

FE Week

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LONG NO-SHOWS

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JUDE BURKE
@JUDEBURKE77

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Colleges go a decade without full inspection

ALIX ROBERTSON
@ALIXROBERTSON4

Two colleges in England have now gone more than 10 years without a full inspection – setting a new record Ofsted won’t be proud of.

Bridgwater and Taunton College in Somerset had its most recent full inspection on November 17, 2006.

It’s a similar story for Hills Road Sixth Form College, in Cambridgeshire, which was last properly visited by the education watchdog that same month.

Both were graded ‘outstanding’ at the time, but significant changes in how the sector is monitored have occurred over the last decade – raising serious questions about this gulf between inspections.

And these aren’t isolated incidents; a further three providers – Cirencester College, Woodhouse College and Bury College – will all pass the 10-year mark since their last full inspection grade by February next year.

All also graded ‘outstanding’, Cirencester was last inspected on December 8, 2006; Woodhouse on January 24, 2007; and Bury on February 9, 2007.

A spokesperson for Ofsted told FE Week that the FE inspection regime had seen “major changes” on “four occasions since 2006 – in 2007, 2009, 2012 and 2015”.

On top of this, these five colleges’ most recent inspections were not carried out directly by Ofsted, but by the Adult Learning Inspectorate, non-departmental public body.

The ALI, which was established under the Learning and Skills Act 2000, did not become a part of Ofsted until April 2007.

The watchdog’s most recent FE and skills inspection handbook, for use from September 2016, states that providers judged ‘outstanding’ at their most recent inspection are “not normally subject to routine inspection”.

But it adds: “An outstanding provider may receive a full inspection where its performance declines or there is another compelling reason, such as potential safeguarding issues”.

A grade one provider may also be inspected “as part of Ofsted’s survey work, or through a monitoring visit or similar activity”.

A spokesperson for Hills Road Sixth Form College said that although the college’s last full inspection took place in November 2006, there had been “no absence of regular and rigorous reviews of performance during that 10-year period”.

She said: “There have been good practice monitoring visits from Ofsted on four occasions since 2006”.

These came “in 2007 to look at learning outside the classroom; in 2008 to look at user voice, and in 2011 for the provision and delivery of mathematics”, while “in 2016, we received a fourth Ofsted good practice survey visit, looking specifically at the college’s implementation of 16-19 study programmes.”

What’s more, she said that “Hills Road



organises regular independent audits of its provision”.

It applies a “self-scrutiny process” leading to an annual self-assessment report, which is monitored by Ofsted for “any evidence of declining indicators or areas of weakness that are not being identified or addressed by the college”.

Charlie Dean, principal of Bury College, said: “It would not be appropriate for us to comment on Ofsted’s decisions”.

Mike Robbins, principal of Bridgwater & Taunton College, said: “Whilst a full Ofsted inspection would provide us with valuable feedback and validation, the timing of such an event is not within our control.

“Ofsted has visited us a number of times for good practice reviews since our last full inspection in 2006 and for a Care Standards Inspection in March 2015 – which judged all aspects of our provision to be outstanding.”

Cirencester College and Woodhouse College were unable to comment at the time of going to press.

FUNDING THRESHOLD WILL BE EXTENDED, EFA DIRECTOR ANNOUNCES

JUDE BURKE
@JUDEBURKE77

Ministers have finally decided to extend the five-per-cent threshold of tolerance on the condition of funding rule into 2017/18 allocations, the director at the Education Funding Agency has revealed.

Peter Mucklow (pictured) told delegates at the Association of Colleges on November 16 that the decision had been made in recognition of the “huge effort” made by colleges and other providers on English and maths.

The condition of funding rule states that any 16- to 18-year-old student who does not have a grade C in English and maths, and who fails to enrol in those subjects, must be removed in full from the funding allocations for the next-but-one academic year.

But in September last year, the Department for Education announced that it would not fully apply this rule for the 2016/17 allocations, which were based on enrolments for 2014/15.

It said that the penalty would be halved, and would only apply to providers where more than five per cent of relevant students (by value) did not meet the condition.

Mr Mucklow said today that this tolerance would also apply to 2017/18 allocations, based on enrolments in 2015/16.

He said: “We said we would keep that under review, and ministers have decided



to extend for 17/18 that threshold of tolerance, so that it applies in exactly the same way in that year.

“The level of compliance across the whole of the English and maths condition of funding remains at 97 per cent, in terms of that 15/16 performance.

“So it’s recognising that huge effort that colleges and other institutions have gone to, to ensure that students have that opportunity.”

Julian Gravatt, AoC’s assistant chief executive, welcomed Mr Mucklow’s announcement.

“We are pleased that the government will be extending the tolerance on the condition of funding for one year for these subjects,” he said. “This is something we called for in our autumn statement submission.

“The decision recognises the progress that colleges have made in enrolling young people on English and maths courses.”

NEWS

Milburn’s mobility commission calls for more school sixth forms

BILLY CAMDEN
@BILLYCAMDEN

School sixth form provision should be extended and given a role in helping FE colleges to deliver the new Skills Plan, according to a new report from the Social Mobility Commission.

In its fourth annual report, entitled ‘The State of the Nation’, the Commission warns that Britain has a “deep social-mobility problem” and that it’s “getting worse for an entire generation of young people”.

The body – chaired by the former Labour cabinet minister Alan Milburn (pictured) – concluded that big challenges await for FE in the delivery of the Skills Plan, which was unveiled in July, and will begin the mammoth task of replacing 20,000 post-16 vocational qualifications with just 15 new “high-quality routes”.

The report found that if FE is left to deliver the technical pathway on its own, disadvantaged young people will “continue to lose out in a two-tier post-16 system”.

“One of the biggest challenges in implementing the Skills Plan will be the demands that it places on the FE sector,” argued the report.

“FE colleges are struggling to meet the requirements of study programmes, whereby young people without level two qualifications must be enrolled in English and maths.

“Last year, Ofsted judged almost two thirds



of these new study programmes including English and maths as ‘requires improvement’ or ‘inadequate’.

“It is no wonder that quality is falling: FE is being asked to do more and more with less and less.”

To tackle the issue, the commission has called on the government to extend school sixth form provision and give schools more of a role in supporting FE colleges to deliver the plan, saying: “The Skills Plan will only boost social mobility if both technical and academic pathways are high-quality, and young people choose the path that is best for them.

One suggested way of doing this would be to “select pathfinder areas in the next four years” in which “sixth forms and FE colleges

would work together”.

“In these selected areas,” it argued, “schools would hold the central register of young people aged 16-to-19 and would commission the technical elements of the routes from local FE colleges.

“The aim would be for mutually beneficial relationships to develop between the schools and the FE colleges, improving capacity in the latter.

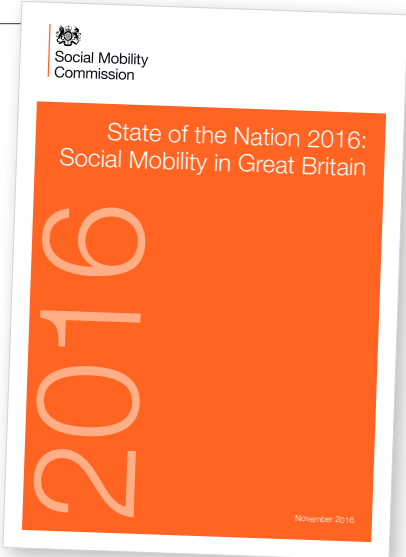
“In the 20 areas of the country where there are no school sixth form options, new school sixth forms should be opened by 2020 to improve outcomes for young people in these areas.”

These recommendations are likely to be controversial in the FE sector, following the recent legal victory enjoyed by the Association of Colleges, which recently forced the Department for Education to overturn its decision to fund a new small sixth form at Abbs Cross Academy and Arts College in Hornchurch in Essex.

The report goes on to recommend that the government scraps low-quality apprenticeships, and wants the number of 16-to 18-year-olds not in education, employment or training to reach zero by 2022.

“Low-quality apprenticeships that do not lead to careers with progression should be prohibited from using the trademarked term, and no longer be advertised on the government website,” said the report.

The commission also wants a single UCAS-



style portal to be developed over the next four years, so that young people can “make better choices about their post-school futures”.

In response, David Hughes, the AoC’s chief executive, told FE Week that “colleges are vital to better social mobility”.

He added: “They provide a broad mix of academic and technical education as well as apprenticeship training that helps young people get a great start in life.

“AoC believes that many small school sixth forms do not offer young people the choice and breadth of high-quality education and training they deserve.

“That’s why we want the government to carry out targeted reviews of post-16 provision in schools as they have done for colleges through area reviews.”

THE SOCIAL MOBILITY COMMISSION’S POST- 16 RECOMMENDATIONS

1. The government should create a single, UCAS-style portal that includes post-16 courses and post-18 vocational training alongside higher education options, so that young people can make better choices about their post-school futures, informed by outcomes data.
2. The government should build destinations data more firmly into accountability frameworks for schools in order to encourage them to take responsibility for all their pupils’ choices, including those who move down non-academic routes aged 16.
3. The government should encourage sixth form provision in areas where it is lacking, and ensure schools and FE colleges work together to deliver the Skills Plan, to help avoid the risk of creating a two-tier system of academic and technical routes. It should also use the opportunity of the Skills Plan to improve 16-to-18 participation, with a view to reducing the number of young people not in education, employment or training at that age to zero by 2022.
4. The new Institute for Apprenticeships should impose robust quality-criteria for apprenticeships and not allow schemes that do not meet these criteria to use the name apprenticeships. Low-quality apprenticeships that do not lead to careers with progression should be prohibited from using the trademarked term, and no longer be advertised on the government website.

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NEWS

GOVERNMENT ADVISER CRITICISES FULL-TIME VOCATIONAL COURSES

PAUL OFFORD
@PAULOFFORD

The whole notion of full-time vocational courses has been “challenged” by the man who chairs the Apprenticeship Delivery Board, much to the dismay of many of his colleagues in the sector.

David Meller, who also called for financial help to be given to poorer learners needing to relocate, made the controversial comments in a blog on the Conservative Home website.

His rejection of full-time FE courses, which echoes the repeated assertions from the former skills minister Nick Boles that apprenticeships are better value all-round, has raised suspicions that additional funding cuts will be announced for colleges in the chancellor Philip Hammond’s autumn statement on November 23.

“I would challenge the whole notion of full-time vocational courses in FE,” wrote Mr Mellor, who advises Mr Boles’ successor Robert Halfon on how to get more employers to take on apprentices.

“We know the best way to learn vocational skills is on the job, with part-time education to support workplace learning.”

However, he did admit that “too many Conservatives” see apprenticeships as “a consolation prize for youngsters who can’t do A-levels or get into university”, and called for new measures to prevent disadvantaged learners missing out on “highest-quality”

training because they can’t afford to relocate.

“We should put in place schemes to ensure school-leavers all over the country have access to the best opportunities, regardless of whether they choose the academic or vocational route,” he said.

“For example, we financially support young people moving anywhere in the country to go to university.

“We should have a similar system for the highest-quality apprenticeships, to avoid youngsters in deprived areas missing out on great opportunities away from home.”

Mr Meller’s comments prompted David Hughes, the chief executive of the Association of Colleges, to leap to the defence of full-time vocational training courses.

“Apprenticeships aren’t right for everyone,” he told FE Week.

“The technical and professional education and training on offer in colleges is very practical and not carried out solely in a classroom, giving students the experience required for the workplace.

“Catering students learn their skills in an industry-standard kitchen and college restaurants are frequently open to the public, meaning that the students work directly with real customers. This is part of a full-time FE course.”

On the subject of financing learners to

relocate, he said that “changes must be made to the student loans system for FE students”, which would mean “creating a personal learning account to allow students a lifetime loan allowance and maintenance loans for all courses at level four and above”.

Andrew Harden, head of FE at the University and College Union, told FE Week that he sees it as “encouraging” that the government is committing to apprenticeships, but insisted that “they are not a silver bullet” and that “college-based courses also have an important role to play”.

He said: “If the government wants to achieve its aim of creating a highly skilled society, it should invest in the full range of technical provision and student support, so everyone can access the learning they require regardless of their age or location.”

Other ADB members announced in January include David Abraham, the chief executive of Channel 4, Mike Thompson, the head of employability at Barclays, and Simon Blagden CBE, a non-executive



David Meller



Nadim Zahawi

chairman at Fujitsu.

Nadim Zahawi, the Conservative MP for Stratford on Avon, was formerly the board’s co-chair and an advisor on apprenticeships to the prime minister, but FE Week learned in August that he no longer holds either role.

The board was launched in July 2015, tasked by the government with increasing “the number of apprenticeship places that employers offer, by encouraging existing employers to expand their programmes and securing new employer engagement”.

offer, by encouraging existing employers to expand their programmes and securing new employer engagement”.

FURNESS COLLEGE JOINS THE ELITE

BILLY CAMDEN
@BILLYCAMDEN

Furness College has been unveiled as the fourth member of the Chartered Institution for Further Education.

The news was announced today by Lord Lingfield, who chairs the institute, and means the college will pay £8,000 to join the body for “high-performing” FE colleges and training providers.

It joins Hawk Training, Blackpool and The Fylde College, and Bridgwater College, which were announced as the first three members of the Institute in July.

Mark Nicholson, the deputy principal of the college, said the move was a “significant achievement” for the college.

“We join the three other organisations who have so far succeeded in achieving this status,” he said.

“This mark of quality is awarded only to high-performing organisations and demonstrates how we are helping lead the way in how the FE sector will be shaped to meet the demands of the future.”

The Chartered Institution for Further Education was granted chartered status in October last year, and is open to institutions rated ‘outstanding’ or ‘good’ by Ofsted which have also been receiving public funding from the Skills Funding Agency since November.

Membership costs £5,000 a year and colleges



Mark Nicholson

and training providers joining for the first time also have to pay a £3,000 non-refundable fee to join the body, which is propped up by almost £1 million in government funding.

Membership is designed to allow providers to come together and “promote, recognise and celebrate their professionalism and success”.

Lord Lingfield said Furness College had “passed a rigorous process which has confirmed their position as a leading performer in the sector”.

He added: “I look forward to working with them and our growing membership to begin driving forward professionalism in further education.

“This is the next step along the path to recognising and celebrating what the sector does well, and achieving for it a status both nationally and internationally equivalent to that enjoyed by our higher education colleagues.”

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INVESTIGATES

FE WEEK PUTS NEW EMPLOYER PORTAL FOR PROVIDERS TO THE TEST

TOM MENDELSON
@TOM_MENDELSON

Last month, the government launched its directory of apprenticeship training providers, part of the raft of reforms coming in time for the introduction of the levy in May.

Despite being lumbered with a seriously unsexy name, ‘Find Apprenticeship Training’ has been bigged up as the one-stop shop for any employer, large or small, which finds themselves wanting to take on apprentices.

Now as luck would have it, FE Week has recently found itself in the market for an apprentice of its own. We’ve been very happy with our PA to the Managing Director and finance assistant Victoria, and with both parties keen to kick her career onwards, we want to get her on the path towards becoming an accountant. So what better way to test this much ballyhooed new site, and see how well the system is working.

On first glance, it’s a smooth but rather sparse site, but we couldn’t fault it for ease of use. With just a couple of clicks, our postcode and the keyword ‘accountancy’, we were offered a grand total of 58 providers offering a level two qualification in our area, a mixture of colleges, independent providers and local authorities. They were listed according to what they’d submitted to the government’s course directory, and relevant information - including contact details and employer and learner satisfaction - was very easy to find.

So far so good - but it was after we started dealing with providers that our troubles began. We tasked our finance director Helen (pictured) with getting in touch with the first 12 providers on the list - seven colleges, four

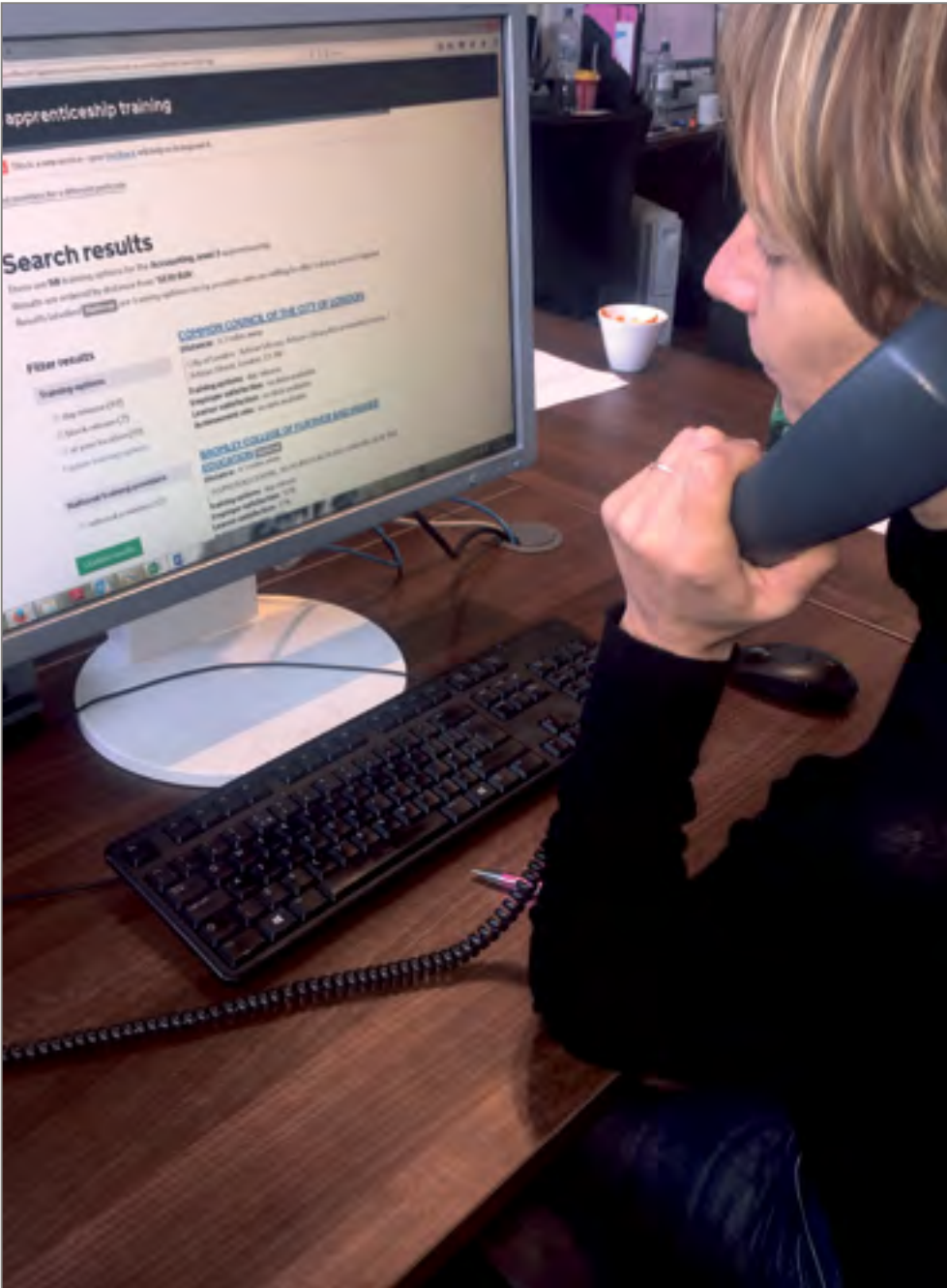
ITPs, and the City of London local authority. Now bear in mind that we are literally specialists in apprenticeships, so if we’re having difficulties, imagine what it’s like for Bob SME’s first foray into taking one. So of these 12 providers, we found just one college gave us a positive first impression, and three of the ITPs.

The City of London didn’t even pick up the phone - for the number listed on the government site designed to match providers with employers. Some of the colleges took our details but gave precious little info up front, others simply told us that they weren’t taking on new candidates until next year, while one friendly receptionist put us through to an answer machine. It was only Newham College which impressed, offering to come and meet us and talk us through our options.

The ITPs were a lot better, honestly, aside from the one which erroneously informed us the apprenticeship wouldn’t be funded if our candidate was older than 24. The others happily gave us information on the phone and were prompt with their follow-ups.

This glimpse of the landscape - a small sample of providers working within one of the more popular frameworks - confirms a lot of what we’ve seen in the sector lately. Too many colleges are disorganised or complacent, while ITPs, which are run more like business, tend to be more eager to take on employers as customers. As for the local authority... the less said the better.

We’ve yet to pick a provider for Victoria’s journey, and while we’re confident this online directory will help us find a good one, it’s a bit of a shame that so many of the candidates still need to get their acts together.



