	Number who already had a L2 qualification	%	Total L3 apprentices	Number who already had a L3 qualification	%
2013/14	175,400	140,100	80	161,400	91,100	56
2012/13	174,000	138,300	79	155,200	82,700	53
2011/12	163,500	117,100	72	119,000	59,700	50
2010/11	82,272	63,872	78	72,300	36,800	51
2009/10	74,500	55,600	75	85,400	44,000	52
2008/09*			72			50

\*Figures from 2008/09 not available. Percentages taken from fig 1.3 in 2013/14 report

based on the sixth annual survey into the previous attainment level of adult apprentices.

In 2012/13, 79 per cent of adults taking a level two apprenticeship were found not to be taking their first qualification at the same level — compared with 72 per cent in 2011/12, 78 per cent the year before that year, and 75 per cent in 2009/10.

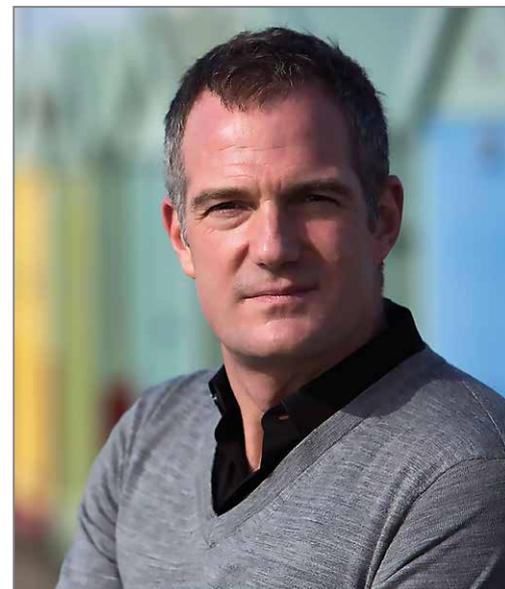
The proportion of adults on level three apprenticeships who already had a qualification of a similar level, was also up in 2013/14, to 56 per cent, compared with 53 per cent in 2012/13.

This figure stood at 50 per cent in 2011/12, 51 per cent in 2010/11, and 52 per cent in 2009/10.

A BIS spokesperson did not explain what plans, if any, the government had to address the issue of apprentices taking qualifications at levels they already possessed.

They said that apprenticeships “allow learners to develop specific work-based

skills in a real job, adding to and enhancing previous qualifications such as GCSEs”, and that they “help people get on, help businesses to grow and benefit our economy”.



## TREASURY TIGHT-LIPPED OVER THE SIZE OF RESTRUCTURING FUND

JUDE BURKE  
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The Treasury is remaining tight-lipped on the size of the cash pot it has set aside for sector restructuring through post-16 area reviews — after colleges’ VAT bills were added to the list of items it is supposed to be paying for.

FE Week first revealed in February that the government was planning to set aside money, through a “restructuring facility” which sources have told FE Week is worth around £560m, to help colleges put in place any area review recommendations.

This was confirmed in early March, when the government updated its area review guidance to include details of the fund.

It was originally understood that this would be geared at helping colleges cover the cost of mergers.

FE Week subsequently learned that it would also be used to help cover the cost of sixth form colleges (SFCs) converting to academies.

And it has now emerged that colleges and SFCs hit with a VAT bill through changes in property ownership, brought about through the area review process, will also be able to claim the money from the restructuring facility.

However, the Treasury is still refusing to say how much money is in the pot.

FE Week’s latest question on the fund size was lodged on Monday (May 16), following repeated previous enquiries over the last three months

We asked how much any VAT reclaims were likely to cost and if this would limit the amount of money available to colleges to implement area review recommendations —

but did not get an answer, despite chasing repeatedly over the following three days.

The initial government VAT announcement came after the chair of the all-party parliamentary group for SFCs, MP Kelvin Hopkins, wrote to the Chancellor urging him to clarify the tax rules for SFCs that convert to academy status.

The letter, dated May 4 and signed by more than 50 MPs, said SFCs that academise could have to repay VAT relief they received on buildings completed since 2011 under current HMRC rules.

It warned this could result in some SFCs paying “significantly more” VAT than ever as a result — potentially millions of pounds for some SFCs.

An SFA and EFA spokesperson said afterwards that the VAT cash would be available to colleges and SFCs “where the premise will continue to be used for educational purposes following a merger or a successful application to become an academy, following the area review process”.

After being told by FE Week that the government was still refusing to reveal the size of the restructuring fund, Shadow Skills Minister Gordon Marsden said: “This uncertainty is yet another example of how colleges are being messed around as part of the area review process.”

A Treasury spokesperson said: “We appreciate the all-party parliamentary group for SFCs highlighting the [VAT] issue, which we were already considering solutions to address.

“We are committed to ensuring that FE institutions can access the right support at the right time to put the sector on a sustainable footing.”

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## NEWS

# First sixth form college gains 'outstanding' Ofsted rating

JUDE BURKE  
@JUDEBURKE77

A sixth form college in West Yorkshire is the first of its kind to be rated 'outstanding' by Ofsted since the common inspection framework (CIF) was instituted in September.

Huddersfield New College received grade ones across the board from the education watchdog, in a report published today, which also found that the 2,400-learner SFC had "no significant weaknesses".

It joins Truro and Penwith College in the outstanding ranks, which became the first general FE college to win the coveted rating under the new CIF, as reported by FE Week in April.

Inspectors found that Huddersfield New College's principal, Angela Williams, had an "unrelenting focus on a high-quality learning experience for young people", and "established a culture in which staff and learners flourish".

The report said: "Consequently, the principal, college leaders and governors make a genuine investment in transforming the lives of the young people who attend."

Success rates at the SFC were "well above those nationally and those for similar providers", according to the report.

Inspectors said that a "highly successful feature of the college ethos is that all learners, irrespective of background or barriers to learning, should have the very best opportunities to achieve and develop



into confident young adults".

As a result, they said, learners "make excellent progress from below average starting points" and "achieve better grades than might be expected from their prior achievements".

It continued: "Improved outcomes are particularly notable for learners who are known to have been eligible for free school meals: a group who make up almost one fifth of the college cohort."

The "rich and varied curriculum" means that learners are well prepared for future study or employment. Teachers at the

SFC are "skilled and enthusiastic" and "consistently set high expectations" for students.

They take "a forensic approach to the monitoring of learners' progress and achievement" to "pinpoint priorities for future development", the report said.

Learners in AS and A-level classes "work diligently and collaboratively" and were empowered by teachers to "take responsibility for their own learning".

Ms Williams said: "It has taken years of hard work to remain highly inclusive and to become one of the best SFCs in the country

and we fully intend to continue to work hard to stay top of the class and to transform even more lives."

James Kewin, deputy chief executive of the Sixth Form Colleges' Association, said: "This is a huge achievement and reflects the exceptionally high standard of education offered by the college, and the outstanding results achieved by students."

Linda Summers, the chair Huddersfield New College, was similarly effusive, saying that the Ofsted grade reflected "a team effort by students, staff and managers, and the governors are immensely proud of them all".

## Don't 'reinvent the wheel' with ethnic minority work review

ALIX ROBERTSON  
@ALIXROBERTSON4

A prominent campaigner for more black and Asian college principals has warned against "reinventing the wheel" — after a government review into ethnic minority workers came too late to save her group.

Rajinder Mann, who led the Network for Black and Asian Professionals (NBAP) from 2013 until it was forced to close due to a lack of funding late last year, told FE Week she felt "very frustrated" that the government was only just now starting to focus on the issue.

The Department for Business, Innovation and Skills announced this month that it had launched a review into why black and minority ethnic (BME) people working in the FE sector find it harder to progress into senior positions than their white counterparts.

Ms Mann, who has not been asked to contribute to the review, said: "Our raison d'être was to grow future talent and support black and minority ethnic staff in the workplace — it's ironic that these things have happened the way they did."

"I applaud the fact that there is a review, but I have my reservations if it's just going to be a paper-gathering exercise."

A call for evidence from BME workers

in support of the review, which is led by Baroness McGregor-Smith, will run until August 22.

Ms Mann believes that the review seems like a backward step, after the work done by the NBAP.

"Why do they want to keep re-inventing the wheel?" she asked. "Are they actually going to put their money where their mouth is and say 'this is a serious agenda, we're going to set targets which will enable us to see change'?"

She pointed out the number of ethnic minority principals in the FE sector had fallen from 17 in 2012/13 to 13 this year.

"I think we've become complacent in FE because there's been a feeling that 'oh well there isn't a problem here because we've had 17 black principals before'," Ms Mann told FE Week.

"But there's no accounting body for this now. Will the review address who is going to pick up these issues?"

The campaigner, who was awarded an OBE in 2011 for her services to BME in the community, cautioned that many of the factors holding ethnic minority workers back today

were the same as those initially identified by NBAP.

She said the call for evidence showed a lack of understanding "about what it is like on the ground".

"There's a strong urge on the one side to write in to the review," she said.



Rajinda Mann



"On the other — will you be beating your head against a brick wall again?"

Commenting on the government's call for evidence, business secretary Sajid Javid (pictured) said: "I urge everyone who has experience of trying to progress in work to take part in this review. Employers need to back their workforces and I am also calling on them to make sure everybody has a fair chance to succeed."

## NEWS

# Leaked minutes expose Manchester area review delay concerns

JUDE BURKE  
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The government is privately worried about the ongoing delays with the Greater Manchester area review – despite skills minister Nick Boles publicly claiming in January that he was more concerned about the quality of area review outcomes than timing.