Training provider	Distance from FE Week office (miles)*	Helpful initial response to enquiry about an accounting apprenticeship at level two?	Impressive first impressions
City of London	3.7	Telephone call not answered	N
Bromley College	4.1	Receptionist friendly, checked location of person best placed to help, gave her name and department and put the call through, but to an answerphone	N
Lewisham Southwark College	4.3	Said they do not offer this apprenticeship at the moment	N
Newham College	4.8	Really helpful and friendly and offered to come out and visit to discuss further	Y
MiddletonMurray	5.2	They asked about age of candidate and claimed it would not be funded if candidate was over 24	N
Kaplan Financial	6.3	Asked whether it was an existing member of staff or a new role said would send some more information by email which came within 15mins	Y
Intec Business Colleges	6.4	Keen to book in a meeting	Y
South Thames College	7.7	Next intake is not until January and apprentice would need to attend the college one day a week in Wandsworth	Y
John Ruskin College	7.8	Took phone number and email address and said relevant person would call back. which all Inclusive learning did a few hours later	N
College of Haringey, Enfield and North East London	7.9	Transferred to accounting dept and told no intake until Sept 2017	N
Ealing, Hammersmith & West London College	8.6	Told to leave a phone number and email	N
BPP Professional Education	9.2	Talked through the different options and received a follow-up email within an hour	Y

*Website: www.findapprenticeshiptraining.sfa.bis.gov.uk

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I have found the event very interesting. It has been well organised, I love the idea of being outside. I like the marquee events and it is a beautiful setting - I don't think we could have had a better one.

Nick Chandly, Central
Bedfordshire College



It's been a good event. I've been both days and it's been really informative. I have learnt so much. I'd definitely come back and would do both days again.

Helen Sanson, Shaftesbury
Young People

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AOC'S NEW CHIEF STRIKES A POSITIVE TONE IN MAIDEN SPEECH

ALIX ROBERTSON
@ALIXROBERTSON4

The dreaded spectre of Brexit could actually offer big opportunities for an FE sector recovering from “a blizzard of changes”, David Hughes assured delegates during his first speech to the Association of Colleges’ conference as boss.

The new CEO struck a reassuring tone throughout his opening address, and said the sector is “in a position of being listened to, probably for the first time for many years”.

“If there was ever a time for colleges to be in the spotlight, I think it has to be now,” he added during the morning session at the ICC in Birmingham.

“Brexit I think will shine a big spotlight on what can be done at levels three, four and five in particular to support the economy.”

Mr Hughes pointed out that over the last few years, the “widening skills shortages and gaps that have been occurring” have largely been at these levels.

“All of the evidence suggests that those kinds of craft and trade skills – the chefs, the gardeners, the carpenters at level three, and the managerial skills that go beyond that – the assessors and the evaluators in construction, for instance,” he said.

“These are skills that are missing at the moment in the economy, and they are the skills that colleges should be and are delivering on all the time.”

He referred to a variety of recent reports from certain areas of the economy “that say ‘we can’t survive without skills migration into filling the jobs that are there’,” highlighting potential struggles with building the HS2 high-speed crosscountry rail link, housing and filling STEM jobs.

“There’s also a big issue around some of the more people-centred sectors,” he continued.

“Retail and hospitality will struggle – we’re going to struggle, I suspect, to get tall, skinny, double-caramel lattes on the high street,

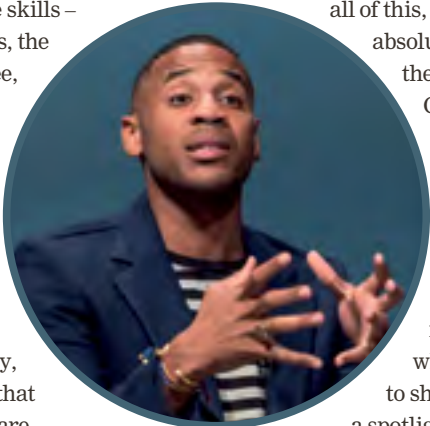


because there just won’t be the baristas any more.

“We’re going to struggle to find people to fill the care jobs, the health jobs, the NHS jobs of the future.”

He reminded his listeners that “across all of this, colleges are going to be absolutely vital” and stressed that the education secretary Justine Greening and the skills minister Robert Halfon “share our passion for this sector”.

“My meetings with them have given me a lot of hope and actually some belief that we’ve got strong supporters in government who want to shine a spotlight



on colleges for the first time in a really positive way,” he told delegates.

“The economy, employers and this government need colleges more than ever before.”

The introductory session of the AoC



conference also featured speeches from Carole Stott, chair of the AoC, and the TV presenter Reggie Yates, an AoC gold award winner and a former FE student.

Mr Yates spoke enthusiastically of his own experience of FE, and the positive impact that his time at City and Islington College had on his 26-year career in broadcasting.

AoC Beacon Awards honour the best that colleges have to offer

ALIX ROBERTSON
@ALIXROBERTSON4

Twelve colleges from across the UK have been honoured at the Association of Colleges’ Beacon Awards for excellence in technical and professional education and training.

The AoC’s annual awards for FE and sixth form colleges were handed out by the comedian and impressionist Jon Culshaw on the evening of the second day (November 16) of its annual conference and exhibition at the ICC in Birmingham.

The Beacon Awards celebrate best practice at UK FE colleges, rewarding those that offer something exceptional to their students, and which go above and beyond to provide truly high-quality technical and professional education.

Each of the winning colleges has developed a programme that benefits the wider local community, such as helping young people to achieve skills for the workplace or making education and training more accessible.

The winners include Bridgend College, which took the award for developing transferable skills (sponsored by

AQA) for its ‘Be all that you can be’ programme.

The scheme involved work with students from a very deprived local area and focusing on employability.

An enterprise manager at the college tasked with helping students and staff in every faculty and at all levels to seek opportunities to build their confidence and boost their transferable skills.

Gateshead College won the award for careers education and guidance (sponsored by the Careers and Enterprise Company) for a programme in which staff are trained to use their

knowledge of the local employment market to direct their careers resources, and students are offered a range of workshops to help them get into work – such as practice Skype interviews and use of social media.

“The winning colleges are outstanding representatives of the excellent work happening across the country,” said Dame Pat Bacon, chair of the awards.

“It’s a privilege to be part of an awards programme that recognises the energy colleges put into supporting their students, staff, employers and local communities.”

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OUT AND ABOUT TALKING TO DELEGATES

FE Week asked delegates what they hoped to learn and expected the big issues to be at this year's Association of Colleges annual conference on the opening morning

Key: 00# Number of conferences attended



ALLISON SUNLEY
Governor at New College Stamford

I have only been a governor for a year, so this will be a good chance for me to meet others. I'm particularly interested in hearing more about the Sainsbury Review.

01



LINNIA KHEMOUDI
Principal of Redbridge College

I want to hear what the minister has to say to the sector. What is the thinking on area reviews, what is the government hoping to achieve through them?

04



JACQUELINE PAGE
Vice principal at Bournemouth and Poole College

I really want to take the opportunity to look at digital learning and online learning platforms and see what can be learned. It's so important for meeting the needs of modern students.

01



PAUL PASCOE
Corporation chair at Doncaster College

I think the apprenticeship levy is the big issue that everyone is going to be talking about. It will have such a big impact on colleges and employers don't really know how it will affect them.

02



JILL WESTERMAN
Principal of Northern College

I'm interested in what happens to adult education in a sector where the focus is on apprenticeship and 16-to-19 provision. I would like to see a message that the social mobility adult learning can bring is appreciated.

10



PETER KILCOYNE
Heart of Worcestershire College ILT director

I'm part of the Blended Learning Consortium for Colleges, which has 76 members already, but I'm hoping to encourage more members to join what I think is a really important initiative.

04



SATWANT DEOL
Principal designate of the Henley College

I'm coming as a new principal. I want to learn more about how apprenticeship reform will affect sixth form colleges. I hope that it will be good for us.

08



GILL CLIPSON
Deputy chief executive of the Association of Colleges

It would be really interesting to hear from the secretary of state on how all the reforms we are facing will really affect colleges.

01



ANDY WILSON
Chief executive of the (WKCIC) Group

My hope is to hear how the sector is being resilient and innovative in facing the challenges ahead. Ofsted reporting on maths and English and apprenticeships will be big issues.

14



IMELDA GALVIN
Chief operating officer at Milton Keynes College

I'm new to the sector so this will be a good opportunity for me to network and learn how everyone else is dealing with the changes we face, for example to apprenticeships.

01



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NATIONAL SCHOOLS COMMISSIONER ADDRESSES COLLEGE LEADERS

JUDE BURKE @JUDEBURKE77
ALIX ROBERTSON @ALIXROBERTSON4

The eight RSCs work closely with the national schools commissioner Sir David Carter, who put in two appearances at this year’s AoC conference.

He took part in a fringe session for sixth form colleges about academies, and addressed delegates from the main stage on November 15.

In the first session, he answered questions about the recent AoC’s judicial review, in which it successfully claimed that Tim Coulson, the regional schools commissioner for the east of England and north-east London, had failed to follow the government’s own rules when initially approving the application.

He admitted the outcome “raised question marks about whether our significant change guidance is robust enough”, adding: “I’m certainly committed to taking another look at that and want to work very much with the AoC around it”.

Mr Coulson initially approved an application for the new school sixth form from the Loxford School Trust – which took over Abbs Cross in February – despite the school being rated ‘inadequate’ after its last full inspection in June 2015.

The Department for Education’s rules state that sixth form applications should only come from academies rated ‘good’ or ‘outstanding’ by Ofsted, and should incorporate a 200-pupil minimum.

The national schools commissioner was asked about the other academy sixth form – also run by Loxford Academy Trust – which appeared not to meet the guidelines.

Braintree-based Tabor Academy’s sixth form, was approved by Mr Coulson at the same time as the application for Abbs Cross, and opened in September with a reported enrolment of just 17 pupils.



“The Loxford-Abbs Cross-Tabor thing has been messy, and I think there are clearly errors that the trust made around consultation,” he told delegates.

During his second appearance, the national schools commissioner posed eight questions for college boards about the future of their institutions.

Sir David, who has previously been the RSC for the south-west, also spoke to sixth form colleges looking to join multi-academy trusts, and said that such a move should not be viewed as the be-all-and-end-all for improving education standards.

He also indicated more future cooperation was needed between schools and colleges.

While his speech suggested limited knowledge of FE, there’s little doubt of his pedigree with schools.

Between 2007 and 2014, he held the role of chief executive officer of the Cabot Learning Federation, leading the growth of the federation to include 12 schools.

Prior to this, he held the roles of headteacher of Cirencester Deer Park School

in Gloucestershire, and principal of John Cabot City Technology College in Bristol.

The overarching aim of the NSC is to support school leaders, teachers and governors across the education system in England.

He is responsible for holding the RSCs to account, ensuring consistency in their decision-making, and developing and sharing the best school-improvement strategies.

He also works to promote the benefits of being a member of a multi-academy trust, academy conversion and the free schools programme, and advises ministers on each of these topics.

Finally, he monitors the growth of sponsors across the eight RSC regions and encourages potential new sponsors to come forward from schools, businesses and community partnerships.

Meanwhile, according to the DfE, the RSCs have nine main responsibilities of their own.

For academies and free schools, these

are: advising on proposals for new free schools and their subsequent funding agreements; deciding on applications to make significant changes to academies and free schools; taking action where academies and free schools are underperforming; and intervening in academies where governance is inadequate.

For local authority-maintained schools and sponsors they are: judging applications from local authority-maintained schools on whether they can convert to academy status; improving underperforming maintained schools by providing them with support from a strong sponsor; encouraging and deciding on applications from sponsors to operate in a region; and taking action to improve poorly performing sponsors.

The RSCs are each advised by a headteacher board of four to eight members.

Though these may include headteachers, former headteachers, trustees or business leaders, though they generally do not include FE representatives.

Regional schools commissioners’ roles called into question

In September, a judicial review invoked against the government by the Association of Colleges stopped an academy chain from opening up what would have been a very small sixth form at Abbs Cross Academy and Arts College in Essex.

The government capitulated before the case went to court, casting a spotlight on the country’s eight regional schools commissioners, following the AoC’s claims that Tim Coulson, RSC for the east of England and north-east London, had failed to follow the government’s own rules.

In May, Mr Coulson approved an application for the new school sixth form from the Loxford School Trust – which took over Abbs Cross in February – despite the school receiving an ‘inadequate’ rating in its last full

inspection in June 2015.

The DfE’s rules state that sixth form applications should only come from academies rated ‘good’ or ‘outstanding’ by Ofsted, and should incorporate a 200-pupil minimum.

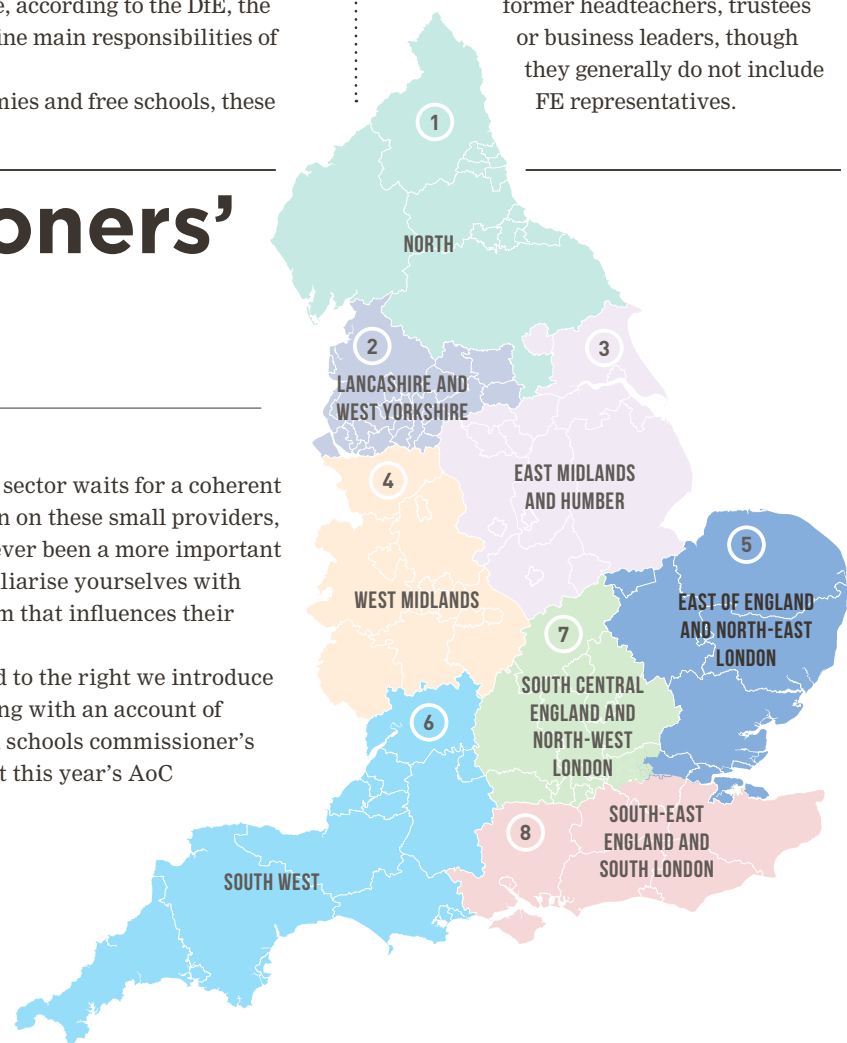
Despite this, FE Week discovered on November 4 that the Loxford Trust plans to go ahead with another new sixth form, this time with a potential student body of under 20, at Tabor Academy, also in Essex, another project approved by Mr Coulson.

Concerns have also been voiced in south London, where the principals of Croydon College and Carshalton College have blasted plans to open the Harris Professional Skills Sixth Form, a 16-to-19 free school that will offer 230 places for professional skills courses and GCSE

retakes.


While the sector waits for a coherent line of action on these small providers, there has never been a more important time to familiarise yourselves with the RSC team that influences their creation.

Above and to the right we introduce them all along with an account of the national schools commissioner’s comments at this year’s AoC Conference.




The regional schools commissioners

JANET RENOU1



Janet Renou took up the role of regional schools commissioner for North of England on September 1, 2014. She had previously worked as the Headteacher of Skipton Girls' High School. Earlier in her career Ms Renou was vice principal at Landau Forte College in Derby.

VICKY BEER2




Vicky Beer CBE took up her role as regional schools commissioner for Lancashire and West Yorkshire on November 1, 2015 and was previously a member of the headteacher Board for Lancashire and West Yorkshire. Prior to this, she was executive principal of the West Trafford Learning Partnership and chaired the Teaching Schools Council from 2011 to 2015.

JENNIFER BEXON-SMITH3




Jennifer Bexon-Smith began as regional schools commissioner for East Midlands and the Humber on September 1, 2014. Before her appointment, she was the executive principal and chief executive of the Tudor Grange Academies Trust. Ms Bexon-Smith has been a member of the Teaching Schools Council and the Birmingham Diocese Educational Trust Board.

CHRISTINE QUINN4




Christine Quinn was appointed regional schools commissioner for the West Midlands on October 3, 2016. Before this, she was chief executive of Ninestiles Academy Trust. She has also worked as a headteacher of Waverly School and the International School, both in Birmingham, and was previously an English teacher in Leeds.

DR TIM COULSON5




Dr Tim Coulson started his role as regional schools commissioner for East of England and North-East London on July 1, 2014. Before this, he was director of education at Essex county council. He has also been a headteacher at William Tyndale Primary School and worked for the Qualifications and Assessment Authority.

REBECCA CLARK6



Rebecca Clark began work as regional schools commissioner for South-West England on April 29, 2016. Rebecca has held two headships as principal and executive principal in Bristol. Prior to this, she was a director for Oasis Community Learning and held a vice principal position, also in Bristol.

MARTIN POST7



Martin Post took up the role of regional schools commissioner for North-West London and South-Central England on August 18, 2014. Before this position he was headmaster of Watford Grammar School for Boys and has also been a trustee of the Teacher Development Trust.

DOMINIC HERRINGTON8



Before starting as regional schools commissioner for South-East England and South London on July 1, 2014, Dominic Herrington was director of the Academies Group at the Department for Education. Earlier in his career he led a range of policies at the DfE and went on secondment to a management consultancy firm.

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LORD SAINSBURY HAS TOUG

Sainsbury: 'My reforms will only work if we pay for them'



Lord Sainsbury

PAUL OFFORD
@PAULOFFORD

Ministers need to take a more realistic view of the cost of high-quality technical education and increase funding to it accordingly, Lord Sainsbury has said, as the government begins to implement his recommendations for a slimmed down system.

His influential report on technical education has heavily informed the government's new skills plan, which will see over 20,000 post-16 vocational qualifications replaced by 15 new "high-quality" routes.

The peer told delegates at the Association of Colleges' annual conference in Birmingham on Tuesday that his scheme stood more chance of succeeding than the various other botched government reforms of the past.

However, he was keen to reiterate that the new system would need to be properly funded if it is to rival the success of continental systems, particularly in Germany.

He wouldn't be drawn on exactly how he would secure the extra cash, but said: "All I can do is point out what cost is needed and do everything I can to convince the minister

that this is needed. You only need to compare to more successful systems in how much more they spend to see this."

He continued: "My report has a better chance because we began by doing what I would do in business – by looking at other systems and what we can learn from them."

"One needs to have a national system of qualifications that is well understood and generally accepted."

"Over 22,000 qualifications are currently on offer. Some commentators have joked about the confusing world of post-16 education as 'if you are not confused about it then you don't understand it'."

Any talk of endowing the system with parity of esteem is "nonsense", he added, unless a genuine currency with employers is achieved, while calling for a significant improvement in careers advice to help convince students that vocational training is a viable option.

Lord Sainsbury also stressed that some 16-year-olds will not be ready for the technical qualifications or A-levels, and suggested that they might require a "transition year" – which also needs paying for.

He told delegates: "I genuinely think these reforms present a once-in-a-generation opportunity to deliver world-class technical education – to properly equip young people with the knowledge and skills to thrive in the workplace."

"This country faces huge challenges to deliver the skills the economy needs, and it is only a strong and appropriately funded sector that can do this."

The peer's comments on funding, which come just over a week before the chancellor Philip Hammond's autumn statement on November 23, do not match the assertion made by the former skills minister Nick Boles in July, who said that these reforms would probably have to be implemented using existing funding levels.

In the introduction to the Skills Plan, he said that while the government accepted and "will implement" all of the Sainsbury panel's proposals "unequivocally", it would have to be done "where that is possible within current budget constraints".

There has also been confusion across the sector over how many technical qualifications will make it into the new system, and whether the Sainsbury review

could ultimately result in more complexity and costs than first envisaged.

However, Warwick Sharp, the deputy director of 16-to-19 strategy at the Department for Education, insisted two weeks ago that it was a "myth" that the streamlining – which many in the sector worry could be too drastic – would result in limited outcomes.

He told delegates at the Association of Employment and Learning Providers' autumn conference that it was "a myth" that we would end up with 15 qualifications "because there are 15 routes", adding: "I think it will look different across each route."