According to leaked documents seen exclusively by FE Week, the review – which involves 21 colleges and sixth forms and was one of the first to be announced – is still barely two thirds of the way through, likely due to an extended four-month gap between steering group meetings.

Minutes from the most recent steering group meeting, on April 21, reveal the government's concern over the ongoing delays.

Mike Keoghan, director of vocational education at the Department for Business Innovation and Skills (BIS), warned the group that “the pace of the review in Greater Manchester was a cause for concern within BIS and the Department for Education (DfE)”.

He said it was “critical” that the steering group agreed a final set of recommendations at the next meeting, due to be held on May 25.

Theresa Grant, the chief executive of Trafford Council, who chairs the steering group, warned in her concluding remarks of the risk that the process “would lead to a fragmentation of the colleges in Greater

Manchester”.

FE Week has repeatedly highlighted ongoing delays to the review process.

Initial BIS guidance in September said a “typical timescale” for a review would be three to four months, but updated guidance from March extended this to four to six months.

Earlier this year, Mr Boles told the commons education and skills subcommittee that he was “more concerned about the quality of the outcome than whether it hits the month in the year that I initially signed off on as the plan”.

However, to date just two areas have completed – Birmingham and Solihull, in early March, and Tees Valley, on May 13.

Eight months have passed since the first Greater Manchester steering group meeting on September 21, and the April meeting was only the fourth of six planned sessions.

The previous meeting was held in December – a gap of four months.

What's more, just two mergers have so far been proposed, according to the minutes.

One involves a link-up between Oldham, Stockport and Tameside Colleges, which could potentially also include Hopwood Hall College.

Bury College has already announced plans to merge with neighbouring University of Bolton, but the leaked minutes showed that Bolton College could also be joining them.

Ms Grant told FE Week that “we are very near the completion of the review and I

and the colleges are hopeful of a positive outcome”.

Wigan and Leigh College principal Michael Sheehan announced he was stepping down for unknown reasons on April 22, the day after the meeting. The minutes now prove he was not present at the meeting.

A spokesperson for the college declined to comment on his departure.

Oldham, Stockport and Tameside Colleges have said in a joint statement that there were “immense advantages” to a merged organisation, but noted that “we are in the middle of a process” which “needs to be allowed to take its course”.

Bolton College principal Marie Gilluley said the college had “engaged fully” in the area review, and that governors were “unanimous” that the proposed merger was

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**EXCLUSIVE**

However, a spokesperson for the Department for Business, Innovation and Skills (BIS) told FE Week on Tuesday (January 5) that they only expected the first areas “to be moving to analysis of options and recommendations over the next month or two”.

Meanwhile, the ‘options analysis’ stage only featured after the third of five steering group meetings, in a flowchart produced by the government that plotted how the reviews should progress.

It indicates that there is still a long way to go and principal of British Home and Sussex Sixth Form College Chris Thomson said the Sussex area review that his college is part of, which was announced on September 25 and had its first steering group meeting in October, was likely to overrun.

He said there was “tension” between the drive to complete “as quickly as possible” and

“the more practical wisdom of about how you actually achieve change at a local level”.

“If the process actually overruns by a couple of months on individual reviews, but you get outcomes that are workable and genuinely improving, that’s a price worth paying,” he added.

James Krain, deputy chief executive of the Sixth Form Colleges Association, said “ensuring the timescale is the sensible thing to do, particularly as academy status for sixth form colleges is now linked to the review process”.

The delay led Gordon Marsden, Shadow Skills Minister, to hit out at what he called the “botched nature” of the reviews.

He accused his government counterpart, Skills Minister Nick Boles, of “moving with sometimes inordinate haste to a fixed agenda”.

“The timescales for the review have always been unrealistic,” he added.

Gill Clifton, deputy chief executive of the Association of Colleges (AoC), said the reviews “should not be rushed through”.

“It is important that the area review process is carried out thoroughly, taking the appropriate amount of time to consider the best possible outcomes,” she said.

The government has so far announced details of how 147 general FE colleges and 64 sixth form colleges feature in the first two waves of the area reviews covering 15 regions.

Education Secretary Nicky Morgan claimed in November that they “haven’t been set up in order to save money” in an evidence session for the House of Lords Social Committee.

A BIS spokesperson denied that the area reviews are behind schedule.

See editor’s comment on page 6

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NEWS

# Key Saudi deal architect advising commissioner

JUDE BURKE @JUDEBURKE77

One of the architects of the controversial deal to set colleges up in Saudi Arabia is now an adviser to the FE Commissioner.

John Allen (pictured), who was principal of Lincoln College from 2000 until he retired in 2014, was appointed as adviser to Dr David Collins in December.

In his former role Mr Allen oversaw the opening of three colleges in Saudi Arabia through the government's Colleges of Excellence programme – a deal which FE Week revealed in March resulted in a significant financial loss for Lincoln College.

Mr Allen is one of three new advisers appointed to Dr Collins' team over recent months, while one adviser and one deputy have stepped down from their roles, a spokesperson for the Department for Business, Innovation and Skills (BIS) has admitted.

This brings Dr Collins' team up to 22 – four deputies and 18 advisers – who support him on a workload that includes the government's area reviews, interventions at grade four, and



investigations into financially inadequate providers.

Mandy Exley, who was principal at Edinburgh College from October 2012 until May 2015, was also appointed FE adviser in December.

Edinburgh College was created in 2012 through the merger of three colleges – a process which Ms Exley oversaw.

Cindy Rampersaud, a third new FE adviser, had been deputy principal for finance and strategy at City

and Islington College from 2011 and 2015, and was also appointed to Dr Collins' team in December.

Former Tower Hamlets College principal Joanna Gaukroger meanwhile stepped down from her role as the commissioner's deputy in March.

Ms Gaukroger was one of



the first advisers appointed to the team in 2013, and was promoted to deputy following a recruitment drive last September.

The spokesperson for BIS said that Ms Gaukroger would continue to perform "ad-hoc" work as part of the area review programme.

Mark Dawe, whose appointment as FE adviser was only announced in November, stepped down from the role on February 28 – shortly before he was announced as the new chief executive of the Association of Employment and Learning Providers.

The role of FE Commissioner was



created in 2013, with Dr Collins appointed commissioner in November 2013.

The government has so far published reports on his team's interventions with 41 general FE and local authority providers.

The BIS spokesperson was unable to say which interventions or area reviews individual advisers were involved in.

"The FE Commissioner determines which of his team of deputies and advisers is best placed to work on each case based on their knowledge and experience".

She added that the published intervention reports were "owned" by Dr Collins and did not name the advisers involved.

## WHO'S WHO: DR COLLINS' TEAM IN FULL

### DEPUTY FE COMMISSIONERS

Marilyn Hawkins	John Hogg	David Williams	David Sherlock
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### FE ADVISERS

Lynn Forrester-Walker	Lynne Craig	Phil Frier	Chris Jones
Beri Hare	Malcolm Cooper	Bob Smith	Antoinette Lythgoe
Julie Tolley	Louise Twigg	Teresa Kelly	Stephen McCormick
Cindy Rampersaud	Mandy Exley	John Allen	Andrew Tyley
Jacqui Henderson	Steve Hutchinson		

# ATA starts confusion reigns: Were there 16,000 or 1,340?

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PAUL OFFORD @PAULOFFORD

There are now more than 50 apprenticeship training agencies (ATAs) – but confusion surrounds how many apprentices each one is working with.

A dozen organisations were awarded a share of £7m by the National Apprenticeship Service to establish the first ATAs through a pilot scheme in 2009, as part of a drive to encourage more small employers to engage with the apprenticeship programme.

That figure has increased dramatically, climbing to 50 in January, and it now stands at 52.

ATAs, which are based on an Australian model, act as an apprentice's employer and is able to place them at a number of smaller firms over the course of a single training programme.

They are seen as a key means of helping the government hit its target of three million apprenticeships by 2020, as it will need far more small- and medium-sized enterprises to get involved to drive up starts.

## Confederation of Apprenticeship Training Agencies



But a Freedom of Information request sent by FE Week to the Skills Funding Agency appears to have poured cold water on the government's ambitions – as it indicated that there were just 1,370 apprenticeships starts involving ATAs in 2014/15.

Even worse, apprenticeship starts with ATAs have remained effectively stagnant for two years, with 1,340 starts in 2013/14 and 1,360 in 2012/13.

However, Jeremy Hempstead (pictured), chief executive of the Confederation of Apprenticeship Training Agencies (CoATA), disputed the figures, telling FE Week that he believes "the numbers are not accurate".

This is "a problem that has been brought to the SFA's attention and they have said they are investigating", he added.

He said: "The London Apprenticeship

Company alone in the year to July 2015 had 528 starts. It is CoATA's opinion that if replicated over 40 ATAs, at an average of 400 starts per ATA, this would represent 16,000 ATA employed apprentice starts – a significant discrepancy from the SFA's 1,370."

FE Week went back to the SFA to ask them if it was investigating the figures, as suggested by Mr Hempstead, but the response failed to clear up the confusion.

A spokesperson for the SFA insisted that the figures were accurate, and declined to comment on whether there would be any further investigation.

He said: "The recent response to your FoI request is an accurate report of the data that we collect. It is submitted by our colleges and training providers via their ILR returns about the training delivered to ATA organisations' apprentices."

The spokesperson said it was the responsibility of "our colleges and training providers to ensure that the ILR learner record code is completed correctly".

But she conceded that the SFA was "aware of some discrepancies between the



data submitted on ATA apprentices via the ILR and the data held by ATAs".

She said: "This would not affect SFA funding claims so would not constitute a breach in our contract. We will continue to work with the SFA's provider network to ensure the ILR learner record is coded correctly to identify apprentices that are employed by an ATA."

There is also uncertainty over the future of ATAs from April 2017, with the introduction of the apprenticeship levy.

Government guidance published in April said: "We know that some employers will want to use the funds in their digital account to pay for training of apprentices employed by an ATA."

"We will make an assessment of the pros and cons of any approach before providing further information in June."

ACADEMIC YEAR	APPRENTICESHIP STARTS WITH ATA'S
2012/13	1,360
2013/14	1,340
2014/15	1,370
2015/16 August to January	570



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**Mark Dawe**, Association of Employment and Learning Providers

**Nick Boles MP**, Minister of State for Skills and Equalities

**Rt Hon Priti Patel MP**, Minister of State for Employment

**David Russell**, The Education and Training Foundation

**Nichola Hay**, Outsource Training and Development

**Charlotte Bosworth**, OCR

**Dr Ann Limb CBE DL**, SEMLEP

**Bob Harrison**, Toshiba

**Paul Joyce HMI**, Ofsted

**Martin Doel CBE**, Association of Colleges

**Dr Susan Pember OBE**, Hoxel

**Dr Neil Bentley**, WorldSkills UK

**Claudia Harris**, The Careers & Enterprise Company

**Caroline Murphy**, DH Associates

**Peter Lauener**, EFA and the SFA

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# INVESTIGATES

# HUSBAND OF HIGHEST-PAID PRINCIPAL P

ALIX ROBERTSON  
@ALIXROBERTSON4

EXCLUSIVE

The husband of the highest-paid FE principal in the country has been paid almost £200,000 in a contract that was not declared to college governors for 18 months.

As previously reported in FE Week, Sunaina Mann (pictured below), the principal of North East Surrey College of Technology (Nescot), earned £363,000 in 2015. Now it has come to light that her husband, Jaswinder Singh Mann, was also employed as a consultant by Nescot to work on its controversial partnership in Saudi Arabia, the Jeddah Female College.

The arrangement means that the couple earned £775,000 in total from Nescot over the course two years.

However, even though Mr Mann signed his first contract with the college on September 24, 2014, Nescot's governors were not made aware of his role until a board meeting a year and a half later, on March 18 2016.

The college revealed to FE Week that two further contracts were signed in 2015, on June 8 and August 1, again apparently without the knowledge of the board.

A spokesperson for the college has refused to confirm or deny whether the college failed to adhere to their procurement policy.

According to Nescot's financial statements for the year ending July 31, 2015, payments of £71,000 in 2014 and £106,000 in 2015 were made to Point Nemo Ltd, "a company "under the control of the principal and chief executive's husband" for "consultancy in the role of NCL [Nescot Consortium Limited] Vice Dean MIS and Funding".

Mr Mann is the only director of Point Nemo, holding 90 per cent of its shares, with the remaining 10 per cent held by a Seeta Swaran Mann, who is presumed to be the couple's daughter.

But minutes from a board meeting on March 18, at which point the arrangement was made known to governors, show that "disclosure errors" regarding "related party transactions" had been made.

The minutes list recommendations made by external auditors MacIntyre Hudson, including a need for "much better quality management information and on a more timely basis", improved controls to ensure "the accurate capture of related party transactions", and "a comprehensive register of interests" to be updated through the year.

FE Week reported last week that Ms Mann's 2015 pay packet



## PRINCIPAL'S HUSBAND SET UP COMPANY TO RECEIVE COLLEGE PAYMENTS

THE COMPANIES ACT 2006  
COMPANY HAVING A SHARE CAPITAL  
MEMORANDUM OF ASSOCIATION  
Of  
POINT NEMO LIMITED

Each subscriber to this Memorandum of Association wishes to form a company under the Companies Act 2006 and agrees to become a member of the company and to take at least one share.

Name(s) of Subscriber(s)

Date: 07 March 2014

Jaswinder Singh Mann - Authorised Electronically  
Seeta Swaran Mann - Authorised Electronically

Point Nemo Ltd is a private limited company incorporated on March 10, 2014, just six months before the first contract was signed with Nescot.

According to Companies House it is a 'business and domestic software development' and 'information technology consultancy activities' company, with a registered office address of 1 High Street Mews, Wimbledon Village, London, SW19 7RG.

The company appears to have no website or phone number and only has one set of 'micro company accounts' listed with Companies House on June 18, 2015.

Mr Mann is the only director and holds nine class A shares in the company, while one Seeta Swaran Mann, presumed to be his daughter, is the only other shareholder with one class B share.

was originally under-reported to the Skills Funding Agency to the tune of £27,000 plus £5,000-worth of "benefits in kind". Her reported salary was revised upwards – to £358,000 per year plus benefits – by the SFA earlier in May.

In a statement, Ms Mann said that "robust governance arrangements" had "removed any conflict of interest" from the college's arrangement with her husband.

MacIntyre Hudson said it had "no comment" to make on Nescot's financial arrangements.

Likewise, internal auditors RSM UK told FE Week: "Internal audit reports are provided to clients on a confidential basis and as such, I am afraid that we are not able to comment."

Attempts to contact Mr Mann were unsuccessful, and there is no information about Point Nemo Ltd available online, beyond four filings which have been made with Companies House.

Following the board meeting, Ms Mann's salary for 2014 was also restated, consequently jumping from the figure of £154,000 claimed in the initial report, to £235,000.

This £85,000 increase was made up of £46,000 in allowances and £35,000 in paid holiday.

Sally Hunt, director general of the University and College Union, said the findings were "a real concern" at a time of "severe cuts to adult education budgets".

It is "more troubling yet", she added, that the details of the arrangement had only come to light following an external audit.

"Too many college principals like Ms Mann have continued to enjoy bumper pay awards and sanction profligate spending on agencies for often questionable added value. It is time that ministers took action," she said.

Jonathan Isaby, chief executive of the TaxPayers' Alliance, said: "It is astounding that such a large amount of money was paid out without the knowledge of the governors, given such obvious potential for a serious conflict of interest.

"The errors in the financial statements will just compound taxpayers' concerns and they deserve answers."

FE Week contacted Professor Mark Hunt, chair of the college's board of governors, to ask what action they had taken on discovering Mr Mann's contract with the college. He provided no comment by the time of going to press.

Peter Stamps, chair of the finance and general purposes committee and a qualified accountant, was also contacted by FE Week, but declined to comment.

## COLLEGE PAYMENTS TO MR AND MS MANN TOTALLED £775,000 FOR 2015 AND THE RESTATED 2014 ACCOUNTS

	2015 £'000	2014 restated £'000
Basic UK salary	150	150
Allowances	50	46
Paid holiday	70	35
Basic NCL salary	88	0
Benefits in kind	5	4
	<u>363</u>	<u>235</u>

Payments to Point Nemo Ltd. A company under the control of the Principal and Chief Executive's husband

	2015 £'000	2014 restated £'000
Consultancy in the role of NCL Vice Dean MIS and Funding	106	71

The Nescot Corporation Report and Financial Statements for the year ended July 31, 2015 shows the restatement of the 2014 figures for Ms Mann's salary and the payments to Mr Mann, totally £775,000 across two years for the couple.

The report was signed and dated by the Professor Mark Hunt, chair of Nescot Corporation, and Sunaina Mann on the same day that the governors were made aware of the arrangements with Mr Mann, March 18 2016.

# AID £177,000 BEFORE GOVERNORS TOLD

## NESCOT: NO CONFLICT OF INTEREST WITH HUSBAND



**P**oint Nemo Ltd was commissioned to undertake valuable MIS [Management Information System] work for the NESCOT Consortium Ltd and, specifically, for the College in Saudi Arabia.

This work had robust governance arrangements that removed any conflict of interest from Point Nemo's Director's relationship with the CEO and Principal of Nescot College'.

*College statement supplied by Sunaina Mann*

## DID THE COLLEGE FAIL TO CORRECTLY FOLLOW ITS PROCUMENT POLICY?

**N**escot spokesperson responded: The Nescot Consortium Limited (NCL) is a limited liability company, with its Head Office in the City of Jeddah, Kingdom of Saudi Arabia

Its structure of governance is laid down in the Articles of Association and the Shareholders Agreement of NCL. The Company is accountable through its Board of Directors, which has ultimate responsibility for the effectiveness of its management and administration.

The Operation and Maintenance Agreement between the Colleges of Excellence Company and the Company sets out the terms and conditions

to be complied with, and scope of services to be provided by the Company in running the Nescot Jeddah Female College.

The Board of Directors is responsible for ensuring that the conditions of the Operation and Maintenance Agreement are met.

The contract between NCL and Ms Mann's husband is regulated by the NCL Financial Regulations.

NCL is a joint venture between the three Colleges, including Nescot. Mr Mann's contracts were signed by a Director of NCL, who is not an employee of Nescot

## "HUGE SUM OF TAXPAYER MONEY" "TROUBLING"



**I**t is a real concern that at a time of severe cuts to adult education budgets, the Nescot principal and her husband should be in receipt of such a huge sum of taxpayer money, and more troubling yet that it has only come to light following external auditing procedures.

Most worryingly of all, though, is the fact that this is symptomatic of a much wider issue.