When asked by FE Week to comment on Lord Sainsbury's comments, a DfE spokesperson would only say: "We want to build an FE system that works for everyone and ensure high quality technical education gets the prestige it deserves."

"That is why we are reforming technical qualifications, ensuring they meet the demands of employers and help boost our economy. Our Skills Plan clearly outlines our commitment to deliver on Lord Sainsbury's recommendations and will ensure that more young people are equipped with the skills that employers are asking for."

H TIME AT CONFERENCE

Peer’s speech labelled ‘elitist’ over technical education comments

ALIX ROBERTSON
@ALIXROBERTSON4

Lord Sainsbury has been branded an “elitist” after he claimed in a speech to the Association of Colleges’ annual conference that certain jobs, such as retail assistant, should not be counted as technical education.

His comments prompted Mark Dawe, the boss of the Association of Employment and Learning Providers, to hit out at him and claimed he was ignoring



“a vast swathe of the population”. The architect of the government’s skills plan for was first challenged on his definition by host Steph McGovern after delivering a keynote speech

that suggested “many skilled occupations... do not require a significant amount of technical knowledge”. For something to be described as technical education, he said, “a programme must focus on progression into skilled employment” and require “a substantial body of technical knowledge and a set of practical skills which are valued by industry”.

He insisted that such jobs were still valuable, saying that “this is not for one moment to suggest that these jobs are not important in the labour market” as “they offer large numbers of demanding jobs”.

However, he said, these occupations “do not require a substantial amount of technical training”, so much as “shorter, job-specific training while in employment.”

When asked on stage by Ms McGovern to define what he though did constitute technical education, Lord Sainsbury replied: “If it looks like a rabbit and feels like a rabbit, it is a rabbit.

“We all know what technical education is: a combination of practical skills with a core of technical knowledge which you need to have which enables you to go and do a reasonably high-level technical job.”

This proved insufficient for Mr Dawe, who spoke up from the audience during the subsequent panel session, asking: “I just want to check you really believe that there are no proper skills relevant from entry level to level two in retail, because for me that feels very elitist, and ignores a vast swathe of the population.”

In her answer, Kate Webb, the principal and chief executive of East Berkshire College distanced herself from the peer.

“First of all, we’re not Lord Sainsbury,” she said.

“Technical education involves elements of technical knowledge and technical skill, and for me retail contains a whole set of complex human interactions.”

Giving her own definition of technical education, she said she believed it was “a shame” that vocational education had become “a damaged term”.

She continued: “For me, I think it probably should be technical and professional education. I think technical education is a two-word phrase and something that marries practice in professions with life, because we’re not just educating workers, we’re educating people.”

After the session, a riled Mr Dawe told FE Week that Lord Sainsbury’s speech had been “elitist and not inclusive”.

“Does he really believe no skills are developed from entry to level two in retail?” he asked.

His concerns echoed a question put to Lord Sainsbury by one audience member from the sport and active leisure sector, who expressed concerns that employers in his field were not represented in the 15 upcoming routes he recommended in his review of technical education.

“The exact constituencies of routes will of course very much depend on the panels which are set up,” said the peer.

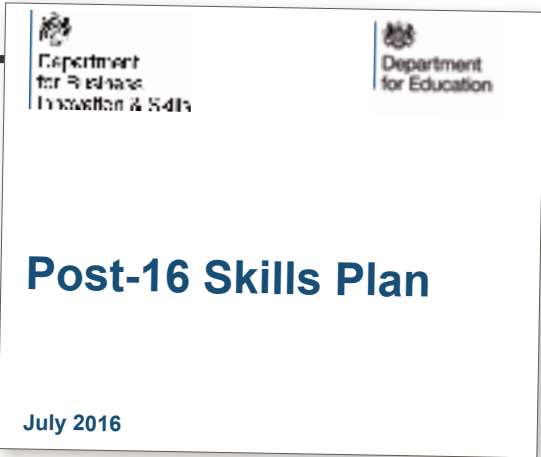
“It is very important that we restrict this to areas where there are real technical skills required.”

Andy Wilson, chief executive of Westminster Kingsway and City and Islington College also made a trenchant point from the audience, saying: “I’m not sure that it’s the right thing to do to compare a technical level and an academic level, and thinking that you only get technical prestige by meeting a level which is defined in academic terms.”

SUMMARY OF SKILLS PLAN

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@PAULOFFORD

1. Moving to just one awarding organisation for each of the 15 routes. The report said the government will “put in place only one approved tech level qualification...we intend to grant exclusive licences for the development of these tech levels following a competitive process.”
2. An expansion and renaming of the Institute for Apprenticeships, due to be launched in April 2017. New legislation will be needed for it to become the “only body responsible for technical education” and it will be called the Institute for Apprenticeships and Technical Education.
3. Every 16 to 18-year-old on a college based technical education programme will be “entitled” to a “quality work placement”
4. Clearer divide of choices for post-16 students between academic and technical routes. The plan stated that the government ambition is for 16 year-olds to be “presented with two choices: the academic or the technical option” in the form of these 15 routes covering “college-based and employment based (apprenticeship) education – Colleges and other training providers could be permitted to deliver traineeships for up to a year (a doubling of the current six month maximum) as part of a ‘transition year’ for 16 to 18-year-olds progressing onto one of the 15 routes



POST-16 SKILLS PLAN TIMELINE:

- April 2017 : the Institute for Apprenticeships begins operating
- April 2018 : the Institute for Apprenticeships becomes Institute for Apprenticeships and Technical Education
- October 2018 : Procurement begins for new technical qualifications
- February 2019 : Technical qualifications approved for ‘pathfinder’ routes
- September 2019: First teaching of ‘pathfinder’ routes
- September 2020 to September 2022 – Phased teaching of other routes

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DO WE HAVE ENOUGH MATHS & ENGLISH LECTURERS?

FLEXIBLE STAFF

COLLABORATIVE WORKING

MERGER? ACQUISITION? TAKE OVER?

IS MY COLLEGE AT RISK OF FEDERATION?

PROTOCOL SHARED SERVICES

STEM

VAT FREE ASSESSMENT

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FE Week



CHARITY AUCTION

FE Week’s annual charity auction rakes in a whopping £14,000

JUDE BURKE
@JUDEBURKE77

A last-minute donation from the new FE commissioner pushed the total money raised at the FE Week 2016 annual charity auction past £14,000 – breaking the previous record.

Richard Atkins made the generous donation of £120 at the end of the event on the first evening (November 15) of the Association of Colleges conference in Birmingham.

All proceeds will be going to support the Helena Kennedy Foundation, a charity which provides financial support and mentoring to disadvantaged FE learners.

His predecessor Sir David Collins had also earlier pledged £500 to the cause.

“It was wonderful to see the great and good

from the sector being so generous through the auction in support of a wonderful cause,” said Shane Mann, the managing director of the company that publishes FE Week, after bidding was completed on an evening that had been kindly supported by Tribal and NCFE.

“It’s fantastic that after six years the auction remains the main event for the first night of the conference,” he said, adding that he had been “overwhelmed” by the number of people who wanted to attend the event.

Guests at the auction enjoyed a sumptuous three-course meal before bidding on a number of luxury items.

These included a trip on a hot-air balloon, a bottle of champagne signed by the skills minister Robert Halfon with an FE Week cartoon signed by him and the Labour MP David Laminy, and a stay at the Hyatt Hotel in Birmingham with tickets to see BBC’s Strictly Come Dancing live tour show.

Entertainment for the evening was provided by the CK Gospel Choir, who had the entire audience on their feet by the end of an uplifting performance.

The traditional raffle added an extra element of fun to the evening’s proceedings, with guests popping balloons to find tickets inside them in order to find out if they had won a prize.

A ‘pledge-o-meter’ offered attendees a rather more hi-tech way to give generously, with iPads placed on each table allowing guests to donate digitally.

As an extra incentive, Ruth Sparkes, the director of education at PR firm EMPRA, offered an Apple Watch as a prize if pledges passed the £1,000-mark. This target was smashed easily by

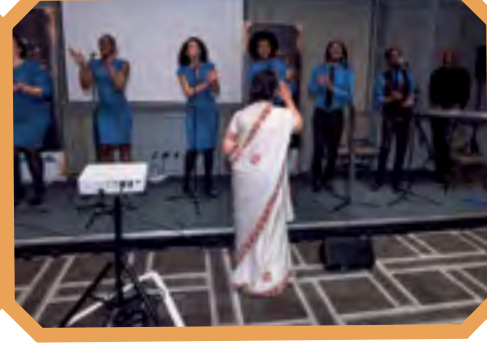
the largesse of the guests.

Earlier in the evening, Dr Ann Limb, the founder of the Helena Kennedy Foundation, spoke about the vital work the charity does, and introduced two of its beneficiaries – Hally Nguyen and Alan Tien.

Alan, a former student of Birmingham Metropolitan College, spoke movingly about how the foundation had helped him on his way to achieving his dreams, after he became homeless at the age of 18 following a family breakdown.

“I’ve managed to overcome my homelessness and I’m now more positive about my future,” he said.

Former Stanmore College principal Jacqui Mace was also presented with this year’s HKF Ambassador’s Award for special service to the sector.



A big thank you to everyone who came

RITY AUCTION



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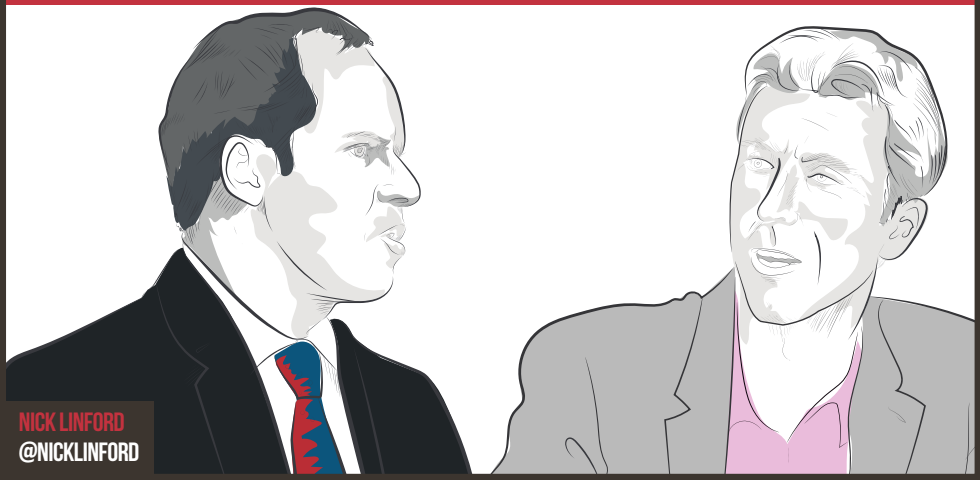
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#AOCCONF

DAVID HUGHES IN CONVERSATION

EDITOR ASKS...part two



NICK LINFORD
@NICKLINFORD

Part two of our wide-ranging interview with the new AoC boss David Hughes covers the new FE commissioner, area review value for money, and his thoughts on future of AoC – including how he will do things differently.

Richard Atkins starts this month as FE commissioner and is already getting stuck into area reviews. David hopes he can bring more transparency to the role.

“Ministers change and the delays in the reports have just been bit unhelpful,” he tells me. “Hopefully they can speed that up, but more importantly I’d like Richard to talk about where he thinks that takes the sector, after the area reviews.

“There is a sense that with one bound, the sector will suddenly be sorted for the next 25 years and there will be no more problems and no colleges getting into financial difficulties. I think that’s very unrealistic; I used to be in a commissioner-type role in the LSC and SFA and there were always 15 to 20 colleges that were in difficulties.

“That’s like any sector; some of the problem can be quality, or it can be leadership, governance, finance, or competition from schools and UTCs.”

However, he insists “there will always be a role for intervention from the

commissioner”, but he wants him to “talk a bit about what he thinks that looks like going forward”. The AoC wants to know where the boundaries lie between the commissioner,

There will always be a role for intervention from the commissioner

the transaction unit, the EFA, and the SFA.

So does he think the area review process been good value for money? On that subject, he’s ambivalent.

“I think it’s been a process that’s engaged every college and didn’t need to in the depth it’s gone into,” he admits, but accepts it was a response to poor financials across the sector.

“In retrospect they should have been much more selective about the areas they looked at,” he continues. “There are some areas where actually you don’t even need five meetings, so why have them?”

He thinks the process has “definitely engaged more colleges in more work than it needed to”, but concedes that “some of that intervention” has been “absolutely critical”.

“We’ll see, probably in the next two to three years, whether it’s helped get the sector into a healthy financial shape.”

So what will

David Hughes do differently now he’s on the throne at AoC? He’s pleased to be at the helm, and says his transition has been “really interesting”.

“There’s a lot of consistency in terms of what members are saying and what they want from their membership body, so that’s good news,” he tells me. “They want to be represented confidently, they want an organisation that stands up to government when it needs to and supports government when it can, and helps implementation go more smoothly influences at all of those levels.”

So will the regional structure survive? “It’s kind of simple and complex at the same time,” he says, acknowledging that they provide a “go-to person” on the local level – a service many members see as vital.

What’s more, “I don’t want them to have to ring up London whenever they need to contact AoC”, if only because the personal

will remain or get compressed.

“I haven’t got that far,” he admits.

“I definitely know that we need to have that local contact, and we need to have opportunities for principals, chairs and

I definitely know that we need to have that local contact

staff at different levels and roles to network, because that’s really powerful.

“Whether the regions are the best way to do that, we’re still discussing. And it comes down to resource: what resources have we got from membership fees, and what do we think we can operationally support?

So what will the David Hughes AoC look like? Transparency, it seems, is the watchword once again.

“I think we do an enormous amount of good that members don’t see, so I’ve started talking about our priorities much more openly. I’ve started talking about the work we’re doing. I’ve started setting out what we’re trying to achieve. Apprenticeships are a good example. I think we should be saying – as AoC on behalf of colleges – ‘we think this is what a good apprenticeship looks like’ much more explicitly.”



FE Week

THE PREMIER MEDIA PARTNER FOR

AoC Annual Conference 2016

15-17 November, The ICC Birmingham

A photograph of David Hughes, the new AoC boss, speaking at a podium. He is wearing a dark suit, a white shirt, and a red tie. He is looking down at something in his hands.

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We are looking for the best fit for our team; someone with real professional credibility who can command the respect of everyone in the organisation. A resilient individual with fresh ideas to move us forward, with excellent and compelling communication skills and a very clear focus of what excellent teaching and learning looks like. In addition you will be able to thrive in a multisite London environment, will have a strong appreciation of the challenges facing us and will be a champion for equality and diversity.

Key Dates:

Closing date for applications:	Monday 5th December 2016 at noon
Longlisting Interviews:	Thursday 8th December 2016 at LSEC
Shortlisting:	Thursday 8th December 2016
Final interviews:	Friday 13th January 2017 at LSEC

Please send your CV and covering letter to LSECladership@fea.co.uk.

NB: FEA has been retained by LSEC on an exclusive basis.
All 3rd party or direct CV's will be forwarded directly to FEA

F E A



Principal -
Broadstairs Campus

Salary: £ 67,500 plus 46 days annual leave, a contributory pension scheme and a range of other benefits.

Closing date: Friday 25th November 2016

Interviews to be held w/c 5 December 2016



East Kent College is passionate about delivering a first class education to our 6,000 students. With campuses spanning the east of Kent, the College is committed to ensuring the best possible outcomes for our communities while meeting the diverse needs of our students and staff. In our most recent OfSTED inspection we were rated 'Good' with 'Outstanding' leadership, and we are now looking to appoint a dynamic and inspiring leader to our Broadstairs campus.

As part of the College's senior management team you will take responsibility for campus based curriculum areas, developing and delivering learning programmes that attract, support and stretch our students.

If you think you can lead our largest campus to even greater success please apply now at www.eastkent.ac.uk.

Director of External Funding

Salary: Competitive including PRP

We have an excellent opportunity for an experienced Director of External Funding. In this exciting and high profile role you will lead and manage the External Funding Unit and the Skills Hub to successfully achieve our growth ambitions. You will have full accountability for the financial and operational performance of the Unit as well as being a part of the College's Leadership and Management Team.

To be successful you will have a proven track record of winning and delivering to large scale funding bids across a number of areas as well as evidence of creating business plans and achieving objectives in a similar role or environment. Experience of ESF and major funding streams is also essential, together with effective and successful leadership and management experience.

Qualified to degree level or possessing the relevant senior level experience you will have highly developed communication, interpersonal and networking skills. You will also have the ability to develop strong partnerships with a range of key stakeholders as well as knowledge of external funding streams and the requirements of different funding bodies including audit.

For an informal discussion please contact **Denise Cheng-Carter** on **01422 357357**.

Applications close at **12 noon on the 21st November 2016** and interviews will be held on the **30th November 2016**.



Business Systems Manager –
Apprentice Training

Organisation:
Carillion Training Services

Organisation Type:
Employer and Training Provider

Location:
Based in local Carillion office (within UK)

Salary:
£34k - £38k per annum plus company car & BUPA

Hours:
Full time (37.5 hours per week)

Carillion Training Services, the largest employer based provider of Construction apprenticeships in the UK, is looking to recruit a Business Systems Manager.

This challenging role is responsible for ensuring the business has compliant information and data systems which robustly support grant and funding claims made for our apprenticeships and adult skills training.

The successful candidate will have experience of funded contract management, and the production of performance data for management information purposes. An understanding of SFA/EFA/Adult Skills funding is crucial as this is a critical part of the role.

Other key skills that the successful candidate will be required to demonstrate include:

- Excellent planning and organising capabilities.
- Relationship management.
- Business Awareness as we look to develop new funding opportunities across the Carillion Group and externally.
- Ability to embrace change and look for new innovative ways of working
- Advanced Microsoft Excel skills.

If you have the skills we are looking for and are ready for a fresh challenge please apply to Kiren Sahota via email kirendeep.sahota@carillionplc.com



Deputy Apprenticeship Manager
Kempston (Bedford) based. Full time.
Salary to £35k plus benefits.

This is a new role which would suit a candidate with excellent attention to detail, and experience in either the apprenticeship sector or professional qualification delivery.

You will be responsible for safeguarding and under the direction of the Apprenticeship Manager, ensuring funding and quality assurance compliance requirements are met.

You will have line management experience or be able to demonstrate the ability to manage professional staff under the guidance of the Apprenticeship Manager.

Strong IT skills are essential.

Apprenticeship Manager
Kempston (Bedford) based. Full time.
Salary to £50k plus benefits.

This is an exciting position for someone to manage our apprenticeship provision and delivery to the legal sector.

You will be responsible for ensuring that teaching and assessing meet quality standard requirements, and will be a point of contact for our clients and other strategic partners.

The ideal candidate will be an experienced manager of apprenticeships in the professional qualification sector. You will have current knowledge and experience of dealing with quality assurance and funding requirements.

You will have demonstrable leadership and team work skills, and be prepared to manage and develop your team to achieve continual improvement. Strong IT skills are essential.

Some travel within the UK will be necessary so a clean driving licence is required.



CILEx Law School is the largest provider of legal apprenticeships in England and Wales. In anticipation of the apprenticeship levy, we're expanding our team with two new posts.

Conditions of employment for both posts are excellent with generous pension contributions, holiday entitlements, and training opportunities.

For further information or to apply for these positions please download a job description and application form from http://www.cilexlawschool.ac.uk/about_us/working_with_us or telephone Jill Culbert, HR Officer on **(01234) 844374**.

Please indicate which job you are applying for.

CILEx Law School welcomes applications from all sections of the community.

No agencies please.

Closing date for applications for both positions is 21 Nov 16.

6 x Development Manager Positions

Fixed term until 31st July 2018

Salary: £33,187

The External Funding Unit at Calderdale College in Halifax currently operates a Fund Management model to deliver a number of extensive European Social Fund (ESF) Skills Support for the Workforce projects. These are sub contracted through a network of sub-contractors across the North of England.

Posts will be based in and responsible for activities in the York, North Yorkshire, East Riding LEP area, the Black Country LEP area and the Leicester and Leicestershire LEP area. In addition, travel to national events, other LEP areas and Calderdale College Halifax is expected.

Please state in your application which area you are applying for.

Key activities will include being the key contact for the LEP and strategic stakeholders in respect of the College's ESF funded programme.

The post holder will be responsible for establishing and continually developing links with external stakeholders and other strategic partners in the relevant LEP area to maximise project performance, developing and maintaining relationships with other key stakeholders and other delivery agents to ensure effective linkages are made between them and partners to maximise progressions from initiative to initiative.

The closing date for receipt of completed applications is
12 noon on the 28th November 2016.

Please apply at the following link:

<http://www.calderdale.ac.uk/content/view/jobs/current-vacancies>



Marketing Coordinator 0.5 fte £22,284 - £24,267 pro rata

We are looking for an excellent communicator and innovator with outstanding organisation skills able to deliver information with energy and impact. You will be actively involved in the creation, coordination and evaluation of a community focused marketing campaign and materials, making full use of the website and social media.