While pay for the majority of

further education staff has been held down year-on-year, too many college principals like Ms Mann have continued to enjoy bumper pay awards and sanction profligate spending on agencies for often questionable added value. It is time that ministers took action to ensure that public funding is spent where it belongs - on supporting staff and learners.'

*Sally Hunt, General Secretary of the University and College Union*

## "IT IS ASTOUNDING"



**I**t is astounding that such a large amount of money was paid out without the knowledge of the governors given such obvious potential for a serious conflict of interest. The errors in the financial statements will just compound taxpayers' concerns and they deserve answers."

*Jonathan Isaby, Chief executive of the TaxPayers' Alliance*

## GOVERNORS LEARN OF 'DISCLOSURE ERRORS' AND 'EXPRESSED CONCERN'

Corp Minutes 180316

Revisions to Note 6 (Principal's Emoluments) and Note 33 (Related Party Transactions) had been made, and the Report and Financial Statements 2014/15, as revised, were presented for approval by the Board and for signature by the Chair of the Corporation and the Principal and Chief Accounting Officer. The revised Report and Financial Statements had been reviewed by the Finance and General Purposes Committee and the Audit Committee.

It was reported that in the absence of the Principal and Chief Accounting Officer in Saudi Arabia, the External Auditors had confirmed that it was permissible for the Principal and Chief Accounting Officer to give her approval and confirmation of signature to the Board in the meeting, which should be minuted. The Principal's signatures could be inserted on the documents after the Board meeting. Arrangements had been made to courier the documents by secure consignment to Saudi Arabia next week, and it was anticipated that the total time for the despatch and return of the documents would be between 7-10 working days. They would then be sent to the External Auditors for submission to the Skills Funding Agency.

The Principal **approved** the Annual Report and Financial Statements of the NESCOT Group for the year 2014/15. She confirmed that she would sign the Annual Report and Financial Statements and the Letter of Representations, and return the documents as described.

**RESOLVED:** the Annual Report and Financial Statement of the NESCOT Group for 2014/15 be approved for signature by the Chair and the Principal and Chief Accounting Officer.

The Management Letter of the External Auditors confirmed that an unqualified opinion in respect of the financial statement audit and the regularity audit would be issued. There were no material misstatements identified during the audit which were not subsequently adjusted by management, or which remained unadjusted for.

Two additional recommendations were made by the External Auditors in the Management Letter. The first additional recommendation concerned the Saudi project and NCL:

200.2 Revised Draft External Audit Management Letter, 2014/15 (Appendix H)

200.3 Revised Draft Letter of Representations (Appendix I)

Corp Minutes 180316

'Continuing review and monitoring of the project is needed. Reporting to the college and its governors should be regular and of sufficient detail e.g. to include management accounts and forecasts, as well as all related parties.

In summary, it is recommended that, as the majority stakeholder, the college obtains much better quality management information and on a more timely basis than they are currently getting.'

The recommendation had been accepted by the College Management, and the Management response had been accepted by the External Auditors.

The second additional recommendation concerned 'disclosure errors' in the Disclosure Notes to the Financial Statements, as follows:

'Adequate controls are needed to ensure the accurate capture of related party transactions and a comprehensive register of interests should be maintained and updated throughout the year'.

The recommendation had been accepted by the College Management, and the Management response had been accepted by the External Auditors.

On behalf of the Audit Committee, the Chair of the Committee stated that the Committee was very clear that the College Management must implement the recommendations of the External Auditors. The Committee expressed its concern at the need for the revision and re-submission of the Annual Report and Financial Statements.

The Letter of Representations was unchanged from the documents presented to the Corporation on 09 December 2015.

**R**esponding to an FE Week enquiry into when the governors were first aware of the payments to the principal's husband, the college said it was revealed at the 18 March 2016 meeting, more than a year after the first contract was signed. When the 2015 accounts were signed to include revisions to the 2014 accounts.

The minutes of the 18 March 2016 meeting revealed the revisions and two audit firm recommendations relating to reporting on the Saudi project and the "disclosure errors" such that "adequate controls are needed to ensure the accurate capture of related party transactions and a comprehensive register of interests should be maintained and updated throughout the year"

The minutes go on to state the recommendations had been accepted and that "On behalf of the Audit Committee, the Chair of the Committee stated that the Committee was very clear that the College Management must implement the recommendations of the External Auditors.

"The Committee expressed its concern at the need for the revision and re-submission of the Annual Report and Financial Statements."

# INVESTIGATES

# New city mayors reaffirm their FE Commitments

**ALIX ROBERTSON**  
@ALIXROBERTSON4

Sadiq Khan, the new mayor of London, has spoken out in support of the “neglected” FE sector — telling FE Week that he will be a “champion” for its work.

Mr Khan secured his new post after convincingly beating the Conservative candidate Zac Goldsmith by 1,310,143 votes to 994,614 on May 7.

He has now spoken about what he hopes to achieve for the sector.

“I was lucky to get a good education and go on to university, but I want all Londoners to have the same opportunities to get on in life that this great city gave me – whether that’s through apprenticeships, FE or other routes to employment,” said Mr Khan.

“I am going to be a champion for London’s neglected FE sector so that it can work for both Londoners and businesses.”

Mr Khan said he will also seek a skills devolution deal from the government “so that we can create high-performing colleges to meet the needs of London’s economy and help to reduce youth unemployment”.

It comes after the Association of Colleges (AoC) penned its own manifesto for the capital ahead of the election.

It called on the next mayor to support the autonomy of colleges, ensure London gets its fair share of the apprenticeships levy, and lobby for funding of English for speakers of other languages provision — among other demands.

The 157 Group also put forward a vision before the election for FE in London — in its



Sadiq Khan supporting a local business event at South Thames College. From left: Sadiq Khan, Jodie Moore, business support apprentice, principal Sue Rimmer



new mayor and very much looks forward to working with him.

“He is central to harnessing the transformational opportunities for FE in London— which come from initiatives including the area-based reviews, institutes of technology,

shock victory as its new mayor.

Mr Rees told FE Week of his hopes for the FE sector in the city, following his election.

He said: “I want Bristol to be a city where no-one is left behind and where life chances are not determined by wealth and background. Ensuring students of all ages have access to a good education and can gain the skills they need lies as the heart of this.

“We need to provide a real choice for 16-year-olds looking to go on to FE, so making sure young people can access a full range of A-levels, apprenticeships and vocational training is high on my agenda.”

He added that good quality careers advice was “essential” for young people to make informed choices about their future.

An AoC spokesperson praised Mr Khan and Mr Rees for prioritising “skills, careers advice and apprenticeships” during their campaigns.

‘Skills for Work, Skills for London’ report, which received backing from the AoC.

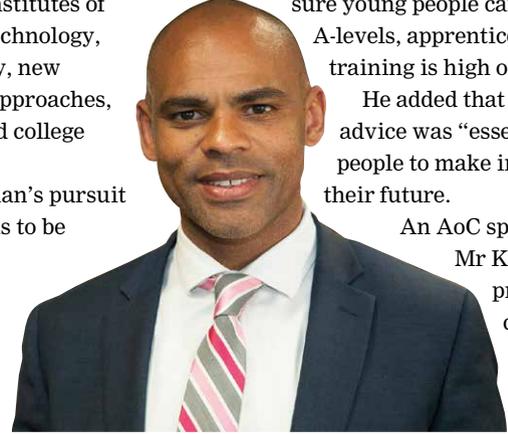
It proposed single colleges acting as “hubs” for training at level three and above in key industries — forming a single point of contact for employers in that particular industry — with other colleges across London acting as “spokes”, or satellite centres.

Responding to Mr Khan’s success, Ian Pretty, chief executive of the 157 Group, said: “The 157 Group welcomes Sadiq Khan as the

the apprenticeship levy, new sector based delivery approaches, technical pathways and college mergers.”

He added that Mr Khan’s pursuit of a devolution deal was to be welcomed.

The Labour party was also successful on May 7 in Bristol, where Marvin Rees (pictured) swept to a



## LONDON AND BRISTOL PRINCIPALS’ COMMENTS

**ANDY WILSON**  
PRINCIPAL OF WESTMINSTER KINGSWAY COLLEGE, LONDON

“I hope Sadiq will ensure the area reviews are not just about merging existing organisations, but take time to fully consider the demand, need and supply of skills training across London. I am looking forward to the opportunity to work with him and his team to make sure they really do ensure that FE can live up to the expectations the new mayor clearly has of us.”

**IAN ASHMAN**  
PRINCIPAL OF HACKNEY COMMUNITY COLLEGE

“We’re hoping to welcome the mayor to our campus before too long, and share with him real life examples of student success as well as the challenges faced by students and colleges. Our students look forward to holding discussions with Sadiq about issues, such as meaningful job opportunities for young people and affordable living in the capital.”

**SARA-JANE WATKINS**  
PRINCIPAL OF SOUTH GLOUCESTERSHIRE AND STROUD COLLEGE

“Marvin Rees seems committed to apprenticeships and investing in young people, which really aligns with our priorities as a college.”



**MARK SILVERMAN**  
PRINCIPAL OF LAMBETH COLLEGE

“The new mayor’s continued support of FE in London is very welcome. At Lambeth College we have ambitious plans to create a specialist skills centre and training hotel. This development already has the backing of the London Enterprise Partnership in the form of £22.5m funding, which demonstrates the value placed on FE and skills development by local government.”

**LEE PROBERT**  
PRINCIPAL OF CITY OF BRISTOL COLLEGE

“We congratulate Mr Rees on his recent election as Bristol Mayor, which is an important role for the city. I had the opportunity to meet with Mr Rees as part of the lead-up to the election and he clearly understands and wants to prioritise issues affecting young people, in particular, adolescent mental health. I am confident we will have a constructive relationship.”

**MICHAEL JAFFRAIN**  
PRINCIPAL OF ST BRENDAN’S SIXTH FORM COLLEGE

“We look forward to working with Mr Rees, who has been a strong ally of the college, to ensure that we provide the best possible education pathways in Bristol. We are also very encouraged with his aim of providing effective careers advice.”

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## FE WEEK COMMENT

## Serious money — serious questions



Nescot governors were not made aware of the contract to pay almost £200,000 to their principal's husband for 18 months.

You would think that having been contacted by FE Week, the board members would fall over themselves to demonstrate that they had a robust governance response.

But despite written and verbal communication with several governors, including the chairman, they were not forthcoming before we went to press.

I found that disappointing given the seriousness of the issues at stake here.

As I said in an email to the chair, I used to work for a college and attended board meetings, so have a good idea how it all works.

Putting aside the complex nature of the Saudi project, were the college's internal related party transaction and procurement policy rules broken and if so what, if anything, did the board do about it?

The college spokesperson said the college was declining to answer, but hopefully the chair will in due course.

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

## PRISON EDUCATION REFORM TWEETS

**CentreForum @CentreForum**  
@CoatesSally: "With responsibility comes accountability - education should be key factor in overall prison assessment!"  
#SallyCoatesReview

**Natasha Porter @NPorter83**  
Education at the heart of the prison regime is that the centre of this review says @CoatesSally #sallycoatesreview

**The E & T Foundation @E\_T\_Foundation**  
Encouraging to see considerable emphasis #CoatesReview puts on supporting & developing prison education workforce  
http://ow.ly/K8xc30ohNmR

**NCFE @NCFE**  
Prison Governors will be given unprecedented freedom and they will be able to ensure prisoners receive better education  
#QueensSpeech

**Shane Chown @LWShane**  
Life chances, prison education reform, devolution - plenty in #QueensSpeech to keep @LearnWorkUK busy



## Here we Gove again: Now we're getting academies for prisons

**JUDE BURKE**  
@JUDEBURKE77

Prison governors are to be given direct power to hire providers for offender learning — as the Justice Secretary Michael Gove looks to replicate the decentralisation agenda he once pushed as Education Secretary.

Offender Learning and Skills Service (OLASS) contracts are currently held by three colleges and one independent learning provider, and appointed by the Skills Funding Agency (SFA).

But under Mr Gove's new plans, prison governors will be handed responsibility for contracting from July next year, through the upcoming Prison and Courts Reform Bill.

It is not certain, however, that future contracts would only be given to FE providers, a Ministry of Justice spokesperson admitted to FE Week.

The reforms were mentioned in the Queen's Speech on Wednesday, when she said: "Prison governors will be given unprecedented freedom and they will be able to ensure prisoners receive better education."

The plan reflects recommendations made in an inquiry by Dame Sally Coates, which was published on Wednesday (May 18).

The transition will be overseen by Mr Gove, whose plans to hand additional powers to prison governors reflect his past efforts to shift decision-making power from local authorities to head teachers, via a massive expansion of academy schools which happened during his time at the Department for Education between 2010 and 2014.

From August 2017, Dame Coates said she would expect that "in line with the wider implementation of prison reform, we will move to all governors having full freedoms over the choice of education providers for their prisons".

Peter Dawson, the deputy director of the Prison Reform Trust, has said he is looking forward to what he called the "academy solution" for prison learning, in an expert piece for our sister paper Schools Week.

He stressed that "the willingness to place more trust in the leader of an institution opens up potential which tight central control does not".

Dame Coates, a former head teacher, also recommended that current OLASS contracts, which are due to end in July, should be extended for another year to allow time for a phased introduction of the reforms.

The OLASS system was first rolled out

across the country in 2006, and the fourth round of contracts were agreed in August 2012.

Manchester College holds them for London, the north-east, north-west, Kent and Sussex, and Yorkshire and Humber.

Barbara McDonough, chief operating officer for Novus, the college's offender learning service, said:

"Overall we believe this report accurately reflects the challenges the sector is facing, and we welcome the recommendations."

Milton Keynes College holds contracts in the east Midlands, west Midlands and for south central.

Jason Mansell, the college's director of offender learning, said: "We believe that governor autonomy for the provision of education, and governor accountability for educational progress of all prisoners within their establishments, is key to driving the prioritisation and improvement of all learning consistently across the prison estate."

No one was available to comment from Weston College, which holds the OLASS contract for the south-west of England.

People Plus, formerly known as A4E, which holds the contract for the east of England, declined to comment.

## COMMENTS

### Concern cheaper SFA dashboard is simply passing costs onto colleges

Yep, I am currently re-creating the PDF reports for management using the data extract from the Provider Gateway.

Management don't want to click through the Birst Dashboard looking for problems – they want the rates for each aim listed in front of them with the National Averages.

Simon France

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

According to Nottingham Post, "A businessman and former council boss with no education experience has been named as the leader of the new Nottingham College."

When I started working in Further Education some 12 years ago, a colleague told me colleges were trying to be both educational institutions and businesses, and failing at both. "How cynical," I thought. I soon

came to realise how right she was. It appears the new "Nottingham College" is giving up all pretence at education by appointing a businessman with no knowledge of the "business" he will be supposed to be in. But, without education, what business will he be in? Perhaps my cynical comment, "We'd do an excellent job of the bureaucracy if we didn't have to see students" will prove prescient.

Richard Le Corney

### Out-of-area funding exposes devolution 'postcode lottery'

Perhaps a small point in the overall scheme of things, but for ACL providers in non-unitary authorities, these figures are completely misleading. The SFA has chosen the 'lower tier' local authority (district or borough) to define the 'home', but the services' remits are countywide. They therefore appear to have the majority of their provision outside their 'home' authority when this is not true. As colleges merge and expand their geographical spread, the same is presumably true for them also.

Lies or damn lies?

Richard

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

The higher the pay the harder the fall ..... As someone once said.

I personally don't have a problem with paying FE College Principals a salary that is equivalent to their accountabilities – which are doubtless significant. At the end of the day it's a matter of individual conscience and morality.

I was an FE College Principal for almost 15 years (1987-2001) and when I moved on to another role (technically in the civil service) and left FE, my salary was £82K. My teacher's pension (which I now receive) is based on that – and I think I've died and gone to heaven! Because I get £29k a year pension for doing a job I loved. Good Luck to anyone who does better than this – there's only so much money can buy!

Ann Limb

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## EXPERTS



## THE PRINCIPAL'S OFFICE

Graham Taylor is principal and chief executive at New College Swindon. He has more than 25 years' experience in further and higher education across six colleges and writes exclusively for FE Week on the last Monday of every month.

## Fifteen stairways to heaven?

**Graham Taylor explains why he is not a fan of government plans for new technical professional education (TPE) routes.**

George Osborne recently joked (he apparently has a sense of humour) that he's on a 5:2 diet because "in two out of five budgets I eat my words".

Well, number one of these for education should, in my opinion, be ditching the planned new apprenticeship system. We can meet the three million target without changing everything.

Number two should be dropping the introduction of these new TPE routes. I can't see what problem they are trying to solve.

FE Week reported on May 6 that the government plans to create 15 new 'professional and technical' routes with apprenticeships or substantial work experience.

The idea, it appears, is to bring an end to mixed provision and make 16-year-olds choose between academic courses leading to university or a new TPE route into work.

We've been here before. Remember Ed Balls' 14-19 diplomas? That was 14 distinct vocational tracks offered to 14-and 16-year-olds.

Few took them up. They were too complex, had poor outcomes, and were dropped by the coalition government.

The tried-and-tested vocational qualifications won through.

And as for Labour's plan to make education compulsory up to 18 years old — NEETS as criminals anyone?

Is this the end of mixed provision, making 16-year-olds choose between academic courses leading to university, or new technical professional education routes into work?

The academic route will continue to be primus inter pares in a two-tier system.

This is more to do with standards and methods of assessment rather than content.

The academic/vocational divide is an artificial construct. Let's champion choice.

A two-tier system could perpetuate the myth that vocational means second-class qualifications for 'problem' learners.

Skills minister Nick Boles says schools could be fined if students on "inappropriate" A-level courses abandon them (LOL).

Publishing success rates and a return to payment by results, which the coalition scrapped, would sort this out.

The white paper could strip away many popular post-16 qualifications to make way for the 15 new routes.

The number of eligible qualifications can be cut by dropping dormant ones and rethinking the work-based market.

There are hundreds of apprenticeship

frameworks and over 200 new apprenticeship standards, with many more to come in a Wild-West-style unregulated market. And many standards don't even include qualifications.

Why divide into academic sheep and vocational goats when colleges like mine have developed hybrid personalised learning programmes — say three A-levels plus a vocational award, or a BTEC with one A-level to meet learner career and/or higher education intentions.

And many learners in FE who are struggling with low-level qualifications, including English and Maths, are a long way from vocational routes. More work is needed here. Heaven is some distance away.

## Is this the end of mixed provision

Carving up the skills labour market into 15 parallel pathways is arbitrary and tramlines youngsters when they should be developing cross-sector skills.

The government has also said there will be substantial work experience within each TPE "pathway" within its relevant industry.

But hang on, most of our young learners haven't decided what they want to do.

Most have part-time paid jobs.

They are picking up employability skills — punctuality, customer care, willingness to learn, team working, problem-solving — good to go in all walks of business.