This post is part time - 18 hours x 52 weeks. Occasional evening and weekend work will be required to support events and outreach activity. Maximum salary £24,267 pro rata (£11,142 - £12,133 for this post).



The full advert is on FE Week Online.

For further information and an application form please visit our website
www.redbridge-iae.ac.uk

Applications must be emailed to
staffing@redbridge-iae.ac.uk
or posted to:

Staffing,
Redbridge Institute,
Gaysham Avenue,
Ilford
IG2 6TD

to be received by
**5.00pm Wednesday 30th
November 2016.**

CPD and Teaching & Learning Adviser 0.5 fte £26,000 pro rata

This role will support teaching staff towards achieving outstanding teaching and learning, developing a flexible, responsive CPD programme and working with tutors to support the embedding of basic skills, British values, employability skills and the innovative use of new technologies.

This post is part time - 18 hours flexibly across the week. There is potential to combine this role with a teaching commitment. The salary is £26,000 pro rata (£13,000 for this post).

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Qualified Assessors / Trainers, permanent and freelance, to join us at this very exciting time. Drawing on your own expertise, knowledge and experience you will support learners in the work-place through their Apprenticeship in Hospitality, Business Services, Facilities Management, Cleaning, Health & Social and Clinical Care.

You will receive:

A competitive salary, Perkbox, RAC cover, competitive mileage rate, a supportive and friendly working environment, a generous bonus and more. Competitive Freelance rates for those that are self-employed.

Requirements:

An Assessing Qualification (A1/PTLLS/TAQA/CAVA) and confidence in the delivery of functional skills maths, English up to Level 2.

Interested? Email your CV to joinus@qube-learning.co.uk.

*Based on our 2016 Employee Survey.

We are levy ready and excited about the opportunities next year.



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English or Maths Subject Team Leader



Salary: Packages up to £45,000

Hours: Various Opportunities, Full Time & Part Time (Including Maternity Cover)

We have an exciting opportunity for talented, highly motivated and enthusiastic GCSE English and Maths Subject Team Leaders, to contribute to the delivery of our ambitious vision. The successful candidate will have the ability and drive to inspire diverse groups of young people to achieve their full potential.

We are seeking values based staff, who are committed to our ethos of working in partnership with individual students to ensure each achieves their full potential. In support of this you will plan and deliver inspirational, engaging lessons to ensure our students participate and develop their skills to enable them to progress and achieve.

Candidates should have a relevant professional qualification and experience of teaching in a classroom setting. You will be able to demonstrate the ability to motivate students through the use of varied teaching and learning strategies with an emphasis on student progression and differentiation.

If you would like to have a confidential discussion about this role, then please contact Karen Brown on **01908 637006** or by email Karen.Brown@mkcollege.ac.uk

Website:

<http://www.mkcollege.ac.uk/joblist/campus-based-vacancies>

Email:

recruitment@mkcollege.ac.uk

Successful candidates will have the following;

- A strong track record of good or better teaching and learning delivery across a range of levels, attaining high quality student outcomes
- A degree or equivalent qualification in related subject
- A recognised higher level teaching qualification
- Strong curriculum knowledge, subject leadership and team working that delivers multiple and diverse teaching methods
- An ability to engage and motivate students to deliver high performance outcomes in a further education environment

Milton Keynes College is a general further education and training provider with Campuses at Chaffron Way, Bletchley and Central Milton Keynes. The college is the largest provider of further education and training in Milton Keynes, offering a varied mix of vocational and academic courses to a diverse set of students. The College has a number of commercial outlets which are open to the public including an award winning restaurant, Hair & Beauty Salon, Personal Training Studio, Nursery and Gallery space. Milton Keynes College also has an offender learning contract, providing education within 28 prisons across the country.

We also offer a wide range of benefits to our employees, including: Childcare vouchers, a multitude of training opportunities, Car Salary Sacrifice, Cycle to Work, a number of local discounts in Milton Keynes, LGPS and TPS pensions, free parking at our main campus sites and discount at our onsite Brasserie restaurant and The Graduate Salon.

Milton Keynes College is values led organisation: Integrity, Excellence, Inspire, Respect, Innovate.

Milton Keynes College is a committed "safer recruitment" employer. We take extreme care in ensuring the safety and welfare of children, young people and vulnerable adults. All positions therefore undergo a stringent vetting process to include DBS for all positions.

We want to develop a more diverse workforce and positively welcome applications from all sections of the community.

MATHS TEACHERS REQUIRED

Salary: Competitive
Contract Type: Permanent Full-time
Location: Ellesmere Port, Cheshire



We are seeking a dedicated, forward thinking, enthusiastic and inspiring Maths Teacher to deliver Functional Skills and GCSE Maths to students on full-time vocational programmes. You will be part of a successful team working towards our mission of being an exceptional College.

We are looking for a talented teacher with the enthusiasm and drive to live up to our high expectations. If you are passionate about improving outcomes for students and you are looking for an exciting opportunity then we want to hear from you.

Your application should tell us how you think you can contribute based on the above, Job Description and Person Specification available on the College's website.

Applicants will need to have a Level 4/5 Diploma in Maths and/or a Degree in Maths and a teaching qualification. Each employee is also required to undergo a Disclosure and Barring Service (DBS) check and must commit to safeguarding and promoting the welfare of children, young people and vulnerable adults.

Closing Date: 20 November 2016

Full application details go to: www.west-cheshire.ac.uk. Should you require any further information please do not hesitate to contact a member of the Organisational Development & HR Team on 01244 656382.



Adult Community Learning

Part Time Sessional Tutors required to plan, prepare, teach and assess the following courses:

English GCSE South Essex
 5-10 hours per week £19.57 – £22.70 per hour
 Hours will be variable according to curriculum needs and may include daytimes, evenings and/or Saturdays.

Requirements;

- DTLLS/PGCE or subject specialism equivalent.
- Experience in delivering English FS/English GCSE to adults preferred.
- Experience of supporting individuals to achieve accreditation and knowledge of assessment processes.
- L3 required for GCSE English

To apply please email ACLrecruitment@essex.gov.uk quoting reference JL8457 or call Donna Ashton on 033301 38369.

Closing date 22nd November 2016

Essex County Council is committed to safeguarding and promoting the welfare of children and vulnerable adults, and expects all employees and volunteers to share this commitment. Our aim is to be an equal opportunities employer. We welcome applications, regardless of race, colour, nationality, ethnic or national origins, sex, disability, sexual orientation, gender reassignment, marital or civil partner status, pregnancy or maternity, age or religion or belief. All applications will be considered solely on merit. As part of employment with Essex County Council should you role require a DBS check you will be required to register with the DBS Update Service.

The DBS update service ensures all registered DBS certificates are kept up to date and allows authorised parties to view the status of your certificate. This is an annual subscription and you will be responsible for ensuring this is maintained. For further information on the DBS update service please visit: <https://www.gov.uk/dbs-update-service>

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Careers



English & Maths Lecturers Required

The City of Bristol College welcome CVs from English & Maths Lecturers (GCSE/A level) who would like to be part of our 'bank staff' and will be available to cover short term.

Please send CVs to
human.resources@cityofbristol.ac.uk



For further details visit <http://www.cityofbristol.ac.uk/jobs/vacancies/>

Functional Skills English and Math



Regions: Nottinghamshire / Derbyshire

Basis: Full time with flexible hours, performance related pay

Salary: £28,000 OTE plus mileage

Hours: Flexible (min 3 days per week)

Due to the outstanding successes of our work to date, we are looking to expand our team of experienced Functional Skills tutors. You will be delivering English and Maths from Entry Level 3 through to Level 2.

The role will be working on a peripatetic basis, delivering in your region. Willingness to travel and your own transport are essential.

Essential Criteria - please do not apply if you can't comply

- Cert Ed / PGCE / DTLLS or equivalent
- Experience in teaching English and Maths
- Outstanding personal written and verbal communication skills
- A driving licence and access to your own transportation
- Excellent ICT Skills

The successful candidates will also be required to have a valid DBS clearance check.

How to apply

In the first instance, please send an email outlining your recent relevant experience together with your CV to Nadira Begum at nadira.begum@nccprofessional.co.uk

Full time Functional Skills Tutor
Location: West Midlands
Salary: £25k - £30k

(depending on qualifications and experience)

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

If you can help to inspire and support our learners to progress and achieve their qualifications, and want to be part of our successful team please submit your CV to Sarbjit Bahia, HR Manager, email address: sarb.bahia@gbtraining.org.uk or post, to be received by 5.00pm Friday 9th December 2016. This post will require a Disclosure and Barring Service (DBS) check. We strive to achieve diversity in our staff to reflect the community we serve.

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President to make 2017 the year FE colleges tackle mental health

ALIX ROBERTSON
@ALIXROBERTSON4

The new president of the Association of Colleges will dedicate his term in office to tackling what he described as the “massive increase” in mental health support needs of college students.

Speaking on day two (November 16) of the 2016 AoC conference, Ian Ashman (pictured) said “we are headed towards a crisis point in mental health”, which is being driven by “poverty”, “social media” and “exam pressure”.

He told the audience in Birmingham that an AoC survey on mental health conducted last year revealed that college leaders felt that “local services were simply not providing the support that students needed”.

“This year I want us to work together to challenge the stigma of mental ill health,” he said. “I want us to share the good practice across the sector in supporting good mental wellbeing, and I want us to drive a step-change in the level of support that government and mental health agencies provide to our students.”

After his speech, Mr Ashman told FE Week’s reporter Alix Robertson (pictured) about what motivated his new focus on mental health for the coming year.

“Colleges do fantastic work, but we’re seldom places where things are life and

death,” he said.

“But I had a student once who said to me ‘I would not be alive today if it were not for having come to [Hackney Community] college and had that support’, which is an incredibly powerful thing to hear somebody say to you.

“The college went on to win the Queen’s Anniversary prize for its mental health work – we had an amazing day when we took the Hackney Community College van through the gates of Buckingham Palace alongside all these Rolls Royces from Oxford and Cambridge,” he said.

The interest that this experience generated made him aware of the need for a clearer strategy for mental health work in the sector.

“I got so many people from colleges saying to me ‘tell us what you’re doing; we’ve got these issues and we need to provide support’,” he said.

This, combined with AoC’s eye-opening mental health survey, brought the issue to a head – an astonishing 85 per cent of the college principals who responded confessed that the mental health needs of their students had gone up.

“At the AoC we’re now saying to government, ‘you need to make sure that when you’re giving guidance to local delivery people you are encouraging them to work with their college’.

“The national guidance too often just



mentions schools; the 16-to-18 phase is often when the mental health issues become apparent.”

Currently, he said, more colleges are doing mental health first aid training but when young people are referred for support by college staff, around a third still “get nothing”.

By the time of the 2017 AoC conference he wants to see a number of things achieved in mental health.

“I would like to see government ensure that mental health is being given as much priority as physical health and the commitment to spend more in real terms on mental health services is honoured,” he revealed.

“At a local level I would like to see every health and wellbeing board have somebody from FE as a member, I’d like to see every mental health service engaging with its local college, and I would like every college to review what it does to support students with mental health needs.”

The post-16 area review process, and the mergers it has provoked, might also provide opportunities for improving mental health services in colleges, he believes.

“It not only offers the potential to share good practice, but if you are in a bigger organisation you are more likely to get the engagement of other public services.

“It’s the kind of things that two or three colleges coming together might be able to create some specialist support for, which individually they couldn’t do.”



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NEWS

Richard Atkins: The FE sector ‘is doing pretty well’

JUDE BURKE
@JUDEBURKE77

The FE sector is not doomed, the new commissioner has insisted during upbeat speech dismissing claims that it was “failing”.

In his first major address to sector leaders since he took over from Sir David Collins in October, Richard Atkins told a packed reception for governors’ at the Association of Colleges annual conference that “the sector is doing pretty well”.

“I do not subscribe to the view that the FE sector is in a mess, or it’s failing,” he added.

He told them that the “majority” of colleges he’d worked with since taking up his new position “are doing a good job, and in some cases a really exceptional one”.

He acknowledged that some colleges were “not doing well”, but said “part of my job is to work with you to get those colleges back on track as fast as we can”.

Mr Atkins’ appointment was confirmed by the Department for Education on October 17 – although FE Week broke the news almost a month earlier.

The former principal of Exeter College, the best in the country according FE Week’s new league table, told the assembled governors that after 21 years as a principal he was “steeped in the sector”.



He said he was “absolutely delighted” that his first official speaking engagement since becoming FE commissioner was to an audience of governors, as he said their role in colleges was “absolutely crucial”.

“When it’s working well the whole college seems to work well – and when it’s not working well, over time it begins to infect the whole college,” he said.

The new FE commissioner also discussed the work he was doing chairing steering group meetings in the final two waves of the area reviews of post-16 education and training.

He shares his predecessor’s belief that the process, which had been hit with long delays in the early stages, was now running smoothly.

He said: “The process of area reviews now seems reasonably well established and the process I’m going through and the way we’re chairing those seem reasonably smooth, and there’s far less uncertainty and far less apprehension than there was nine to 12 months ago.”

The other aspect of his role involves intervening with failing colleges, and he said that “juggling” the interventions with the area reviews was keeping him “pretty busy”.

He described the FE commissioner’s role in interventions as “pretty much the

opposite” of an Ofsted inspection.

“When we come in it’s much more about how and why, and working with you to understand what caused this and what can we do to make it better,” he told the governors.

Mr Atkins also joked about the handover period from his predecessor, which he described as “one of those very short apprenticeships we don’t approve of”.

“Three weeks with David Collins as my master, and he left me with the two essentials for this job – the Network Rail map of England and a guide to very best Premier Inns,” he said.



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- Engineering Design and Draughtsperson - Level 3
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Dear Dr Sue

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



Q1: BOARD COMPOSITION

I AM THE NEW CLERK OF A RECENTLY MERGED COLLEGE AND I AM INCREASINGLY WORRIED ABOUT THE MAKEUP OF THE GOVERNING BODY. IT SEEMS TO BE LARGELY MADE UP OF COLLEAGUES AND ACQUAINTANCES OF THE CHAIR. HOW CAN I ENSURE A BETTER MIX?

Answer:
Successful governance requires a balanced mix of skills, knowledge and experience that is directed effectively to ensure the work of the governing body is shared equally by all governors.
To ensure that individual governors are empowered to actively participate in the work of the college, they must have up-to-date knowledge, the right skills and remain motivated to gain the experience that can only come from good attendance at meetings. They must also be impartial and prepared to challenge the executive and/or the chair. Appointing friends or acquaintances of other board members who may not be prepared to challenge in this way is not a healthy situation.
Use this opportunity to bring about change by starting with an audit of the existing blend of skills, knowledge and experience amongst the current governors. There are several tools available to help with this and I'm sure the National Clerks' Network will be able to point you in the right direction.
The next stage is to get the board to agree to recruit new members who fill the identified gaps. You will need to set up a process where the search committee (or equivalent) prioritises applications which demonstrate the particular skills, knowledge and/or experience that meet the needs of the work of the governing body.

Q3: NEW A-LEVEL ENTRY GRADES

I AM WORRIED WE HAVE SET OUR ENTRY GRADES TOO LOW AND ARE UNDERMINING OUR LOCAL SCHOOLS BY SAYING WE WILL ACCEPT STUDENTS ONTO OUR A-LEVEL PROGRAMMES WITH ONLY FOUR OR FIVE 4S AT GCSE WHEN THE LOCAL FEEDER SCHOOLS ARE TRYING TO ENCOURAGE THEIR PUPILS TO AIM AT FIVE 5S, INCLUDING ENGLISH AND MATHS. WHAT DO YOU THINK WE SHOULD BE DOING?

Answer:
You raise a serious and complex issue. The Ofqual chart has tried to make it clear that both grade 5 and 4 are equivalent to an old grade C, but I am with you. The college should try and support schools to encourage pupils to raise their sights and should consider setting their minimum entry requirement for a 3 A-level programme at four or five grade 5's. We need to help schools by setting the same aspiration and achievement levels. However, we need to be aware as the recent research highlighted that young people from poorer backgrounds don't do well at GCSEs, so there needs to be some flexibility and support for them.
This is one of those issues where the college should talk to their feeder schools and try to agree an approach.
I understand your executive's concerns about making sure you meet your student number targets but, if you felt the right level was at least 5 C's including English and maths before the change, then you should stick with that expectation and ask for five grade 5's, even though they are at the top end of a C.

Help schools by setting the same achievement levels

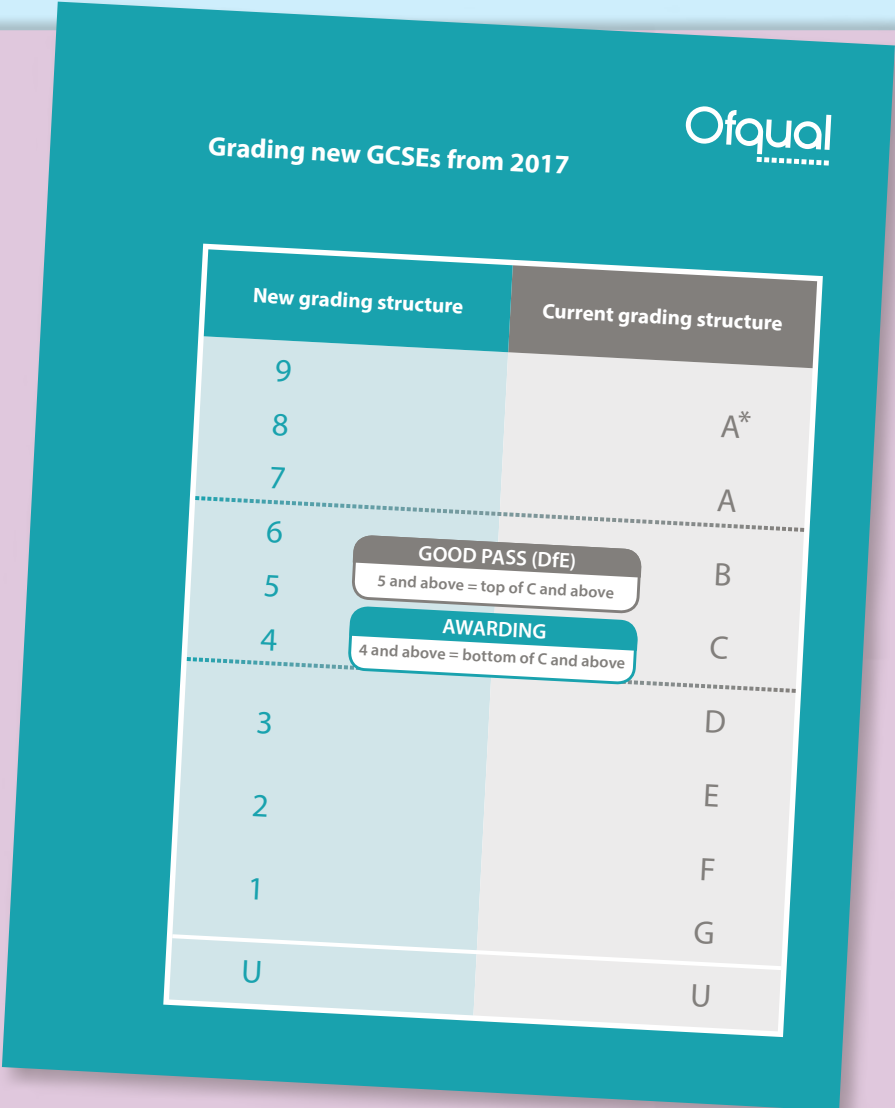
There are those who have said that getting four C's was not enough in the past and we know that if students don't have the right grades they struggle with the content and rigour of an A-level programme.
That doesn't mean you should not offer them a programme at your college, it just might not be A-levels.

Q2: HAVING IMPACT

I HAVE BEEN A GOVERNOR FOR 12 MONTHS AND I DON'T KNOW WHETHER I AM WASTING MY TIME. I TRY TO BE SUPPORTIVE AND GET THE RIGHT BALANCE OF CHALLENGE BUT SOMETIMES I FEEL MY CONTRIBUTION ISN'T VALUED BY THE EXECUTIVE. HOW CAN I JUDGE THE IMPACT I AM HAVING?

Answer:
You are not alone in this and it is one of the most frequently asked questions. One way to judge this is to get the clerk to organise a board effectiveness exercise. This should include questions about the quality of discussion and minutes, the impact of the board and feedback on the outcomes of previous decisions. Alternatively, why not meet up with the principal for a coffee and just ask the question.
Often principals value a challenging governor – knowing that a governor is going to ask the difficult questions encourages them get their act together and prepare much better for meetings. But they are sometimes not very good at saying thank you to those governors.
From my time as a principal I still remember those governors who asked the awkward questions. I might not have enjoyed it at the time but, looking back, I now see they fully understood their role. Having those challenging questions minuted and addressed made it much easier to demonstrate to auditors, regulators and the inspectorate that governors were holding the executive to account. Or as one previous skills minister said, "holding their feet to the fire".