Instead of getting hung up on sector-based vertical skills, let's work on horizontal digital skills — those you need in all businesses to equip youngsters for work and career changes.

The government says the new vocational routes will be as easy to understand as current academic routes.

I suspect this is the crux of the matter. Civil servants want to simplify because they don't understand vocational training, having taken the traditional A-level and university pathway themselves.

But think about it, the A-level system allows freedom of curriculum choice (despite the facilitating subjects), so why can't so-called vocational learners pick and choose?

On the one hand, apprenticeships are employer-led — but on the other, there will be 15 prescribed routes.

Will these really be what employers and professional bodies (which set standards) want? The consultation will be interesting.



## CLARE HOWARD

CEO of the Association of National Specialist Colleges (Natspec)

## High hopes for the new taskforce

**Clare Howard explains the best way to get those with learning disabilities into work.**

The Government's manifesto pledge to create 3m apprentices has pushed them to the top of the national skills agenda.

This focus has encouraged the expansion of apprenticeship programmes, but this still doesn't mean access for all.

If you are a young person with learning difficulties or disabilities, then you face significant barriers. Your chances of accessing apprenticeships and other work-based training are much reduced.

The new taskforce on apprenticeships for people with learning difficulties to examine the issue is welcomed, as it will highlight the challenges faced by both training providers and employers. Hopefully it will start to tackle those barriers.

There is a lot of work to do. Currently the employment rate for working-age people with a disability is only 40 per cent.

The situation is even bleaker for those with a learning disability, with only seven per cent achieving employment. Only eight per cent of the 870,000 apprentices in 2014-15 declared a learning or physical disability.

The Association of Colleges recently noted that colleges and employers need to work together — which applies both to specialist and mainstream colleges who work with students with high needs.

There is some progress being made. Some colleges are supporting individuals into work. A survey of 356 employers linked to specialist colleges in 2015 found that 95 per cent of employers rated their college relationship as outstanding or good.

National Star College's supported internship programme, Steps In Work, was highlighted as outstanding practice in the recent Ofsted report into provision for high needs students.

Larger employers are also making a difference. More than 6,000 people completed the Marks & Start programme with Marks & Spencer.

This project shows how small adjustments and understanding of principles such as flexibility of approach and a focus on ability rather than disability can make a real difference to equality in the workplace.

The economic benefits are significant. A Social Market Foundation report in 2007 reported that improving the employment rate of people with disabilities would boost the UK economy by £13 billion.

Apprenticeships still face a big gap in terms of initiatives to help more young people with learning difficulties or

disabilities into work.

If the new taskforce is to succeed, it needs to address the barriers in the current model. The most significant barrier is the lack of apprenticeship standards for learners working at or below level one, and the requirement for English and maths qualifications that may not be accessible to all learners.

Young adults at level one or below are employable and have an important contribution to make. What they may need is support on an ongoing basis.

New standards need to be created to provide apprenticeships that can either be adapted or created for jobs at all levels. Apprenticeships also need to be more flexible, by reducing the number of hours or increasing the support given to learners both by the provider and the employer.

## A young person with learning difficulties or disabilities faces significant barriers

The jump from full-time education to an apprenticeship is daunting, and although many who have learning difficulties might have the skills to do the job, they may need more support in terms of life skills, whether that means communication, travelling to work, mentoring, or other forms of everyday support.

Some specialist colleges and GFE colleges prefer the supported internship route due to the lack of flexibility and support that can be given to apprentices.

Employers also need support — a 2013 survey found that 42 per cent of people with disabilities said that the attitude of employers was the biggest barrier to work.

There is still much work to do to educate employers about the value of people with learning difficulties. If we are going to truly knock down those barriers — and not just chip at the edges — we need to build on those productive employer-college partnerships.

And that can only be done with a much more flexible national framework.

## EXPERTS

**Andrew Beel reflects on his happy memories of WorldSkills and provides some good advice for the latest national team for EuroSkills.**

**A**fter reading the announcement that WorldSkills UK had selected the team to compete at EuroSkills Gothenburg 2016, I admit I felt a little jealous.

As a former competitor, I am always pleased to hear about the next team going forwards to compete, but I wish it was my turn again.

Of course preparing to represent your country on the international stage is not easy.

It was four years of hard work. I spent every spare minute I had training for the international competitions.

Your social life disappears, and for a 20-year-old that is hard to accept, but I wouldn't change the experience for anything.

Yes, my name wasn't on the team sheet this week, but I still feel very much part of this team.

As a WorldSkills UK champion, I am working alongside Barry Skea from New College Lanarkshire, who is the UK expert for mechanical engineering CAD (computer aided design), to support the training for Betsy Crosbie.

Betsy, who also attends New College Lanarkshire, is carrying on the college's tradition of producing Team UK members.

Involving past competitors in the training of Team UK is a key part of the WorldSkills UK comprehensive development programme.

No one understands the demands of competing like we do.



## ANDREW BEEL

**Gold medallist at EuroSkills Lille 2014 and Medallion of Excellence winner at WorldSkills São Paulo 2015**

# Go Team UK

We know how frustrating it is to miss a night out with your mates because you have training the next day.

We know how it feels when a task goes horribly wrong during the competition and most importantly how you can get yourself back on track.

For me, having the support of Ryan Sheridan, who competed with me at WorldSkills London 2011, was invaluable. I hope I can offer the same support.

The majority of Team UK will be under 21 when they compete and many are still in the early stages of their apprenticeship.

It can be daunting telling your new employer that you will need time off to train and compete. That is why I always tell competitors to make sure you take the time to explain to your employers that they will also benefit from the competitions.

I first started competing when I was studying an HNC in computer-aided drafting

and design at New College Lanarkshire.

I was told that taking part in skills competitions would be a great addition to my CV and would help me get a job. My lecturer wasn't wrong.

When I went for an interview at Pacson Valves, where I have now been promoted to mechanical designer, it was my involvement in competitions which led me to develop my skills as a trainee draughtsman that helped me stand out.

Most importantly, Pacson Valves realised the value I could offer the company if I stayed involved.

The new skills I learned as part of my competition training allowed me to develop standard computer-aided design practises for the engineering team at work, improving the efficiency and accuracy of the department.

My last bit of advice to Team UK is to treasure every moment.

For me, standing on the podium clutching

my gold medal is a moment I will never forget.

Not only had I beaten competitors from France and the Netherlands, who had been tough competition over the four-day event, to first place, but I had also achieved the highest score of any UK competitor.

**It can be daunting telling your new employer that you will need time off to train and compete**

Competing opened so many doors for me and that is why I want to stay involved with WorldSkills UK.

As a skills champion, I recently supported the skills pledge campaign encouraging MPs to show their support for apprenticeships, and I hope to visit schools in my local area of Dundee sharing my career experiences with the students.

Who knows whether there might be a future gold medallist amongst them?



## JOE BALDWIN

**Head of learning support and special educational needs and disability (SEND) strategic lead at Gloucestershire College**

### Concerns over consistency and clarity

**Joe Baldwin points out failings with new arrangements for SEND learners.**

**W**hile the Children and Families Act and the SEND code of practice both came into force in September 2014, the full impact for FE was not truly realised until September 2015.

This was when the first cohort of learners with education health and care plans (EHCPs) — documents which set out the special needs of a young person and the support they require — transitioned from school into colleges across England.

The code of practice devolved critical guidance from the Department for Education to local authorities.

This included freedom around the design and template of the plans and thresholds for assessment, along with the process for transforming the old special education needs statements and learning difficulties

assessments into EHCPs.

In my experience this has led to a lack of consistency and clarity, which was vital in ensuring a sound framework for improving provision and outcomes within a new system.

The devolution of funding has meant that nearly all FE colleges find themselves claiming high needs top-up funding from multiple local authorities, as a result of their cross-county campus locations.

The different procedures for each local authority mean that college special needs managers have become adept at plate-spinning, to ensure each authority receives responses in their preferred method (post, email, attachments).

These must also be in line with their confidentiality and encryption protocols and use their required EHCP templates.

The SEND code of practice places significant responsibility on the role of special educational needs co-ordinator

(SENCO).

But the required qualification for such co-ordinators appointed after September 1, 2008, remains wholly focused on compulsory education.

In reality, the scale of many FE colleges means that their population of students with special needs is likely to be higher than in any one school.

The management and oversight of special needs learners within a school setting can also be more transparent, but this is problematic when scaled-up in FE across multiple vocational areas and potentially across campuses too.

Supporting and up-skilling staff to better plan for and meet the needs of learners with SEND is challenging.

Since the reforms gathered momentum, the new changes and requirements for the FE sector have been significant.

I am confident in saying that no one within the sector could have been fully prepared for the scale, demand and resource requirements the reforms would have — even with the greatest foresight.

The few requirements which were outlined by the DfE have caused some of the biggest challenges to both local authorities and education providers.

Such requirements include a 20-week assessment timeline for delivering an EHCP.

The consultation process to request a college placement for an individual with such a plan, the subsequent response timeline, and the statutory annual review of each EHCP have generated an unprecedented amount of work.

Meanwhile, colleges are still trying to stay focused on improved outcomes and opportunities for the learner.

Ofsted's March report on FE provision for learners with high needs, 'Moving Forward?', suggested that so far the Children and Families Act and the SEND code of practice have not met expectations.

**The learners are not receiving the quality of support or provision to meet their needs**

The learners are not receiving the quality of support or provision to meet their needs and the postcode lottery still rife.