I still remember those governors who asked the awkward questions



From top to bottom

Exeter College has come out top – with a perfect 16 out of 16 score – in the inaugural FE Week college league table.

Congratulations to Richard Atkins, who as principal lead the college to success, and of course to all the staff.

But league tables only have one top spot and with over 200 colleges in the UK, many college leaders will be less pleased.

I can’t pretend that publishing a full league tables using four measures won’t ruffle a few feathers

But the government has for many years collected and published learner and employer satisfaction data.

Now it’s being shared with employers through the new ‘Find apprenticeship training’ site (reviewed on page 6) which is designed to “enable comparisons to be made against other colleges”.

Following the Enterprise Act 2016, the government has also improved destination data; readers will be familiar with our apprenticeship volume analysis.

This is my first attempt at a scoring system, and while I’m pleased with the results, colleges should expect refinements for 2017.

Nick Linford, editor

news@feweek.co.uk

AOC CONFERENCE IN TWEETS

- Paul Eeles @PaulEeles

Putting the positive case for colleges in supporting the economy in the context of Brexit @AoCDavidH in his inaugural speech #AoCConf
- Ian Ashman @IanAshmanSkills

Lord Sainsbury says well-resourced colleges are the only part of the education system that can deliver improved technical education #AoCConf
- Steph McGovern Verified account @stephbreakfast

Listening to fab speeches: @Rubywax +neuroscientist Baroness Greenfield on mental health. Reminder to look after our brains. #AoCConf
- Chris Payne @chris_payne_50

Powerful speech from @IanAshmanSkills at #AoCConf on the potential of colleges to deliver governments agenda around skills and fairness
- Paul Turner @EduTurn

Lord Sainsbury #technicaleducation needs 3 things. Established qualifications. Effective funding. Resources to back this up #AoCConf

MEET OUR CARTOONIST - GUESS WHO?



PAUL OFFORD
@PAULOFFORD

FE Week’s brilliant cartoonist Bill Houston was quick on the draw at the Association of Colleges conference this week, where he could be found sketching dozens of familiar sector faces.

He set up his booth on Wednesday right by the entrance to the conference at the ICC

Birmingham – where he dashed out quick-fire pen-on-paper caricatures of delegates on breaks between speeches and seminars.

Bill, who has drawn the paper’s cartoons since the start of the last academic year, said during the lunchtime before we went to press: “It’s been really good fun coming down and actually meeting a lot of the people who appear in my drawings for the paper. I think everyone

has enjoyed having their pictures drawn today.”

Bill, a full-time cartoonist since 2004, who has had work published by Harper Collins, Puffin, and Penguin Books, completed dozens of new caricatures at the conference.

Email: paul.offord@feweek.co.uk if you can guess who they are. A mystery prize will go to the first correct answer.

COMMENTS

Learner survey dodge as some refuse to participate

I agree with the above comments. Perhaps the SFA and Ofsted should get together (gasp) and ask employers and learners what the survey questions should be and then come up with 1 survey. We get asked about Learner Voice and how we respond to their views. Shouldn’t they?

Simon Clark

AoC and AELP bosses battle over independent provider quality

The IPPR is a left-leaning think tank peddling an old Ed Miliband policy around level 2 apprenticeships. I’m amazed that anyone is giving it credence. I can sense Mark Dawe’s irritation over the IPPR’s biased and regressive proposal that colleges know best! Learning can take many forms and the IPPR would be wise to consider what the employer wants rather than hawking a Utopian vision classrooms filled with apprentices hanging on the teacher’s every word. Furthermore, I think it is unwise for Mr Hughes or anyone in his position to make sweeping generalisations about private providers just as I would not make sweeping

generalisations about colleges. Mr Hughes has done himself a great disservice and diminished his reputation. He may get a hoorah from some quarters, but this sort of divisive point scoring is best left in the gutter.

Matt Garvey

Well said, Mark. Most colleges take too long to respond to change and when they fail to perform don’t accept they should have done things differently. Independent providers can’t be risk averse because they wouldn’t survive. Well done all the independent providers with high employer satisfaction rates – you’ve earned them!

Lesley Ellis

It’s all about apprenticeships: what are colleges waiting for?

Many colleges are as beacons of excellence in delivering apprenticeships compared to those that ‘have got form’ if run by management and staff with the attitude and influence to regard ‘work based learning’ as ‘trade’.... Not acknowledging that they are themselves ‘a business’ without being business-like, or understanding the needs of business let alone know how to communicate with

them. Hence the gulf between many (not all) colleges and business. Yet these extremes of college are treated alike when it comes to extra money, resources and public funded support. So instead of waiting for those to reach ‘economic oblivion’ along with their staff, learners and community, simply differentiate when it comes to hand outs or listening to their excuses. For as demonstrated in recent years, not all colleges are run the same.

Colin Gallacher

Bolton college principal appeals to SFA over new apprenticeship rules

It is unacceptable to have a public sector college delivering grade 4 quality provision. Therefore it is appropriate for this to receive specific SFA attention in terms of helping change/remove the people managing or delivering this, or alternatively stopping the provision. However the question is would a similar approach be deployed when it comes to an independent training provider similarly SFA funded?

Neil Crawford

NEWS

EXETER COLLEGE IS THE BEST COLLEGE IN THE COUNTRY, ACCORDING TO FE WEEK’S NEW LEAGUE TABLE

JUDE BURKE
@JUDEBURKE77

Sector leaders should expect sage advice on how to excel in all areas from the new FE Commissioner, now that his former college has come out on top in FE Week’s first ever rankings table.

Exeter College, which was led by Richard Atkins CBE until he retired in March, scored a perfect 16 in our new survey, making it officially the most successful college in England based on a number of key criteria published by the Department for Education.

Three other colleges narrowly missed out on the top spot, with Kendal College, Selby College and Eastleigh College scoring 15 points each.

All four of the top-scoring colleges have been rated ‘outstanding’ at their most recent Ofsted inspections.

Exeter’s current principal John Laramy told FE Week that he was “delighted” that the college’s “unremitting focus on outstanding teaching, learning, employer engagement and the student experience has been recognised by this accolade”.

“We have great students and a great team of staff,” he said. “I would like to thank everyone – partners, employers, students, staff, leaders, governors and stakeholders – all of whom have contributed to our ongoing success.”

Mr Atkins took up the reins as FE commissioner from Sir David Collins earlier this month, leaving a college he headed

between 2002 and 2016 – which means he was in charge for the period that our data covered.

FE Week’s ratings are based on four measures: 2016/17 adult apprenticeships allocations as a percentage of all adult funding, employer and learner satisfaction scores, and destination data (specifically a college’s success at getting unemployed learners into work).

All 213 colleges in the country were awarded a score of between zero and three points based on their performance in each category, with an additional volume-based bonus point available per measure.

The points system was devised by Nick Linford, FE Week’s editor and a former director of performance at Lewisham College.

He said: “The government previously considered scoring colleges via what they called ‘a balanced scorecard approach’ within the Framework for Excellence.

“This has now become FE Choices, but no overall score was ever implemented until now.”

As reported in last week’s edition, Selby College has been the best in the country at helping its unemployed learners into work, according to the latest destination data published by the DfE.

This achievement helped it take joint-second place in the rankings.

Selby’s principal Allan Stewart OBE told FE Week that he was delighted at his college’s performance.



“Our success is down to our focus on individuals, putting the learner at the centre of everything we do,” he said.

“We also recognise what key partners employers are.”

Kendal College’s employer and learner satisfaction rates were among the highest of any college, according to the latest FE Choices data, which is what put them squarely in joint-second place.

Graham Wilkinson, Kendal College principal, said: “We a delighted that Kendal College has performed so consistently well across all the measures for a number of years. We highly value the views of our learners and employers.”

An adult apprenticeships allocation of more than £11.5 million, alongside employer and learner satisfaction rates of more than 90 per cent, is meanwhile what propelled Eastleigh College to joint-second.

Eastleigh’s principal Jan Edrich said: “We are pleased to be ranked so highly in the FE Week survey, and it is a testament to the focus we have here at the college.”

As we have previously reported, colleges’ total share of apprenticeships cash has sunk from 37 per cent to 32.5 per cent, despite former skills minister Nick Boles urging them to up their game at last year’s Association of Colleges’ conference.

Explained: our league table and points-based method

NICK LINFORD
@NICKLINFORD

It took legislation to achieve it, but the government has now finally improved the way it reports learner destination data. So now seemed like a good time to revisit the notion of a balanced scorecard for colleges. It was what the Framework for Excellence had been intended to be, but it lost its way as it morphed into a simple satisfaction survey through FE Choices.

The balance with our table, I hope, comes from combining customer satisfaction with how many unemployed learners find work, and finding out whether the college is responding to government demands for more apprenticeship delivery.

For those wondering why I have chosen not to include qualification achievement rates, it is well recognised that an overall all-age, level and sector-achievement rate tells you little to nothing about how good a college is. For example, the shorter the course, the higher the typical achievement rate. What’s more, the recent inspection of NCG taught us that achievement rates need to be put into context before we form judgements.

I’ve also chosen not to include Ofsted grades because they represent a snapshot in time. And, as report on page two, some colleges have not received a full inspection in over 10 years.

Learner satisfaction (p23)	Learner responses	Learner satisfaction score	Bonus point	0	1	2	3
Highest	4,610	94.8	for 500+ learners	under 68 or not recorded	68 to 75	76 to 83	84 or more
Average	1,050	79.6					
Lowest above 0	187	51.6					
Point spread across 213 colleges			164	38	42	77	56

Employer satisfaction (p24)	Employer responses	Employer satisfaction score	Bonus point	0	1	2	3
Highest	1,205	99.5	for 80+ employers	under 55	55 to 65	66 to 82	83 or more
Average	125	72.2					
Lowest above 0	17	34.8					
Point spread across 213 colleges			136	25	52	73	63

Apprenticeship allocation (p25)	19+ apprenticeship allocation	% of 19+ allocation for apprenticeships	Bonus point	0	1	2	3
Highest	£13,896,525	79%	for £500,000+ 19+ apprenticeship allocation	under 10%	10% to 20%	21% to 35%	36% or more
Average	£1,413,809	25%					
Lowest above £0	£32,738	2%					
Point spread across 213 colleges			160	24	74	63	52

Destination data (p26)	Unemployed learners	Employment Rate	Bonus point	0 point	1	2	3
Highest	8,250	71	for 500+ unemployed learners	under 40 or not recorded	40 to 46	47 to 55	56 or more
Average	1,281	48.2					
Lowest above 0	60	34					
Point spread across colleges			145	16	65	98	34

ANALYSIS

OVERALL COLLEGE LEAGUE TABLE

The points are based on publically available data published by the government (see pages 23-26) and the methodology has been explained in detail on page 21. It has been devised by Nick Linford, former director of performance at Lewisham College and editor of FE Week, and is an attempt at producing a balanced scorecard league table for colleges, as originally planned as part of the government’s original Framework for Excellence. Where no performance information is available, zero points have been awarded. We would very much like your views on this approach to this type of league table, so send your thoughts to news@feweek.co.uk

COLLEGE	Learner sat'	Employer sat'	Appren alloc'	Employ dest'	Total points
EXETER COLLEGE	4	4	4	4	16
EASTLEIGH COLLEGE	4	4	4	3	15
KENDAL COLLEGE	4	4	4	3	15
SELBY COLLEGE	4	4	4	3	15
BARNSLY COLLEGE	4	4	4	2	14
BRACKNELL AND WOKINGHAM COLLEGE	4	4	3	3	14
BRIDGWATER COLLEGE	4	3	3	4	14
CAMBRIDGE REGIONAL COLLEGE	3	3	4	4	14
CHESTERFIELD COLLEGE	3	4	4	3	14
CHICHESTER COLLEGE	4	3	4	3	14
DERWENTSIDE COLLEGE	4	3	4	3	14
DUDLEY COLLEGE OF TECHNOLOGY	4	4	4	2	14
HUNTINGDONSHIRE REGIONAL COLLEGE	3	3	4	4	14
NEW COLLEGE, DURHAM	4	4	4	2	14
NORTH EAST SURREY COLLEGE OF TECHNOLOGY (NESCOT)	3	4	4	3	14
ROTHERHAM COLLEGE	3	4	4	3	14
RUNSHAW COLLEGE	4	4	4	2	14
SOUTH DEVON COLLEGE	4	4	3	3	14
WALSALL COLLEGE	4	3	3	4	14
WEST SUFFOLK COLLEGE	4	3	4	3	14
BLACKPOOL AND THE FYLDE COLLEGE	4	4	3	2	13
CITY COLLEGE, PLYMOUTH	4	3	3	3	13
CITY OF WOLVERHAMPTON COLLEGE	4	4	2	3	13
DONCASTER COLLEGE	4	3	2	4	13
GREAT YARMOUTH COLLEGE	4	3	4	2	13
HARTLEPOOL COLLEGE	4	4	3	2	13
LANCASTER AND MORECAMBE COLLEGE	4	4	3	2	13
LINCOLN COLLEGE	3	3	4	3	13
NORTH HERTFORDSHIRE COLLEGE	2	4	4	3	13
SUSSEX COAST COLLEGE HASTINGS	3	4	4	2	13
SWINDON COLLEGE	3	4	3	3	13
TRURO AND PENWITH COLLEGE	4	3	3	3	13
UXBRIDGE COLLEGE	3	4	3	3	13
WARRINGTON COLLEGIATE	3	3	3	4	13
WEST HERTS COLLEGE	4	4	2	3	13
WEST NOTTINGHAMSHIRE COLLEGE	4	2	4	3	13
WESTON COLLEGE	4	4	3	2	13
WIGAN AND LEIGH COLLEGE	4	2	4	3	13
YORK COLLEGE	4	3	3	3	13
BARKING AND DAGENHAM COLLEGE	3	4	2	3	12
BASINGSTOKE COLLEGE	2	3	4	3	12
BISHOP AUCKLAND COLLEGE	4	3	3	2	12
BLACKBURN COLLEGE	4	3	3	2	12
BOSTON COLLEGE	4	2	3	3	12
BROCKENHURST COLLEGE	3	2	3	4	12
BROOKLANDS COLLEGE	2	4	4	2	12
BURNLEY COLLEGE	4	3	4	1	12
BURY COLLEGE	3	2	4	3	12
CANTERBURY COLLEGE	4	4	1	3	12
CENTRAL COLLEGE NOTTINGHAM	3	3	4	2	12
CITY COLLEGE, NORWICH	3	2	4	3	12
COLCHESTER INSTITUTE	3	3	3	3	12
COLLEGE OF HARINGEY, ENFIELD AND NORTH EAST LONDON	4	4	2	2	12
GRIMSBY INSTITUTE	3	4	2	3	12
HEREFORDSHIRE AND LUDLOW COLLEGE	4	2	3	3	12
LAKES COLLEGE WEST CUMBRIA	2	4	4	2	12
MIDDLESBROUGH COLLEGE	4	4	3	1	12
NORTH WEST KENT COLLEGE	3	2	4	3	12
REDBRIDGE COLLEGE	2	4	4	2	12
WARWICKSHIRE COLLEGE	3	3	4	2	12
WESTMINSTER KINGSWAY COLLEGE	4	3	2	3	12
SOUTH GLOUCESTERSHIRE & STROUD COLLEGE	3	4	1	3	11
ACCRINGTON AND ROSSENDALE COLLEGE	4	3	2	2	11
ACTIVATE LEARNING	2	3	3	3	11
BEDFORD COLLEGE	3	2	3	3	11
BOURNEMOUTH AND POOLE COLLEGE	2	3	4	2	11
CITY OF BATH COLLEGE	4	4	0	3	11
Craven College	3	2	3	3	11
DARLINGTON COLLEGE	3	3	3	2	11
DERBY COLLEGE	3	3	2	3	11
EAST KENT COLLEGE	3	4	2	2	11
FAREHAM COLLEGE	3	4	3	1	11

COLLEGE	Learner sat'	Employer sat'	Appren alloc'	Employ dest'	Total points
GATESHEAD COLLEGE	3	1	4	3	11
KIRKLEES COLLEGE	3	4	3	1	11
KNOWSLEY COMMUNITY COLLEGE	1	4	4	2	11
NEW COLLEGE, SWINDON	0	4	4	3	11
NEWCASTLE-UNDER-LYME COLLEGE	0	4	4	3	11
NORTH EAST WORCESTERSHIRE COLLEGE	0	3	4	4	11
NORTH LINDSEY COLLEGE	3	4	2	2	11
PETERBOROUGH REGIONAL COLLEGE	2	3	3	3	11
RIVERSIDE COLLEGE HALTON	4	4	2	1	11
SOLIHULL COLLEGE	3	3	2	3	11
SOUTH STAFFORDSHIRE COLLEGE	3	3	3	2	11
SUSSEX DOWNS COLLEGE	2	3	3	3	11
TRAFFORD COLLEGE	2	3	3	3	11
WEST THAMES COLLEGE	3	4	1	3	11
WIRRAL METROPOLITAN COLLEGE	4	1	3	3	11
ABINGDON AND WITNEY COLLEGE	4	4	0	2	10
BEXLEY COLLEGE	2	4	1	3	10
BRADFORD COLLEGE	3	4	2	1	10
BROMLEY COLLEGE	3	2	2	3	10
BURTON AND SOUTH DERBYSHIRE COLLEGE	4	1	2	3	10
CALDERDALE COLLEGE	3	3	3	1	10
CITY COLLEGE, BRIGHTON AND HOVE	2	3	2	3	10
CITY OF WESTMINSTER COLLEGE	1	4	3	2	10
COLLEGE OF NORTH WEST LONDON	3	3	2	2	10
CORNWALL COLLEGE	3	2	3	2	10
EAST BERKSHIRE COLLEGE	3	3	2	2	10
GLOUCESTERSHIRE COLLEGE	2	2	3	3	10
GRANTHAM COLLEGE	2	2	4	2	10
HARLOW COLLEGE	2	3	2	3	10
HAVERING COLLEGE	3	2	2	3	10
HERTFORD REGIONAL COLLEGE	3	2	2	3	10
HULL COLLEGE	3	2	4	1	10
LEEDS COLLEGE OF BUILDING	0	3	4	3	10
LEWISHAM AND SOUTHWARK COLLEGE	3	3	2	2	10
NELSON AND COLNE COLLEGE	4	4	1	1	10
NORTHAMPTON COLLEGE	2	3	2	3	10
NORTHBROOK COLLEGE, SUSSEX	0	3	4	3	10
OAKLANDS COLLEGE	3	2	2	3	10
SALFORD CITY COLLEGE	2	4	2	2	10
SHIPLEY COLLEGE	3	4	1	2	10
SOMERSET COLLEGE	4	2	1	3	10
SOUTH ESSEX COLLEGE	1	2	4	3	10
SOUTH LEICESTERSHIRE COLLEGE	3	1	3	3	10
STEPHENSON COLLEGE	0	2	4	4	10
STOCKPORT COLLEGE	2	4	1	3	10
STOKE ON TRENT COLLEGE	4	2	2	2	10
THE COLLEGE OF WEST ANGLIA	2	3	2	3	10
TYNE METROPOLITAN COLLEGE	2	3	4	1	10
WALTHAM FOREST COLLEGE	3	3	2	2	10
BARNET AND SOUTHGATE COLLEGE	3	2	2	2	9
BIRMINGHAM METROPOLITAN COLLEGE	2	3	2	2	9
BOLTON COLLEGE	3	4	2	0	9
BOURNVILLE COLLEGE	0	3	3	3	9
CARSHALTON COLLEGE	2	2	2	3	9
CITY OF SUNDERLAND COLLEGE	3	1	2	3	9
DEARNE VALLEY COLLEGE	4	2	2	1	9
FARNBOROUGH COLLEGE OF TECHNOLOGY	4	2	2	1	9
HENLEY COLLEGE COVENTRY	4	1	1	3	9
HIGHBURY COLLEGE PORTSMOUTH	2	1	3	3	9
HUGH BAIRD COLLEGE	0	4	3	2	9
LOUGHBOROUGH COLLEGE	2	1	3	3	9
MACCLESFIELD COLLEGE	3	3	1	2	9
MILTON KEYNES COLLEGE	3	2	1	3	9
NEWHAM COLLEGE	3	1	3	2	9
NORTHUMBERLAND COLLEGE	2	2	3	2	9
PETROC	1	3	2	3	9
SOUTH AND CITY COLLEGE BIRMINGHAM	4	3	1	1	9
SOUTH THAMES COLLEGE	3	2	1	3	9
SOUTHAMPTON CITY COLLEGE	2	1	3	3	9
SOUTHPORT COLLEGE	3	3	1	2	9
STAFFORD COLLEGE	3	0	4	2	9