Putting the bureaucracy and lack of parity to one side, you have to have a learner with real needs, ambitious and aspirations.

We want to be best placed to provide them with an inclusive and supported environment in which they can thrive.

I am determined to create a culture within my own organisation which empowers all staff with the tools to understand individual needs and enables learners to progress towards leading fulfilled adult lives.

# CAMPUS ROUND-UP *with Billy Camden*



Barnet and Southgate College student Beatriz Vierira with North London Hospice patient Roy Steer

## A helping hand in Barnet

Caring Barnet and Southgate College students have been lending a helping hand to the North London Hospice over the last few months.

Five students from the college are carrying out 100 hours of work experience at the hospice as part of their health and social care level three course.

The volunteers have spent time at the hospice's inpatient unit, outpatient and therapies service, and supportive care department, giving them experience in caring for patients who are at the end of their life.

Barnet and Southgate College student Beatriz Vierira, aged 17, said this placement has been an "introduction to nursing at

its best".

She added: "The care provided is so vast and not limited to common perceptions people have of hospice care.

"The work I am undertaking here, such as observing health care professionals, serving patients their lunch, sitting and talking to service users and taking part in the social activities has certainly developed my skills and enhanced me as a student."

Jane McFadden, curriculum manager for health and social care at Barnet and Southgate College said volunteering is the "perfect avenue" to support students' "holistic development, future studies and careers across the health and social care sector".



Greg Sumner speaking at Weston College

## Driving the lesson home

A man who was left paralysed from the neck down in a car crash which killed two men recently visited Weston College to warn students about the dangers of drink-driving.

Greg Sumner was paralysed after he got into a car with a drink-driver four years ago, during an attempt to overtake on the brow of a hill.

The car smashed head on into another vehicle and killed both drivers.

Mr Sumner, who was a working 22-year-old at the time, broke 27 bones while his heart stopped four times. He is now paralysed from

the neck down and needs round-the-clock care.

He told Weston College sixth form students: "I might be the extreme of what's possible but I had been told so many times that I shouldn't get in a car with a drink-driver, and I still thought I would be okay.

"Two people dead instantly, two fathers died instantly, four children were left without a father, all down to drink-driving.

"It turned my life upside down and the lives of countless others. You are told not to get into the car with a drink-driver for a reason, it should not be done."

## Learning to stand on his own two feet



Lancaster and Morecambe College public services students with Cpl Stuart Robinson (centre)

An RAF regimental gunner returned to his old college to inspire current students with the story of how he overcome life-changing injuries he suffered during an attack in Afghanistan.

Cpl Stuart Robinson was manning the machine gun on a jackal armoured vehicle when an IED exploded directly under him in February 2013.

He lost both lower parts of his legs, and suffered 18 spinal fractures, a shattered pelvis, a burst bladder, plus fractures to his arm, jaw, shoulder blade and ribs.

Cpl Robinson told public services students from Lancaster and Morecambe College about life in the RAF regiment after completing his public services course, his life after sustaining major injuries while on duty, and the creation of Team Legless, a group which aims to help raise both awareness and funds for the armed forces charities.



Ready to play! Joel Gardner, aged 16, finds out how to use Cpl Stuart Robinson's custom-built wheelchair

Student Ocean Heward-Wearing, aged 17, said: "It was amazing to gain knowledge from someone who did such a heroic thing. It makes you realise what you take for granted."

## Youngsters can earn their Spurs



Anthony Atilola, aged 18, BTEC level three extended diploma in sport at Harrow College's football centre

The next Paul Gascoigne or Gary Lineker could be discovered later this year, when Harrow College holds an open football trial day with Tottenham Hotspur.

Talented young ballers will get the chance to join the college's education and football development centre for 16- to 18-year-olds if they impress at Vale Farm Sports Centre in Wembley on June 1.

Qualified FA coaches from the club lead three coaching sessions a week at the centre, and prepare students for their weekly matches against other development sides throughout the season.

Lee Janaway, director of student experience at Harrow College, said the ongoing partnership with the Premier League giant provides students with "top-class coaching", while increasing their employability.

"The activities create opportunities that open their eyes to a range of careers both on and off the field and within the wider sports industry," he said.

Previous success stories from the centre includes 18-year-old Anton Jarvis who was headhunted by a college in Texas last year and is now based in the US.

# Apprentice stars front new £13m campaign

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A select few of the country's top apprentices will appear on billboards and TV screens as they star in a new campaign calling on young people to get learning and earning, writes Billy Camden.

The government has chosen 13 talented learners to front its new campaign to attract more young people onto apprenticeships — and wants thousands more to help spread the word on social media.

The lucky few were whittled down from hundreds of hopefuls through an auditioning process last year, involving apprentices at firms including the BBC, IBM and Lloyds Banking Group.

The 13 will now get to see their faces on billboards, TV screens and social media channels across England, as part of the campaign "Get In Go Far".

The first TV advert was broadcast on Saturday (May 14) and apprentices everywhere are being encouraged to share selfies and video clips of themselves at work on social media, in a bid to send the campaign viral.

Daisy Coombes of manufacturing firm



Some of the stars of the government's Get In Go Far campaign

JCB, 19, one of the apprentices featuring in the campaign, said: "A lot of people still question apprenticeships and say that university is the better option, so it's been great to feel like my voice is being heard and that other people will hopefully see the options that are available for them to get qualifications and start a career as well."

The campaign, which was allocated £13m and will run until 2020, aims to show how an apprenticeship can give young people the skills and experience they need to land their dream job, a Department for Business, Innovation & Skills (BIS) spokesperson said.

Xavier Williams of Lloyds Banking Group, 19, another star of the campaign, said: "If you are considering how to better your future then an apprenticeship would be a no-brainer. All it takes is self-confidence.

"I can't recommend this route into employment highly enough."

The campaign is part of the government's drive to deliver on its commitment to create three million more apprenticeships by 2020.

Business secretary Sajid Javid said: "In the past, talented and ambitious school leavers were too often told that university was their only option.

"We have transformed apprenticeships to make sure we have the right mix of skills for our future workforce."

He added that apprenticeships are being designed by "top employers" who are "best placed" to know the skills and experience young people need to get a job.

This year's drive builds on a successful £6m apprenticeship campaign which ran throughout 2014.

A BIS spokesperson said it had led to a 140 per cent increase in telephone enquiries to the apprenticeships helpline alongside a "big increase" in web traffic to the government's apprenticeship website.

Skills minister Nick Boles said Get In Go Far would "show young people and their parents the incredible things you can achieve if you choose to learn while you earn".

He added: "Our apprentice stars and the millions more who have already benefitted from an apprenticeship, are examples of how an apprenticeship can take you anywhere and help you rise to the top in any industry, any job and up to any level."

Young people will be directed to a new website, [www.getingofar.gov.uk](http://www.getingofar.gov.uk), which will give them more information on apprenticeships.



Xavier Williams



Daisy Coombes

## 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

Seevic College has appointed Dan Pearson as its principal after Nick Spenceley announced his retirement in February, following a battle against cancer.

Mr Pearson joins the provider in Essex from Redbridge College, where he was deputy principal for three years.

He said he was "honoured" to be in a position to "add value" to Seevic College's "strengths, and lead on curriculum innovations and improvements, to ensure we offer unique and high-quality learning experiences for our students".

He added: "Despite the inevitable challenges principals face during this time of area reviews, I feel reassured the spirit and passion of the college staff will give me support and keep me energised."

Mr Pearson said he was looking forward to bringing some new ideas to the campus.

He said: "I want to make sure students are leaving college with the skills employers want. We will work very closely with local and national employers to give our students every possible opportunity to succeed in securing employment."

Laurel Penrose will be the new principal at Bath College from August.

She takes over from Matt Atkinson who has decided to leave to set up a business offering leadership support to education providers after leading the college since 2007.

Ms Penrose is currently the deputy principal at North Warwickshire & Hinckley College (NWHC) and South Leicestershire College (SLC). Before this, she was vice principal for curriculum and quality across the partnership.

Of her new appointment, Ms Penrose said: "I have already experienced the warmth of the college's welcome and been delighted to hear the positive views of students concerning the support and delivery given by staff.

"It was a pleasure to walk around the college and experience the

confidence and enthusiasm of colleagues. I am really looking forward to working with staff to further progress the college and build on current good practices."

Carole Stott, chair of the board of governors at Bath College, said she was looking forward to Ms Penrose joining and "working with the staff and the board to build on the excellent work of Matt Atkinson".

Meanwhile at the new Nottingham College, made up of a merger between New Nottingham College and Central College Nottingham, has appointed businessman John van de Laarschot as its chief executive.

Mr van de Laarschot has worked in both the private and public sectors in his 35-year career, at Coca-Cola, Mars, PepsiCo, Torrington Council and Stoke-on-Trent City Council.

Carole Thorogood, chair of the designate

board at the new merged college, said: "John brings extensive private and public sector experience in leadership and managing change, qualities we required in candidates for this important role.

"Once the necessary contractual arrangements are in place, John will assist us with transition planning towards the launch of Nottingham College later this year."

And Ofqual has announced Julie Swan as its new executive director for general qualifications.

She will take up the position permanently after a spell as the acting executive director when her predecessor, Ian Stockford, left the exams regulator to join AQA in December.

Ms Swan has worked for Ofqual for seven years and was most recently associate director for regulatory policy.