COLLEGE	Learner sat'	Employer sat'	Appren alloc'	Employ dest'	Total points
TELFORD COLLEGE	2	1	3	3	9
THE OLDHAM COLLEGE	2	2	2	3	9
THE SHEFFIELD COLLEGE	3	3	2	1	9
TRESHAM COLLEGE	2	2	3	2	9
WEST CHESHIRE COLLEGE	3	0	3	3	9
WILTSHIRE COLLEGE	2	2	2	3	9
YEOVIL COLLEGE	0	4	4	1	9
AYLESBURY COLLEGE	2	0	4	2	8
CARLISLE COLLEGE	2	3	2	1	8
EAST DURHAM COLLEGE	4	2	0	2	8
EAST RIDING COLLEGE	3	3	1	1	8
FURNESS COLLEGE	2	4	2	0	8
HALESOWEN COLLEGE	2	2	2	2	8
KENSINGTON AND CHELSEA COLLEGE	3	3	0	2	8
LEEDS CITY COLLEGE	2	2	2	2	8
NEW COLLEGE NOTTINGHAM	3	0	2	3	8
PRESTON COLLEGE	0	3	2	3	8
REDCAR AND CLEVELAND COLLEGE	2	1	4	1	8
SOUTH TYNESIDE COLLEGE	0	3	4	1	8
STRATFORD UPON AVON COLLEGE	2	2	1	3	8
STRODE COLLEGE	2	4	0	2	8
AMERSHAM AND WYCOMBE COLLEGE	2	1	1	3	7
CENTRAL SUSSEX COLLEGE	0	1	3	3	7
CITY COLLEGE, COVENTRY	2	2	1	2	7
CROYDON COLLEGE	0	2	2	3	7
HACKNEY COMMUNITY COLLEGE	3	0	1	3	7
HOPWOOD HALL COLLEGE	2	3	0	2	7
LEICESTER COLLEGE	0	3	2	2	7
NEW COLLEGE STAMFORD	3	1	0	3	7
NEWBURY COLLEGE	2	1	1	3	7
NORTH WARWICKSHIRE AND HINCKLEY COLLEGE	1	1	2	3	7
SANDWELL COLLEGE	2	0	3	2	7
SHREWSBURY COLLEGE	0	1	3	3	7
STOCKTON RIVERSIDE COLLEGE	3	2	1	1	7
WAKEFIELD COLLEGE	0	1	3	3	7
WALFORD AND NORTH SHROPSHIRE COLLEGE	1	1	2	3	7
WEYMOUTH COLLEGE	2	1	2	2	7
EALING, HAMMERSMITH & WEST LONDON COLLEGE	2	1	1	2	6
EPPING FOREST COLLEGE	2	0	2	2	6
GUILDFORD COLLEGE	2	0	2	2	6
HARROW COLLEGE	3	0	0	3	6
ISLE OF WIGHT COLLEGE	3	1	1	1	6
MID-CHESHIRE COLLEGE	0	1	3	2	6
RICHMOND ADULT COMMUNITY COLLEGE	3	0	0	3	6
SOUTH CHESHIRE COLLEGE	2	1	1	2	6
SOUTH DOWNS COLLEGE	3	2	0	1	6
SOUTH WORCESTERSHIRE COLLEGE	2	2	1	1	6
ST HELENS COLLEGE	0	2	2	2	6
SUFFOLK NEW COLLEGE	3	0	1	2	6
TAMESIDE COLLEGE	1	1	2	2	6
TOWER HAMLETS COLLEGE	3	0	2	1	6
CITY AND ISLINGTON COLLEGE	3	0	0	2	5
CITY OF BRISTOL COLLEGE	0	0	2	3	5
EAST SURREY COLLEGE	0	4	0	1	5
GREENWICH COMMUNITY COLLEGE	3	0	0	2	5
KINGSTON COLLEGE	2	1	1	1	5
MID-KENT COLLEGE	0	2	1	2	5
NCG	0	0	4	1	5
RICHMOND UPON THAMES COLLEGE	0	3	0	2	5
SEEVIC COLLEGE	0	1	4	0	5
THE CITY OF LIVERPOOL COLLEGE	0	1	2	2	5
THE MANCHESTER COLLEGE	0	1	2	2	5
BARNFIELD COLLEGE	1	0	0	3	4
CHELMSFORD COLLEGE	0	1	1	2	4
LAMBETH COLLEGE	0	1	1	2	4
LOWESTOFT COLLEGE	0	0	2	2	4
SOUTH AND WEST KENT COLLEGE	2	0	0	2	4
WORTHING COLLEGE	0	2	2	0	4
STANMORE COLLEGE	0	0	0	3	3
CENTRAL BEDFORDSHIRE COLLEGE	0	0	0	2	2
HEREWARD COLLEGE	1	0	1	0	2

ANALYSIS

COLLEGE LEARNER SATISFACTION LEAGUE TABLE

The figures on this table are taken from the FE Choices learner satisfaction survey 2015 to 2016, published on June 16. The government says the “final score is based on the percentage of respondents who would recommend to family or friends.” Link to source data: <https://www.gov.uk/government/publications/fe-choices-learner-satisfaction-survey-2015-to-2016>

* There was not enough data to award a score ** This organisation did not participate in the survey

COLLEGE	Learner responses	Satisfaction score	COLLEGE	Learner responses	Satisfaction score	COLLEGE	Learner responses	Satisfaction score
RICHMOND ADULT COMMUNITY COLLEGE	209	94.8	CHESTERFIELD COLLEGE	2,772	82.3	CARSHALTON COLLEGE	593	73.8
KENDAL COLLEGE	509	93.5	CITY COLLEGE, NORWICH	1,457	82.3	LOUGHBOROUGH COLLEGE	579	73.6
SOUTH DEVON COLLEGE	548	92.9	GRIMSBY INSTITUTE	1,800	82.3	HALESOWEN COLLEGE	777	73.5
NEW COLLEGE, DURHAM	1,168	92.3	HULL COLLEGE	1,172	82.3	LAKES COLLEGE WEST CUMBRIA	511	73.4
WESTON COLLEGE	2,412	91.9	GATESHEAD COLLEGE	638	82.1	LEEDS CITY COLLEGE	871	73.4
EASTLEIGH COLLEGE	1,846	91.3	SOUTH THAMES COLLEGE	1,972	82.1	NEWBURY COLLEGE	631	73.4
TRURO AND PENWITH COLLEGE	985	90.4	WEYMOUTH COLLEGE	332	81.9	THE OLDHAM COLLEGE	1,735	73.4
BARNSLEY COLLEGE	849	90.1	TOWER HAMLETS COLLEGE	1,050	81.8	SANDWELL COLLEGE	1,691	73.3
DERWENTSIDE COLLEGE	1,022	89.9	ROTHERHAM COLLEGE	766	81.7	GRANTHAM COLLEGE	807	73.0
WESTMINSTER KINGSWAY COLLEGE	1,559	88.8	NEWHAM COLLEGE	646	81.6	CITY COLLEGE, BRIGHTON AND HOVE	1,358	72.8
ISLE OF WIGHT COLLEGE	436	88.4	BOLTON COLLEGE	726	81.4	HARLOW COLLEGE	1,789	72.7
NELSON AND COLNE COLLEGE	1,013	88.4	STRODE COLLEGE	192	81.4	AYLESBURY COLLEGE	725	72.6
SELBY COLLEGE	559	88.4	CITY OF SUNDERLAND COLLEGE	1,648	81.1	CITY COLLEGE, COVENTRY	1,698	72.5
DEARNE VALLEY COLLEGE	567	88.3	COLCHESTER INSTITUTE	1,658	81.1	REDBRIDGE COLLEGE	1,277	72.5
GREAT YARMOUTH COLLEGE	580	88.1	NORTH LINDSEY COLLEGE	654	81.0	WALFORD AND NORTH SHROPSHIRE COLLEGE	324	71.9
WALSALL COLLEGE	1,259	88.1	EAST KENT COLLEGE	801	80.9	KINGSTON COLLEGE	959	71.8
EAST DURHAM COLLEGE	597	88.0	LEWISHAM AND SOUTHWARK COLLEGE	835	80.9	GLOUCESTERSHIRE COLLEGE	1,604	71.4
EXETER COLLEGE	2,393	87.9	SUSSEX COAST COLLEGE HASTINGS	553	80.8	TELFORD COLLEGE	849	71.3
KENSINGTON AND CHELSEA COLLEGE	400	87.8	GREENWICH COMMUNITY COLLEGE	724	80.7	SALFORD CITY COLLEGE	743	71.2
MIDDLESBROUGH COLLEGE	833	87.8	HAVERING COLLEGE	941	80.7	WILTSHIRE COLLEGE	1,551	71.1
STOKE ON TRENT COLLEGE	587	87.8	BARNET AND SOUTHGATE COLLEGE	1,226	80.4	PETERBOROUGH REGIONAL COLLEGE	1,808	70.9
BLACKPOOL AND THE FYLDE COLLEGE	1,018	87.7	STAFFORD COLLEGE	727	80.1	TRESHAM COLLEGE	1,643	70.7
FARNBOROUGH COLLEGE OF TECHNOLOGY	1,836	87.7	BEDFORD COLLEGE	1,347	80.0	SUSSEX DOWNS COLLEGE	516	70.6
BISHOP AUCKLAND COLLEGE	953	87.6	BURY COLLEGE	1,605	79.8	EPPING FOREST COLLEGE	1,032	70.4
RUNSHAW COLLEGE	824	87.4	CITY AND ISLINGTON COLLEGE	737	79.7	AMERSHAM AND WYCOMBE COLLEGE	605	70.0
BRACKNELL AND WOKINGHAM COLLEGE	547	87.2	WARWICKSHIRE COLLEGE	797	79.7	STOCKPORT COLLEGE	1,134	69.5
WEST SUFFOLK COLLEGE	1,081	87.0	BARKING AND DAGENHAM COLLEGE	691	79.6	SOUTH CHESHIRE COLLEGE	598	69.4
CITY COLLEGE, PLYMOUTH	1,187	86.8	CALDERDALE COLLEGE	594	79.6	HIGHBURY COLLEGE PORTSMOUTH	602	68.8
DONCASTER COLLEGE	948	86.8	HARROW COLLEGE	1,438	79.5	BASINGSTOKE COLLEGE	1,057	68.6
SOUTH AND CITY COLLEGE BIRMINGHAM	2,741	86.7	LINCOLN COLLEGE	1,028	79.5	SOUTH AND WEST KENT COLLEGE	783	68.6
COLLEGE OF HARINGEY, ENFIELD AND NORTH EAST LONDON	840	86.6	REDCAR AND CLEVELAND COLLEGE	282	79.4	HEREWARD COLLEGE	187	68.4
WEST NOTTINGHAMSHIRE COLLEGE	1,794	86.5	CAMBRIDGE REGIONAL COLLEGE	2,582	79.3	NORTH HERTFORDSHIRE COLLEGE	596	68.1
BRIDGWATER COLLEGE	1,186	86.2	DERBY COLLEGE	885	79.2	STEPHENSON COLLEGE	491	67.8
BURNLEY COLLEGE	1,595	86.0	CRAVEN COLLEGE	907	79.1	KNOWSLEY COMMUNITY COLLEGE	719	67.6
DUDLEY COLLEGE OF TECHNOLOGY	1,739	85.9	KIRKLEES COLLEGE	1,940	78.7	PETROC	1,211	67.3
WEST HERTS COLLEGE	1,261	85.9	NEW COLLEGE NOTTINGHAM	2,003	78.7	WORTHING COLLEGE	497	67.1
SOLIHULL COLLEGE	341	85.7	SOUTHPORT COLLEGE	505	78.7	CITY OF WESTMINSTER COLLEGE	767	66.6
HENLEY COLLEGE COVENTRY	755	85.5	SOUTH GLOUCESTERSHIRE & STROUD COLLEGE	1,285	78.5	SOUTH ESSEX COLLEGE	1,796	66.0
WIRRAL METROPOLITAN COLLEGE	664	85.4	UXBRIDGE COLLEGE	1,205	78.5	TAMESIDE COLLEGE	836	64.2
CITY OF BATH COLLEGE	1,083	85.3	BROCKENHURST COLLEGE	877	78.4	NORTH WARWICKSHIRE AND HINCKLEY COLLEGE	1,211	61.0
CITY OF WOLVERHAMPTON COLLEGE	1,016	85.3	NORTHUMBERLAND COLLEGE	483	78.2	BARNFIELD COLLEGE	535	57.1
SOMERSET COLLEGE	540	85.3	SWINDON COLLEGE	595	78.2	STANMORE COLLEGE	274	51.6
HEREFORDSHIRE AND LUDLOW COLLEGE	1,954	85.2	THE SHEFFIELD COLLEGE	1,680	78.2	BOURNVILLE COLLEGE	*	*
BLACKBURN COLLEGE	747	85.1	WEST CHESHIRE COLLEGE	923	78.1	CENTRAL SUSSEX COLLEGE	*	*
YORK COLLEGE	733	85.1	OAKLANDS COLLEGE	1,128	77.9	CROYDON COLLEGE	*	*
BOSTON COLLEGE	1,079	85.0	EAST RIDING COLLEGE	542	77.8	EAST SURREY COLLEGE	*	*
WIGAN AND LEIGH COLLEGE	570	84.9	HERTFORD REGIONAL COLLEGE	1,633	77.7	LAMBETH COLLEGE	*	*
ABINGDON AND WITNEY COLLEGE	716	84.8	CORNWALL COLLEGE	711	77.6	LEEDS COLLEGE OF BUILDING	*	*
RIVERSIDE COLLEGE HALTON	639	84.8	MILTON KEYNES COLLEGE	1,240	77.5	LEICESTER COLLEGE	*	*
STOCKTON RIVERSIDE COLLEGE	497	84.8	STRATFORD UPON AVON COLLEGE	479	77.5	LOWESTOFT COLLEGE	*	*
CANTERBURY COLLEGE	713	84.7	WEST THAMES COLLEGE	1,531	77.5	NEW COLLEGE, SWINDON	*	*
LANCASTER AND MORECAMBE COLLEGE	878	84.6	SOUTHAMPTON CITY COLLEGE	384	77.4	NORTH EAST WORCESTERSHIRE COLLEGE	*	*
ACCRINGTON AND ROSSENDALE COLLEGE	1,034	84.5	NEW COLLEGE STAMFORD	1,324	77.2	NORTHBROOK COLLEGE, SUSSEX	*	*
HARTLEPOOL COLLEGE	712	84.2	HUNTINGDONSHIRE REGIONAL COLLEGE	877	77.0	PRESTON COLLEGE	*	*
BURTON AND SOUTH DERBYSHIRE COLLEGE	1,480	84.1	SOUTH LEICESTERSHIRE COLLEGE	558	76.8	RICHMOND UPON THAMES COLLEGE	*	*
CHICHESTER COLLEGE	946	84.1	SUFFOLK NEW COLLEGE	1,244	76.8	SHREWSBURY COLLEGE	*	*
BROOKLANDS COLLEGE	352	83.9	BROMLEY COLLEGE	1,420	76.7	SOUTH TYNESIDE COLLEGE	*	*
WALTHAM FOREST COLLEGE	924	83.9	NORTH WEST KENT COLLEGE	2,147	76.7	ST HELENS COLLEGE	*	*
BRADFORD COLLEGE	969	83.8	GUILDFORD COLLEGE	322	76.3	THE CITY OF LIVERPOOL COLLEGE	*	*
FURNESS COLLEGE	401	83.7	SOUTH WORCESTERSHIRE COLLEGE	392	76.2	THE MANCHESTER COLLEGE	*	*
CARLISLE COLLEGE	298	83.6	SOUTH STAFFORDSHIRE COLLEGE	987	76.1	CENTRAL BEDFORDSHIRE COLLEGE	**	**
CENTRAL COLLEGE NOTTINGHAM	2,248	83.6	TYNE METROPOLITAN COLLEGE	609	75.8	CHELMSFORD COLLEGE	**	**
DARLINGTON COLLEGE	1,387	83.5	HOPWOOD HALL COLLEGE	2,483	75.7	CITY OF BRISTOL COLLEGE	**	**
FAREHAM COLLEGE	861	83.5	ACTIVATE LEARNING	926	75.5	HUGH BAIRD COLLEGE	**	**
SOUTH DOWNS COLLEGE	1,921	83.5	THE COLLEGE OF WEST ANGLIA	1,068	74.9	MID-CHESHIRE COLLEGE	**	**
COLLEGE OF NORTH WEST LONDON	1,206	83.1	NORTHAMPTON COLLEGE	1,880	74.8	MID-KENT COLLEGE	**	**
MACCLESFIELD COLLEGE	664	83.1	BEXLEY COLLEGE	1,270	74.7	NEWCASTLE-UNDER-LYME COLLEGE	**	**
SHIPLEY COLLEGE	646	83.1	BOURNEMOUTH AND POOLE COLLEGE	687	74.7	SEEVIC COLLEGE	**	**
NORTH EAST SURREY COLLEGE OF TECHNOLOGY (NESCOT)	1,463	83.0	EALING, HAMMERSMITH & WEST LONDON COLLEGE	1,740	74.7	WAKEFIELD COLLEGE	**	**
WARRINGTON COLLEGIATE	1,004	83.0	TRAFFORD COLLEGE	1,072	74.5	YEovil COLLEGE	**	**
EAST BERKSHIRE COLLEGE	1,486	82.5	BIRMINGHAM METROPOLITAN COLLEGE	4,610	74.2	NCG	-	-
HACKNEY COMMUNITY COLLEGE	555	82.4						

ANALYSIS

COLLEGE EMPLOYER SATISFACTION LEAGUE TABLE

The figures on this table are taken from the FE Choices employer satisfaction survey 2015 to 2016, published on October 13. The government says: “The scores calculated for each college or training organisation enable comparisons about their performance to be made against other colleges and training organisations of the same organisation type.”

Link to source data: <https://www.gov.uk/government/statistics/fe-choices-employer-satisfaction-survey-2015-to-2016>

A dash means “there was not enough data to award a score”

COLLEGE	Employer responses	Satisfaction score
SOUTH GLOUCESTERSHIRE & STROUD COLLEGE	191	99.5
LAKES COLLEGE WEST CUMBRIA	172	98.8
SWINDON COLLEGE	175	98.8
HUGH BAIRD COLLEGE	159	98.1
EAST SURREY COLLEGE	116	97.4
KNOWSLEY COMMUNITY COLLEGE	217	97.2
WESTON COLLEGE	191	96.9
RIVERSIDE COLLEGE HALTON	144	96.4
BARNSLEY COLLEGE	263	96.2
LANCASTER AND MORECAMBE COLLEGE	166	95.8
SALFORD CITY COLLEGE	100	95.7
KENSINGTON AND CHELSEA COLLEGE	20	95.0
SOUTH DEVON COLLEGE	204	94.6
BOLTON COLLEGE	178	94.4
KENDAL COLLEGE	188	94.1
BLACKPOOL AND THE FYLDE COLLEGE	202	94.0
NELSON AND COLNE COLLEGE	152	94.0
RUNSHAW COLLEGE	149	94.0
COLLEGE OF HARINGEY, ENFIELD AND NORTH EAST LONDON	160	93.8
EAST KENT COLLEGE	120	93.8
BROOKLANDS COLLEGE	120	93.3
ABINGDON AND WITNEY COLLEGE	141	92.9
CANTERBURY COLLEGE	153	92.8
STRODE COLLEGE	84	92.7
GRIMSBY INSTITUTE	191	92.1
EASTLEIGH COLLEGE	1,205	91.8
WEST HERTS COLLEGE	126	91.3
DUDLEY COLLEGE OF TECHNOLOGY	213	91.0
FURNESS COLLEGE	136	90.9
SUSSEX COAST COLLEGE HASTINGS	250	90.3
CITY OF WOLVERHAMPTON COLLEGE	207	89.3
FAREHAM COLLEGE	207	89.3
BRADFORD COLLEGE	218	89.2
BISHOP AUCKLAND COLLEGE	65	89.1
NORTH EAST SURREY COLLEGE OF TECHNOLOGY (INESCOT)	157	88.9
SHIPLEY COLLEGE	83	88.9
BRACKNELL AND WOKINGHAM COLLEGE	107	88.8
NORTH LINDSEY COLLEGE	163	88.8
YEOVIL COLLEGE	184	88.6
KIRKLEES COLLEGE	156	88.4
MACCLESFIELD COLLEGE	53	87.8
EXETER COLLEGE	207	87.4
NORTH HERTFORDSHIRE COLLEGE	211	87.2
REDBRIDGE COLLEGE	194	87.0
CITY OF BATH COLLEGE	107	86.8
NEW COLLEGE, SWINDON	140	86.8
HARTLEPOOL COLLEGE	168	86.7
MIDDLESBROUGH COLLEGE	200	86.4
WEST THAMES COLLEGE	99	85.6
RICHMOND UPON THAMES COLLEGE	42	85.4
WALTHAM FOREST COLLEGE	62	85.2
CITY OF WESTMINSTER COLLEGE	141	85.1
DERWENTSIDE COLLEGE	75	84.9
NEW COLLEGE, DURHAM	214	84.7
STOCKPORT COLLEGE	161	84.7
SOUTHPORT COLLEGE	55	84.6
UXBRIDGE COLLEGE	197	84.5
CHESTERFIELD COLLEGE	270	84.2
SELBY COLLEGE	120	84.0
BEXLEY COLLEGE	136	83.8
ROTHERHAM COLLEGE	143	83.6
BARKING AND DAGENHAM COLLEGE	156	83.2
NEWCASTLE-UNDER-LYME COLLEGE	263	83.0
EAST RIDING COLLEGE	93	82.8
COLLEGE OF NORTH WEST LONDON	111	82.6
WORTHING COLLEGE	17	82.4
NORTHAMPTON COLLEGE	186	81.6
LEWISHAM AND SOUTHWARK COLLEGE	128	81.3
DONCASTER COLLEGE	119	81.2
BLACKBURN COLLEGE	108	81.0
EAST DURHAM COLLEGE	67	80.6
NORTH WEST KENT COLLEGE	72	80.4

COLLEGE	Employer responses	Satisfaction score
BURNLEY COLLEGE	177	80.4
DARLINGTON COLLEGE	111	80.4
BROCKENHURST COLLEGE	74	80.3
CRAVEN COLLEGE	78	80.3
SOUTH AND CITY COLLEGE BIRMINGHAM	173	80.3
COLCHESTER INSTITUTE	94	80.0
HOPWOOD HALL COLLEGE	105	79.8
EAST BERKSHIRE COLLEGE	191	79.7
SOUTH TYNESIDE COLLEGE	119	79.5
TYNE METROPOLITAN COLLEGE	82	78.8
CARLISLE COLLEGE	110	78.6
THE COLLEGE OF WEST ANGLIA	103	78.2
SUSSEX DOWNS COLLEGE	105	77.9
BASINGSTOKE COLLEGE	187	77.7
GREAT YARMOUTH COLLEGE	89	77.6
HUNTINGDONSHIRE REGIONAL COLLEGE	85	77.6
HALESOWEN COLLEGE	40	77.5
NORTH EAST WORCESTERSHIRE COLLEGE	178	77.2
THE SHEFFIELD COLLEGE	275	77.0
PRESTON COLLEGE	205	76.4
WESTMINSTER KINGSWAY COLLEGE	149	76.2
LEEDS COLLEGE OF BUILDING	94	76.1
CHICHESTER COLLEGE	199	75.9
SOUTH WORCESTERSHIRE COLLEGE	59	75.9
SOUTH THAMES COLLEGE	68	75.8
STOCKTON RIVERSIDE COLLEGE	62	75.8
LINCOLN COLLEGE	237	75.7
LEICESTER COLLEGE	183	75.6
YORK COLLEGE	123	75.6
WALSALL COLLEGE	142	75.4
WEST SUFFOLK COLLEGE	145	75.2
NORTHBROOK COLLEGE, SUSSEX	186	75.1
BOSTON COLLEGE	73	75.0
BOURNVILLE COLLEGE	109	74.8
SOUTH STAFFORDSHIRE COLLEGE	177	74.6
BRIDGWATER COLLEGE	225	74.5
CARSHALTON COLLEGE	70	73.9
NORTHUMBERLAND COLLEGE	63	73.8
CENTRAL COLLEGE NOTTINGHAM	211	73.7
BIRMINGHAM METROPOLITAN COLLEGE	230	73.5
SOLIHULL COLLEGE	155	72.1
CALDERDALE COLLEGE	163	71.7
DERBY COLLEGE	99	71.6
BOURNEMOUTH AND POOLE COLLEGE	121	71.4
HARLOW COLLEGE	187	71.4
GRANTHAM COLLEGE	66	70.8
PETERBOROUGH REGIONAL COLLEGE	168	70.7
PETROC	169	70.3
TRAFFORD COLLEGE	92	70.3
WARRINGTON COLLEGIATE	87	70.2
WARWICKSHIRE COLLEGE	222	69.9
FARNBOROUGH COLLEGE OF TECHNOLOGY	76	69.7
STRATFORD UPON AVON COLLEGE	69	69.7
WIGAN AND LEIGH COLLEGE	80	69.6
ACCRINGTON AND ROSSENDALE COLLEGE	96	69.5
ACTIVATE LEARNING	213	69.4
SOUTH DOWNS COLLEGE	66	69.2
CITY COLLEGE, PLYMOUTH	122	68.6
CAMBRIDGE REGIONAL COLLEGE	153	67.8
CITY COLLEGE, BRIGHTON AND HOVE	151	67.8
TRURO AND PENWITH COLLEGE	96	67.7
ST HELENS COLLEGE	74	67.6
CROYDON COLLEGE	62	66.7
STOKE ON TRENT COLLEGE	67	66.7
WIRRAL METROPOLITAN COLLEGE	79	65.8
SOUTH LEICESTERSHIRE COLLEGE	58	65.5
BURY COLLEGE	135	65.4
HULL COLLEGE	145	65.4
GATESHEAD COLLEGE	62	65.0
GLOUCESTERSHIRE COLLEGE	125	65.0
SOMERSET COLLEGE	131	64.8

COLLEGE	Employer responses	Satisfaction score
HAVERING COLLEGE	87	64.7
CITY COLLEGE, COVENTRY	154	64.4
CORNWALL COLLEGE	201	64.3
SOUTH CHESHIRE COLLEGE	68	64.2
REDCAR AND CLEVELAND COLLEGE	68	63.6
SOUTH ESSEX COLLEGE	240	63.5
BEDFORD COLLEGE	134	63.3
TELFORD COLLEGE	69	63.2
OAKLANDS COLLEGE	160	62.9
CITY COLLEGE, NORWICH	223	62.7
MID-CHESHIRE COLLEGE	66	62.5
LEEDS CITY COLLEGE	129	62.4
THE OLDHAM COLLEGE	86	62.4
BURTON AND SOUTH DERBYSHIRE COLLEGE	60	62.1
NORTH WARWICKSHIRE AND HINCKLEY COLLEGE	58	62.1
SHREWSBURY COLLEGE	62	62.1
HENLEY COLLEGE COVENTRY	58	61.4
CITY OF SUNDERLAND COLLEGE	73	61.1
ISLE OF WIGHT COLLEGE	61	61.0
TAMESIDE COLLEGE	70	60.9
NEW COLLEGE STAMFORD	62	60.7
BARNET AND SOUTHGATE COLLEGE	194	60.6
DEARNE VALLEY COLLEGE	92	60.0
KINGSTON COLLEGE	50	60.0
NEWHAM COLLEGE	66	60.0
MID-KENT COLLEGE	166	59.9
CENTRAL SUSSEX COLLEGE	73	59.7
NEWBURY COLLEGE	42	59.5
HEREFORDSHIRE AND LUDLOW COLLEGE	90	59.1
SEEVIC COLLEGE	73	58.6
EALING, HAMMERSMITH & WEST LONDON COLLEGE	57	58.2
SOUTHAMPTON CITY COLLEGE	71	58.0
TRESHAM COLLEGE	96	57.9
WEST NOTTINGHAMSHIRE COLLEGE	154	57.6
HERTFORD REGIONAL COLLEGE	115	57.4
WAKEFIELD COLLEGE	64	57.4
AMERSHAM AND WYCOMBE COLLEGE	69	57.1
LAMBETH COLLEGE	59	57.1
MILTON KEYNES COLLEGE	87	57.0
BROMLEY COLLEGE	191	56.8
CHELMSFORD COLLEGE	68	56.7
WILTSHIRE COLLEGE	137	56.4
LOUGHBOROUGH COLLEGE	72	56.3
STEPHENSON COLLEGE	134	56.1
WALFORD AND NORTH SHROPSHIRE COLLEGE	64	55.6
WEYMOUTH COLLEGE	69	55.2
CENTRAL BEDFORDSHIRE COLLEGE	60	54.4
SANDWELL COLLEGE	64	54.0
EPPING FOREST COLLEGE	39	53.8
STAFFORD COLLEGE	49	53.1
AYLESBURY COLLEGE	70	52.9
HACKNEY COMMUNITY COLLEGE	65	51.6
LOWESTOFT COLLEGE	67	50.8
THE CITY OF LIVERPOOL COLLEGE	91	50.0
WEST CHESHIRE COLLEGE	64	50.0
THE MANCHESTER COLLEGE	106	47.6
BARNFIELD COLLEGE	58	46.4
SUFFOLK NEW COLLEGE	67	45.5
CITY OF BRISTOL COLLEGE	68	42.6
SOUTH AND WEST KENT COLLEGE	69	41.5
CITY AND ISLINGTON COLLEGE	56	39.6
HARROW COLLEGE	42	37.5
HIGHBURY COLLEGE PORTSMOUTH	112	37.4
GUILDFORD COLLEGE	76	37.3
NEW COLLEGE NOTTINGHAM	74	35.6
TOWER HAMLETS COLLEGE	23	34.8
GREENWICH COMMUNITY COLLEGE	-	-
HEREWARD COLLEGE	-	-
NCG	-	-
RICHMOND ADULT COMMUNITY COLLEGE	-	-
STANMORE COLLEGE	-	-

ANALYSIS

COLLEGE APPRENTICESHIP ALLOCATION LEAGUE TABLE

The figures on this table are taken from the Skills Funding Agency 2016/17 allocations spreadsheet, published on the October 18. The “% allocation for appren” field is the 19+ apprenticeship allocation as a percentage of the combined 19+ apprenticeship and Adult Education Budget allocation.

Link to source data: <https://www.gov.uk/government/publications/sfa-funding-allocations-to-training-providers-2016-to-2017>

An asterisk symbol by the college name means they are not listed in the 2016/17 august allocations, so the 2015/16 august allocations are used

COLLEGE	19+ appren allocation	% allocation for appren	COLLEGE	19+ appren allocation	% allocation for appren	COLLEGE	19+ appren allocation	% allocation for appren
SEEVIC COLLEGE	£863,415	79%	WEYMOUTH COLLEGE	£354,637	28%	THE SHEFFIELD COLLEGE	£1,678,427	17%
DERWENTSIDE COLLEGE	£6,207,925	73%	WARRINGTON COLLEGIATE	£1,141,456	28%	NORTH WARWICKSHIRE AND HINCKLEY COLLEGE	£1,361,071	17%
WEST NOTTINGHAMSHIRE COLLEGE	£13,896,525	67%	HARTLEPOOL COLLEGE	£742,379	28%	HEREWARD COLLEGE	£62,711	17%
CAMBRIDGE REGIONAL COLLEGE	£7,689,859	63%	TRAFFORD COLLEGE	£1,363,507	28%	TAMESIDE COLLEGE	£574,100	17%
SUSSEX COAST COLLEGE HASTINGS	£3,615,740	63%	LOUGHBOROUGH COLLEGE	£579,123	28%	BURTON AND SOUTH DERBYSHIRE COLLEGE	£511,274	16%
CHESTERFIELD COLLEGE	£3,678,347	63%	NORTHUMBERLAND COLLEGE	£923,555	28%	ST HELENS COLLEGE	£667,638	16%
CHICHESTER COLLEGE	£4,725,764	60%	SHREWSBURY COLLEGE*	£877,399	27%	SOLIHULL COLLEGE	£854,556	16%
EASTLEIGH COLLEGE	£11,525,107	58%	SOUTH STAFFORDSHIRE COLLEGE	£904,061	27%	MID-KENT COLLEGE	£479,909	16%
KENDAL COLLEGE	£1,034,797	58%	NORTH LINDSEY COLLEGE	£493,875	27%	OAKLANDS COLLEGE	£606,992	16%
NEW COLLEGE, DURHAM	£3,561,029	54%	WIRRAL METROPOLITAN COLLEGE	£1,305,431	27%	GUILDFORD COLLEGE	£581,471	16%
NCG*	£13,601,841	53%	TELFORD COLLEGE	£2,540,609	27%	THE CITY OF LIVERPOOL COLLEGE	£1,793,052	16%
SOUTH TYNESIDE COLLEGE	£2,310,263	52%	BEDFORD COLLEGE	£1,549,846	26%	COLLEGE OF HARINGEY, ENFIELD AND NORTH EAST LONDON	£2,329,205	15%
HUNTINGDONSHIRE REGIONAL COLLEGE	£2,512,483	52%	WEST CHESHIRE COLLEGE	£1,155,928	26%	PRESTON COLLEGE	£1,162,252	15%
KNOWSLEY COMMUNITY COLLEGE	£2,263,640	51%	YORK COLLEGE	£507,902	26%	BRADFORD COLLEGE	£1,575,853	15%
SOUTH ESSEX COLLEGE	£3,700,168	51%	CITY COLLEGE, PLYMOUTH	£1,174,477	26%	STOCKTON RIVERSIDE COLLEGE*	£428,603	15%
LINCOLN COLLEGE	£3,619,419	51%	LANCASTER AND MORECAMBE COLLEGE	£563,570	26%	EAST KENT COLLEGE	£747,279	15%
BASINGSTOKE COLLEGE	£2,037,971	50%	SOUTH LEICESTERSHIRE COLLEGE*	£880,343	26%	CITY COLLEGE, COVENTRY	£427,886	15%
SELBY COLLEGE	£802,460	50%	CRAVEN COLLEGE	£603,321	26%	DERBY COLLEGE	£1,487,589	14%
BURY COLLEGE	£2,125,453	48%	CENTRAL SUSSEX COLLEGE	£829,116	25%	WESTMINSTER KINGSWAY COLLEGE	£3,040,172	14%
YEOVIL COLLEGE	£907,083	47%	SWINDON COLLEGE	£1,136,182	25%	SALFORD CITY COLLEGE	£1,032,016	14%
DUDLEY COLLEGE OF TECHNOLOGY	£4,124,917	46%	FURNESS COLLEGE	£422,532	25%	WILTSHIRE COLLEGE	£648,232	14%
RUNSHAW COLLEGE	£694,413	46%	KIRKLEES COLLEGE	£2,392,299	25%	KINGSTON COLLEGE	£295,763	14%
ROTHERHAM COLLEGE	£5,303,152	46%	EPPING FOREST COLLEGE	£303,840	25%	CITY OF BRISTOL COLLEGE	£1,228,140	13%
LAKES COLLEGE WEST CUMBRIA	£1,293,579	45%	SOUTHAMPTON CITY COLLEGE	£818,119	25%	LEICESTER COLLEGE	£1,746,480	13%
BROOKLANDS COLLEGE	£1,492,001	45%	DEARNE VALLEY COLLEGE	£273,330	25%	SHIPLEY COLLEGE	£269,827	13%
NORTH WEST KENT COLLEGE	£1,409,137	45%	BLACKPOOL AND THE FYLDE COLLEGE	£1,658,232	25%	HAVERING COLLEGE	£503,059	13%
GATESHEAD COLLEGE	£6,364,460	44%	CALDERDALE COLLEGE	£966,853	25%	EAST BERKSHIRE COLLEGE	£611,557	13%
HULL COLLEGE	£6,937,675	44%	BLACKBURN COLLEGE	£1,164,595	24%	HENLEY COLLEGE COVENTRY	£309,545	13%
BURNLEY COLLEGE	£1,540,500	44%	BRIDGWATER COLLEGE	£1,823,417	24%	NEWBURY COLLEGE	£189,657	13%
STEPHENSON COLLEGE	£1,672,811	43%	NEWHAM COLLEGE	£3,910,028	24%	STOCKPORT COLLEGE	£401,493	13%
NORTH EAST WORCESTERSHIRE COLLEGE	£3,560,558	42%	HIGHBURY COLLEGE PORTSMOUTH	£940,661	24%	CITY OF WOLVERHAMPTON COLLEGE	£820,022	12%
EXETER COLLEGE	£1,148,758	41%	WAKEFIELD COLLEGE	£618,837	23%	CROYDON COLLEGE	£579,998	12%
STAFFORD COLLEGE*	£711,024	41%	ACTIVATE LEARNING	£1,505,001	23%	CANTERBURY COLLEGE	£434,527	12%
BARNSLEY COLLEGE	£1,523,010	40%	HUGH BAIRD COLLEGE	£775,879	23%	BIRMINGHAM METROPOLITAN COLLEGE	£1,863,897	12%
NEWCASTLE-UNDER-LYME COLLEGE	£1,157,818	40%	CARSHALTON COLLEGE	£392,729	23%	BARNET AND SOUTHGATE COLLEGE	£1,638,762	11%
REDBRIDGE COLLEGE	£1,513,791	39%	HALESOWEN COLLEGE	£306,894	22%	SOUTH GLOUCESTERSHIRE & STROUD COLLEGE	£493,085	11%
CITY COLLEGE, NORWICH	£1,229,001	39%	TRESHAM COLLEGE	£753,980	22%	BARKING AND DAGENHAM COLLEGE	£768,081	11%
GREAT YARMOUTH COLLEGE*	£572,152	39%	WORTHING COLLEGE	£52,301	22%	WEST THAMES COLLEGE	£439,127	11%
LEEDS COLLEGE OF BUILDING	£1,221,583	39%	DARLINGTON COLLEGE	£715,063	22%	HARLOW COLLEGE	£522,258	11%
REDCAR AND CLEVELAND COLLEGE	£601,193	39%	SANDWELL COLLEGE	£1,057,721	22%	SOUTH WORCESTERSHIRE COLLEGE*	£110,395	11%
WIGAN AND LEIGH COLLEGE	£2,396,672	38%	BOSTON COLLEGE	£729,830	21%	AMERSHAM AND WYCOMBE COLLEGE	£237,430	11%
BOURNEMOUTH AND POOLE COLLEGE	£1,819,720	38%	GLOUCESTERSHIRE COLLEGE	£1,052,426	21%	LEWISHAM AND SOUTHWARK COLLEGE	£1,372,831	10%
WARWICKSHIRE COLLEGE	£2,730,553	38%	WALFORD AND NORTH SHROPSHIRE COLLEGE	£362,410	21%	TOWER HAMLETS COLLEGE	£1,379,041	10%
TYNE METROPOLITAN COLLEGE	£887,818	38%	PETROC	£997,676	20%	WALTHAM FOREST COLLEGE	£691,020	10%
GRANTHAM COLLEGE	£574,874	38%	CITY OF SUNDERLAND COLLEGE	£1,396,505	20%	NEW COLLEGE NOTTINGHAM	£836,482	10%
AYLESBURY COLLEGE	£701,015	38%	SUFFOLK NEW COLLEGE	£352,345	20%	MILTON KEYNES COLLEGE	£383,864	10%
WEST SUFFOLK COLLEGE	£1,300,411	37%	SOUTHPORT COLLEGE	£340,306	19%	SOMERSET COLLEGE*	£202,049	10%
NORTH HERTFORDSHIRE COLLEGE	£2,910,019	36%	WEST HERTS COLLEGE	£532,042	19%	EALING, HAMMERSMITH & WEST LONDON COLLEGE	£1,218,679	9%
NORTHBROOK COLLEGE, SUSSEX	£1,637,103	36%	CHELMSFORD COLLEGE	£253,416	19%	LAMBETH COLLEGE	£1,116,956	9%
NEW COLLEGE, SWINDON	£1,238,835	36%	BROMLEY COLLEGE	£1,829,851	19%	EAST DURHAM COLLEGE	£292,281	9%
NORTH EAST SURREY COLLEGE OF TECHNOLOGY (NESCOT)	£1,853,239	36%	GRIMSBY INSTITUTE	£1,323,065	19%	HACKNEY COMMUNITY COLLEGE*	£583,889	9%
CENTRAL COLLEGE NOTTINGHAM	£6,056,283	36%	ISLE OF WIGHT COLLEGE	£430,840	19%	HOPWOOD HALL COLLEGE	£489,651	9%
FAREHAM COLLEGE	£599,130	35%	CITY COLLEGE, BRIGHTON AND HOVE	£600,000	19%	RICHMOND UPON THAMES COLLEGE	£120,757	9%
FARNBOROUGH COLLEGE OF TECHNOLOGY	£499,174	33%	THE MANCHESTER COLLEGE	£4,174,458	19%	NELSON AND COLNE COLLEGE	£714,678	9%
SOUTH DEVON COLLEGE	£1,295,867	33%	THE OLDHAM COLLEGE	£779,845	19%	CITY OF BATH COLLEGE	£325,876	8%
CITY OF WESTMINSTER COLLEGE	£2,209,407	32%	STOKE ON TRENT COLLEGE	£1,340,829	19%	CENTRAL BEDFORDSHIRE COLLEGE	£157,292	8%
BRACKNELL AND WOKINGHAM COLLEGE	£765,132	32%	BEXLEY COLLEGE*	£292,729	19%	SOUTH AND WEST KENT COLLEGE	£279,163	8%
MIDDLESBROUGH COLLEGE	£2,155,726	32%	NORTHAMPTON COLLEGE	£845,879	19%	EAST SURREY COLLEGE	£159,261	7%
BISHOP AUCKLAND COLLEGE	£1,067,496	32%	HERTFORD REGIONAL COLLEGE	£503,482	19%	ABINGDON AND WITNEY COLLEGE	£340,197	7%
COLCHESTER INSTITUTE	£1,291,332	32%	COLLEGE OF NORTH WEST LONDON	£1,707,560	18%	NEW COLLEGE STAMFORD	£91,760	6%
WESTON COLLEGE	£2,430,056	31%	ACCRINGTON AND ROSSENDALE COLLEGE	£720,644	18%	BARNFIELD COLLEGE	£240,129	5%
CORNWALL COLLEGE	£2,722,144	31%	THE COLLEGE OF WEST ANGLIA	£855,787	18%	STRODE COLLEGE	£90,595	5%
MID-CHESHIRE COLLEGE	£621,658	31%	RIVERSIDE COLLEGE HALTON	£523,585	18%	SOUTH THAMES COLLEGE	£523,719	5%
HEREFORDSHIRE AND LUDLOW COLLEGE	£1,326,048	30%	DONCASTER COLLEGE	£770,515	18%	HARROW COLLEGE	£227,282	5%
BROCKENHURST COLLEGE	£686,911	30%	LOWESTOFT COLLEGE	£509,246	18%	SOUTH AND CITY COLLEGE BIRMINGHAM	£655,797	3%
UXBRIDGE COLLEGE	£1,575,746	30%	MACCLESFIELD COLLEGE	£208,185	18%	STANMORE COLLEGE	£39,680	3%
PETERBOROUGH REGIONAL COLLEGE	£1,178,076	30%	STRATFORD UPON AVON COLLEGE	£228,589	18%	GREENWICH COMMUNITY COLLEGE*	£61,715	2%
CARLISLE COLLEGE	£425,922	30%	BOLTON COLLEGE	£751,894	17%	CITY AND ISLINGTON COLLEGE*	£202,787	2%
TRURO AND PENWITH COLLEGE	£631,192	30%	LEEDS CITY COLLEGE	£3,069,827	17%	KENSINGTON AND CHELSEA COLLEGE	£79,324	2%
BOURNVILLE COLLEGE	£2,189,145	29%	SOUTH CHESHIRE COLLEGE	£292,171	17%	SOUTH DOWNS COLLEGE	£32,738	2%
WALSALL COLLEGE	£1,613,428	29%	EAST RIDING COLLEGE	£368,566	17%	RICHMOND ADULT COMMUNITY COLLEGE	£0	0%