DAN PEARSON



LAUREL PENROSE



JOHN VAN DE LAARSCHOT



JULIE SWAN

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)



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## Head of Department: Maths, English, ICT and ESOL

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**Interview date: 9 June 2016**

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**Closing date for all posts: 12 June 2016**

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

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*For further details, please download a job and person specification from [www.cliplearning.com](http://www.cliplearning.com)*



**SOUTH & CITY COLLEGE  
BIRMINGHAM**

South & City College Birmingham has an annual turnover of £52m, a diverse student population of 18,000 and a staff base of 1,000. 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.

### WE ARE CURRENTLY RECRUITING FOR THE FOLLOWING VACANCIES:

- **LECTURERS IN THE FOLLOWING AREAS:**  
Maths (Up To A Level), English, Health and Social Care, Motor Vehicle, Plumbing, Childcare, ICT, Media, 16-19 Foundation Learning, Pre-Vocational 14-16 Foundation Learning, Sport HE Provision, Engineering
- **ASSESSORS IN THE FOLLOWING AREAS:**  
Carpentry, Health and Social Care and Business Administration
- **LEARNING ASSISTANT**
- **SALES CONSULTANT**

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 1 June 2016**

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

**0800 111 6311**



## ESOL Lecturer (0.5) Part-time

Job Reference number: ESOLL/05.16

Salary: c£11,266.50 to £12,312 pro rata per annum based on a FTE salary of £22,533 to £24,624 per annum dependent upon experience and qualifications plus excellent benefits

Working hours: 18.5 hours per week, 52 weeks per year

We are currently seeking a part time **0.5 ESOL Lecturer** to join our busy and expanding Skills for Life Department.

The roles main responsibility will be to: demonstrate high quality professional practice and provide quality teaching at a variety of Levels. Devise action plans and maintain appropriate records.

The roles main duties will include: teaching ESOL to a range of students from Entry 1 to Level 2 at Grantham College. To carry out administrative duties associated with teaching, including maintenance of registers, individual learning plans, and schemes of work, assessment, reports, course records and course evaluations to a satisfactory standard and within established deadlines. To contribute to cross-College policies and development of Basic Skills and ESOL provision. To comply with standard-

isation procedures, assessment and internal verification of all ESOL accreditation. To operate as an effective member of the course team and work closely with other areas. To produce, advise and assist in the development of curriculum support materials. To maintain recording procedures and monitor resource bank of all Basic Skills and ESOL materials. To assist in the maintenance of records for all Basic Skills and ESOL courses including retention, success, achievement and progression. To carry out initial assessments, individual inductions and allocate appropriate provision as necessary and to assist in the marketing of Basic Skills and ESOL provision.

The ideal candidate will possess: a Degree and / or Masters in English or Maths or equivalent. A teaching qualification, Assessor / Verifier qualifications and must possess an ESOL teaching qualification.

They will need to possess the ability to work as a member of a team, excellent communication skills, the ability to motivate students, excellent administration skills, excellent level of competence in the use of MS Office applications (Excel, Word, Access), the ability to prioritise will be valuable for this post and possess the ability to work well under pressure, independently without supervision.

In return we can offer a pleasant working environment, excellent career average pension scheme, continued professional development and a generous holiday allowance.

**The closing date for all applications will be Friday 27 May 2016, with interviews taking place early June 2016 - actual date TBC.**

For a full application pack please  
e-mail: [hrapplications@grantham.ac.uk](mailto:hrapplications@grantham.ac.uk)

Please note that due to the volume of applications we receive we will only be able to contact candidates who have been selected for interview. We do not accept CV's by way of application or online application via other websites.

You must complete a Grantham College application form.

All employment offers are subject to a self-funded (£44) satisfactory enhanced DBS check.

We are committed to equality of opportunity and welcome applications from all sections of the community.

**Grantham College, Stonebridge Road, Grantham Lincs NG31 9AP**

"Our employees are and will always be our greatest asset at Grantham 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

# 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.

## 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





## JOB REF: 0877/8: PART-TIME/FRACTIONAL LECTURERS IN ENGLISH (GCSE) & MATHS (GCSE & A LEVELS)

**Pro-rata of Full-time Salary: £20516 - £28480 per annum, dependent on qualifications, experience & post**

Part-time/Fractional Lecturers in English and Maths are required to teach on part-time GCSE evening and day time classes at our Boston and/or Spalding campuses. In addition the Maths Lecturer will need to be able to teach AS/A Level.

Suitable applicants should have a degree in either English or Maths or a related subject respectively. Ideally applicants should also have relevant teaching experience and a teaching qualification, though training can be arranged for new entrants to the profession.

For informal enquiries please contact Tom Edwards on (01205) 365701 ext. 3600 or email [tom-e@boston.ac.uk](mailto:tom-e@boston.ac.uk).

**Closing date: Wednesday 1<sup>st</sup> June 2016 by 12 noon**

**Interview date: Thursday 16<sup>th</sup> June 2016**

**For more information and to apply on-line please visit [www.boston.ac.uk](http://www.boston.ac.uk)**

Boston College is committed to providing a safe and secure environment for all learners. All posts are subject to enhanced Disclosure & Barring Service checks. CVs will only be accepted in conjunction with a full application form.

Boston College is committed to promoting Equality and Diversity

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



# CHRIST THE KING

S I X T H F O R M C O L L E G E

Christ the King is a highly successful and heavily oversubscribed Catholic Sixth Form College located on three sites in south east London. We specialise in meeting the needs of sixth form students and have an established track record of excellent examinations success. We have Category A financial status and have been recognised by Ofsted as delivering outstanding quality of provision.

## Teacher of Mathematics Christ the King: Aquinas

Available Autumn 2016. Permanent, part-time. Salary £26,435 - £35,045 pro rata

The College is seeking an outstanding practitioner who has an ability to deliver outstanding teaching and learning in Mathematics to young people aged 16-19. Teachers provide specialist 6th form teaching for A Level and GCSE courses.

We welcome applications from NQT's and we are able to offer a tailored programme of support towards successful completion of your induction year.

Please see the vacancies section of the college website, [www.ctksfc.ac.uk](http://www.ctksfc.ac.uk), for full details, including a job description and application forms.

Early Applications will be looked on favourably.

**Closing Date: 5pm Wednesday 25th May 2016.**



Tel: 020 8297 9433  
Email: [recruitment@ctksfc.ac.uk](mailto:recruitment@ctksfc.ac.uk)



## JOBS



## Opportunity: Functional Skills Tutor

We are one of the East Midlands' most trusted training and skills development providers, and one of the top 200 Skills Funding Agency providers in the UK.

As the landscape of training and skills development continues to change, we are strengthening our talented delivery team.

Based at our Nottingham or Derby Centres, with some travel to other sites within the East Midlands, you will be teaching and assessing Functional English/Maths skills up to Level 2, you will motivate and inspire learners with varying levels of abilities and ages to progress into further training and/or employment.

We are keen to hear from individuals who put the learner at the heart of everything they do. You will have a level 3 equivalent in Functional Skills Maths and/or English and a level 4 teaching qualification (or be willing to work towards).

**We offer a competitive salary and enhanced benefits.**

**For more information and to apply (quote FE) visit:**

<http://www.ctskills.co.uk/working-for-us/>

**We are committed to being an equal opportunities employer.**



0115 9599544    [hrenquiries@ctskills.co.uk](mailto:hrenquiries@ctskills.co.uk)    [www.ctskills.co.uk](http://www.ctskills.co.uk)



## HEAD OF MIS & EXAMINATIONS

**MIDKENT COLLEGE | £Competitive Salary  
+ 35 days holiday + relocation package as appropriate**

Excellent opportunity for a strategic FE MIS expert to join one of the largest education and training providers in the South East, reporting into the Director of Finance & Funding.

As a strategic leader within the MIS field you will be required to build a highly efficient and effective MIS and Examinations service for the College. Working with your team you will be responsible for providing excellent and robust data management & reporting systems, ensuring all data is executed within the required timeframes. This is an opportunity to not only make a difference but to also create your own MIS and Examinations department as a strategic manager.

Closing date: 27th May  
Shortlisting: 31st May 2016  
Interviews: 2 June 2016

Should you find this information of interest, have the skills required and wish to find out further detail please do not hesitate to contact Samantha Bunn on 07872 378965 or/and email your CV to [samantha.bunn@fea.co.uk](mailto:samantha.bunn@fea.co.uk).



MidKent College

BRINGING TOGETHER FE ASSOCIATES & BW CONSULTANTS

FEA

FEA.CO.UK | 01454 617 707



Craven College, Skipton - *Enriching lives through learning*



## ENGLISH AND MATHS LECTURERS (FULL-TIME)

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](tel:01756708070)



**Monday 27 & Tuesday 28 June 2016**  
Novotel London West, Hammersmith

# The Annual Conference for the Skills and Employment sector

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@AELPUK #aelp2016

[www.aelpnationalconference.org.uk](http://www.aelpnationalconference.org.uk)



## FE Week Sudoku challenge

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

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

Difficulty: **EASY**

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

Difficulty: **MEDIUM**

Solutions: Next edition

## Last Week's solutions

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

Difficulty: **EASY**

6	2	7	5	4	8	9	3	1
9	4	3	2	1	7	5	8	6
1	8	5	3	6	9	2	4	7
8	1	4	6	5	3	7	2	9
3	7	6	8	9	2	4	1	5
5	9	2	4	7	1	3	6	8
7	5	8	1	2	4	6	9	3
4	6	1	9	3	5	8	7	2
2	3	9	7	8	6	1	5	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 Jenny Wasson, Senior Learning Co-ordinator at The Chartered Institute of Housing, Coventry.