ANALYSIS

COLLEGE LEARNERS INTO EMPLOYMENT LEAGUE TABLE

The figures on this table relate to “Benefit Learner” completions and their “Sustained Employment Rate”. This was published on October 27 and has been taken from Table 3: Adult (19+) Further Education Standard Outcome-Based Success Measures Provider Summary, 2013/14. The government has said: “This report, for the first time, contains sole trader returns within self-assessed employment data for tax year 2014/15 which is used to supplement PAYE data on employment rates. By using this new data source we have been able to build a better understanding of quality of provision for learners that enter into sectors that have relatively high rates of self-employment.” Link to source data: <https://www.gov.uk/government/statistics/adult-further-education-outcome-based-success-measures>

COLLEGE	Unemployed learners	Employment Rate
SELBY COLLEGE	190	71%
NEWBURY COLLEGE	150	67%
SOMERSET COLLEGE	370	67%
THE COLLEGE OF WEST ANGLIA	280	66%
STRATFORD UPON AVON COLLEGE	60	65%
BURTON AND SOUTH DERBYSHIRE COLLEGE	420	63%
HEREFORDSHIRE AND LUDLOW COLLEGE	130	63%
EXETER COLLEGE	500	61%
HUNTINGDONSHIRE REGIONAL COLLEGE	1,680	60%
STEPHENSON COLLEGE	630	60%
BRACKNELL AND WOKINGHAM COLLEGE	170	59%
CAMBRIDGE REGIONAL COLLEGE	760	59%
CITY OF BATH COLLEGE	110	59%
NEW COLLEGE STAMFORD	110	59%
YORK COLLEGE	180	59%
BEXLEY COLLEGE	280	58%
BROCKENHURST COLLEGE	910	58%
CARSHALTON COLLEGE	200	58%
DONCASTER COLLEGE	1,850	58%
HERTFORD REGIONAL COLLEGE	300	58%
NORTH EAST WORCESTERSHIRE COLLEGE	600	58%
TRURO AND PENWITH COLLEGE	360	58%
AMERSHAM AND WYCOMBE COLLEGE	470	57%
BRIDGWATER COLLEGE	1,040	57%
BROMLEY COLLEGE	470	57%
CITY COLLEGE, NORWICH	250	57%
LOUGHBOROUGH COLLEGE	220	57%
NORTH WEST KENT COLLEGE	90	57%
SOUTH DEVON COLLEGE	430	57%
WALSALL COLLEGE	500	57%
KENDAL COLLEGE	120	56%
NORTH EAST SURREY COLLEGE OF TECHNOLOGY (INESCOT)	380	56%
RICHMOND ADULT COMMUNITY COLLEGE	490	56%
WARRINGTON COLLEGIATE	560	56%
BROOKLANDS COLLEGE	350	55%
GLOUCESTERSHIRE COLLEGE	1,290	55%
MACCLESFIELD COLLEGE	120	55%
MILTON KEYNES COLLEGE	950	55%
TRAFFORD COLLEGE	710	55%
CHESTERFIELD COLLEGE	1,010	54%
CITY COLLEGE, BRIGHTON AND HOVE	510	54%
CRAVEN COLLEGE	720	54%
EASTLEIGH COLLEGE	2,300	54%
MID-CHESHIRE COLLEGE	230	54%
NEW COLLEGE, SWINDON	650	54%
SOUTH CHESHIRE COLLEGE	230	54%
TELFORD COLLEGE	3,610	54%
ABINGDON AND WITNEY COLLEGE	290	53%
BEDFORD COLLEGE	1,580	53%
CHICHESTER COLLEGE	1,900	53%
EPPING FOREST COLLEGE	160	53%
GRANTHAM COLLEGE	170	53%
PETERBOROUGH REGIONAL COLLEGE	1,670	53%
SOUTH ESSEX COLLEGE	1,320	53%
SWINDON COLLEGE	1,720	53%
TAMESIDE COLLEGE	350	53%
BARNLEY COLLEGE	350	52%
CITY COLLEGE, COVENTRY	240	52%
LANCASTER AND MORECAMBE COLLEGE	410	52%
NEW COLLEGE NOTTINGHAM	1,020	52%
PETROC	1,850	52%
RUNSHAW COLLEGE	310	52%
SHREWSBURY COLLEGE	990	52%
SOUTH STAFFORDSHIRE COLLEGE	200	52%
WEST CHESHIRE COLLEGE	1,180	52%
WEYMOUTH COLLEGE	90	52%
BOURNVILLE COLLEGE	3,300	51%
EAST BERKSHIRE COLLEGE	370	51%
GATESHEAD COLLEGE	5,800	51%
GUILDFORD COLLEGE	450	51%
HAVERING COLLEGE	1,320	51%
HIGHBURY COLLEGE PORTSMOUTH	880	51%

COLLEGE	Unemployed learners	Employment Rate
LOWESTOFT COLLEGE	280	51%
STOCKPORT COLLEGE	1,020	51%
THE OLDHAM COLLEGE	1,110	51%
WEST SUFFOLK COLLEGE	530	51%
BURY COLLEGE	750	50%
CITY OF BRISTOL COLLEGE	2,470	50%
CITY OF WOLVERHAMPTON COLLEGE	1,890	50%
COLCHESTER INSTITUTE	780	50%
CROYDON COLLEGE	590	50%
DERWENTSIDE COLLEGE	2,570	50%
GREAT YARMOUTH COLLEGE	250	50%
HENLEY COLLEGE COVENTRY	770	50%
LINCOLN COLLEGE	2,080	50%
MID-KENT COLLEGE	420	50%
NEWCASTLE-UNDER-LYME COLLEGE	710	50%
NORTH HERTFORDSHIRE COLLEGE	2,440	50%
NORTH WARWICKSHIRE AND HINCKLEY COLLEGE	1,480	50%
NORTHBROOK COLLEGE, SUSSEX	1,190	50%
PRESTON COLLEGE	1,700	50%
SOLIHULL COLLEGE	1,180	50%
SOUTH LEICESTERSHIRE COLLEGE	600	50%
SOUTHPORT COLLEGE	380	50%
STANMORE COLLEGE	580	50%
WALFORD AND NORTH SHROPSHIRE COLLEGE	530	50%
WEST NOTTINGHAMSHIRE COLLEGE	4,630	50%
WESTMINSTER KINGSWAY COLLEGE	2,170	50%
AYLESBURY COLLEGE	490	49%
GRIMSBY INSTITUTE	1,760	49%
NORTHAMPTON COLLEGE	1,010	49%
WEST HERTS COLLEGE	560	49%
WIGAN AND LEIGH COLLEGE	1,140	49%
SOUTH GLOUCESTERSHIRE AND STROUD COLLEGE	790	48%
ACTIVATE LEARNING	570	48%
BARKING AND DAGENHAM COLLEGE	2,310	48%
BARNFIELD COLLEGE	3,420	48%
BASINGSTOKE COLLEGE	660	48%
BOSTON COLLEGE	1,370	48%
CENTRAL BEDFORDSHIRE COLLEGE	460	48%
CITY COLLEGE, PLYMOUTH	990	48%
HALESOWEN COLLEGE	100	48%
HARROW COLLEGE	1,170	48%
OAKLANDS COLLEGE	890	48%
ROTHERHAM COLLEGE	760	48%
STAFFORD COLLEGE	300	48%
SUFFOLK NEW COLLEGE	220	48%
SUSSEX DOWNS COLLEGE	1,060	48%
WAKEFIELD COLLEGE	1,540	48%
WEST THAMES COLLEGE	950	48%
WIRRAL METROPOLITAN COLLEGE	1,100	48%
CANTERBURY COLLEGE	620	47%
CENTRAL SUSSEX COLLEGE	920	47%
CITY OF SUNDERLAND COLLEGE	2,090	47%
DERBY COLLEGE	3,400	47%
HACKNEY COMMUNITY COLLEGE	1,500	47%
HARLOW COLLEGE	3,080	47%
LEEDS COLLEGE OF BUILDING	810	47%
SOUTH THAMES COLLEGE	1,570	47%
SOUTHAMPTON CITY COLLEGE	670	47%
UXBRIDGE COLLEGE	1,930	47%
WILTSHIRE COLLEGE	2,170	47%
CORNWALL COLLEGE	1,540	46%
DARLINGTON COLLEGE	2,680	46%
EAST KENT COLLEGE	1,530	46%
EAST SURREY COLLEGE	160	46%
FAREHAM COLLEGE	480	46%
FARNBOROUGH COLLEGE OF TECHNOLOGY	70	46%
HUGH BAIRD COLLEGE	560	46%
LAKES COLLEGE WEST CUMBRIA	1,070	46%
LEWISHAM AND SOUTHWARK COLLEGE	4,560	46%
SALFORD CITY COLLEGE	2,160	46%
SOUTH DOWNS COLLEGE	410	46%

COLLEGE	Unemployed learners	Employment Rate
SOUTH TYNESIDE COLLEGE	470	46%
WESTON COLLEGE	2,000	46%
DUDLEY COLLEGE OF TECHNOLOGY	1,430	45%
HARTLEPOOL COLLEGE	2,050	45%
HOPWOOD HALL COLLEGE	1,510	45%
ISLE OF WIGHT COLLEGE	460	45%
KENSINGTON AND CHELSEA COLLEGE	860	45%
KINGSTON COLLEGE	350	45%
LEICESTER COLLEGE	4,060	45%
NORTH LINDSEY COLLEGE	640	45%
REDBRIDGE COLLEGE	610	45%
RIVERSIDE COLLEGE HALTON	440	45%
SOUTH AND WEST KENT COLLEGE	1,340	45%
THE MANCHESTER COLLEGE	3,550	45%
TYNE METROPOLITAN COLLEGE	480	45%
BARNET AND SOUTHGATE COLLEGE	6,350	44%
BISHOP AUCKLAND COLLEGE	1,410	44%
GREENWICH COMMUNITY COLLEGE	770	44%
LAMBETH COLLEGE	2,640	44%
RICHMOND UPON THAMES COLLEGE	530	44%
SANDWELL COLLEGE	1,460	44%
SUSSEX COAST COLLEGE HASTINGS	1,310	44%
WALTHAM FOREST COLLEGE	1,420	44%
ACCRINGTON AND ROSSENDALE COLLEGE	1,860	43%
BIRMINGHAM METROPOLITAN COLLEGE	6,150	43%
BOURNEMOUTH AND POOLE COLLEGE	510	43%
CENTRAL COLLEGE NOTTINGHAM	3,460	43%
CITY AND ISLINGTON COLLEGE	3,040	43%
CITY OF WESTMINSTER COLLEGE	1,970	43%
COLLEGE OF HARINGEY, ENFIELD AND NORTH EAST LONDON	8,250	43%
DEARNE VALLEY COLLEGE	210	43%
EALING, HAMMERSMITH & WEST LONDON COLLEGE	3,000	43%
NELSON AND COLNE COLLEGE	460	43%
NEW COLLEGE, DURHAM	1,200	43%
THE CITY OF LIVERPOOL COLLEGE	2,000	43%
BLACKBURN COLLEGE	1,410	42%
BLACKPOOL AND THE FYLDE COLLEGE	2,330	42%
CARLISLE COLLEGE	170	42%
KNOWSLEY COMMUNITY COLLEGE	580	42%
LEEDS CITY COLLEGE	5,540	42%
REDCAR AND CLEVELAND COLLEGE	360	42%
SOUTH WORCESTERSHIRE COLLEGE	120	42%
ST HELENS COLLEGE	930	42%
STRODE COLLEGE	650	42%
WARWICKSHIRE COLLEGE	790	42%
COLLEGE OF NORTH WEST LONDON	1,230	41%
EAST DURHAM COLLEGE	1,690	41%
NEWHAM COLLEGE	2,610	41%
NORTHUMBERLAND COLLEGE	1,700	41%
SHIPLEY COLLEGE	1,070	41%
STOKE ON TRENT COLLEGE	2,050	41%
TRESHAM COLLEGE	1,320	41%
YEovil COLLEGE	160	41%
BURNLEY COLLEGE	460	40%
CHELMSFORD COLLEGE	730	40%
BOLTON COLLEGE	880	39%
HULL COLLEGE	4,670	39%
MIDDLESBROUGH COLLEGE	1,930	39%
NCG	7,710	39%
THE SHEFFIELD COLLEGE	4,030	39%
EAST RIDING COLLEGE	720	37%
KIRKLEES COLLEGE	1,480	37%
STOCKTON RIVERSIDE COLLEGE	1,840	37%
TOWER HAMLETS COLLEGE	970	37%
CALDERDALE COLLEGE	1,190	36%
FURNESS COLLEGE	470	36%
BRADFORD COLLEGE	4,000	35%
SOUTH AND CITY COLLEGE BIRMINGHAM	3,470	34%
HEREWARD COLLEGE	-	-
SEEVIC COLLEGE	-	-
WORTHING COLLEGE	-	-

EXPERTS

There’s nothing wrong with colleges not providing apprenticeships, unless it threatens their future viability, says Ben Verinder

Recent figures on the proportion of apprenticeships delivered by different types of providers appear to paint a miserable picture for colleges.

Once again their share of the market has fallen; they now deliver fewer than one third of all apprenticeships, despite a warning from minister Nick Boles at last year’s AoC conference that they shouldn’t let independent training providers “nick their lunch”.

The Government’s continuing political and financial commitment to the scheme is clear. These new figures are likely to overestimate the college share, masking as they do the scale of subcontracting. So, should college leaders spend their time at this year’s conference shamefaced and penitent?

Perhaps not.

Firstly, the figures mask a much bigger range between colleges and sectors than between independent providers and colleges. General further education colleges are among the largest providers of apprenticeships in the country. Just under half of all construction, engineering and manufacturing apprentices train at college. The issue of proportion is not universal.

Secondly, should we really be surprised that employer-facing independent providers have been more nimble in responding to an employer-facing policy, even one that’s been around for a while? The heritage, brands,



BEN VERINDER
Managing director of research agency Chalkstream

Apprenticeship figures: Are colleges skipping lunch?

stakeholder expectations, cultures, systems and product ranges delivered by colleges are markedly more diverse and complex than their private sector counterparts. They do a lot more things besides.

It’s not a good idea to let someone nick your lunch if it’s the only square meal you’ll be getting

Thirdly, the suggestion that there is something intrinsically wrong (morally or as a point of governance) in not providing apprenticeships doesn’t make much sense to

me. If a college decides that it does not have the capacity or culture to deliver apprenticeships, then shouldn’t we be celebrating, on behalf of students, a decision to eschew poor-quality education?

However, things start to get tricky when we apply a thin-end-of-the-wedge philosophy to the issue. If, because other funding streams are shallow, failure to provide apprenticeships poses a threat to the viability of an institution and its ability to serve a community in the future, then we have a governance problem. It’s not a good idea to let someone nick your lunch if it’s the only square meal you’re getting today.

If dipping out of apprenticeships means that students in a particular area who need and want to access an apprenticeship cannot get one, then we have a supply problem. And if too few colleges nationally are taking up the apprenticeship challenge, then we also have a reputation problem – failing to positively

respond to a Government priority tends to limit a sector’s ability to influence others.

Despite all this, it seems to me that focusing too much on the data here misses the point. It’s not apprenticeship numbers that matter per se, but whether they reflect a broader issue regarding employer engagement in the college sector.

On the one hand, it’s obviously oversimplistic to say that colleges have a problem in this regard. From Boots to Balfour Beatty, Pinewood to PWC, there are big-brand advocates of college provision across the country. In quantitative terms, the average college does business with around 600 employers. Our research among employers on behalf of FE clients regularly shines a light on college excellence.

On the other hand, too often we encounter college/employer relationships that are departmental rather than corporate, and so wither when a well-connected lecturer or head of department moves on. In too many cases we discover business relationship management systems that are used by a small pocket of staff and the broader intelligence and interactions go unrecorded. Too frequently we see college candidate selection, customer service or communication that isn’t up to scratch.

Addressing these issues requires singular focus. The question for some colleges, it seems, is whether their intrinsic complexity makes that focus unattainable without a radical change – one that may not sit at all well with its broader set of stakeholders, in particular its current members of staff. Sometimes lunch is just too expensive.

A system of any extreme is unlikely to deliver the right outcomes for individuals, employers or the economy, says Gemma Gathercole

There can be little doubt that apprenticeships are the hot topic in the skills world, but recent events and reports have shown us there is still little consensus on what our apprenticeship system should ultimately look like.

Over the weekend I found myself thinking about apprenticeship policy through the lens of two letters: QP. These letters represent three essential questions for the sector right now: Question of Priority, Question of Purpose and Question of Position.



GEMMA GATHERCOLE
Head of policy for FE and funding, OCR

The answer is more apprenticeships and more reform, now what’s the question?

general decline in employers’ investment in training, as Sajid Javid noted in the 2015 apprenticeship levy consultation by the Department for Business, Innovation and Skills.

But a secondary issue contributing to the decline is the limited availability and/or general removal of government investment in this type of learning. The conversion of grant funding to loans has caused a decline in the offer of higher level courses. In fact as recently as July this year, individuals wanting to access this type of training would have had to self-fund. It was only at the start of this funding year that courses at levels five and six could be funded by an advanced learner loan.

On the question of purpose, there has been some discussion about what sort of apprenticeship system these reforms will deliver. But perhaps part of the confusion

is the term apprenticeship itself. Do we as a nation share a common understanding of what an apprenticeship is? For some it’s still a traditional indemnity to an employer, to others it’s the worst example of the misuse of the system, and for others still, it’s indelibly linked to qualifications.

If we take it back to core principles, it’s a job with training. We must remember that jobs with training allow progression from beginner to competence in a particular role. But the journey shouldn’t stop there.

The system should be individual-led rather than employer-led. Potential learners and/or apprentices are the consumer for this form of training and should have the ability to select for themselves the type of training they want to undertake.

After all, if they are both invested in the system and have to pay back some of the cost they should have the same decision offered to

university students: follow a course that leads to a job/career, or follow a course they are interested in, but which may not necessarily lead directly to a job.

While the person specification for my current job required a degree, it did not specify the subject. If this is a suitable outcome for the ‘academic’ track, then the ‘technical’ track should not limit a learner’s outcome either. For those keeping track – that’s the third and final QP, the question of position: how and where does it lead?

And of position, a system of any extreme – employer only, government only, awarding organisation only – is highly unlikely to deliver the right outcomes for individuals, employers and the economy. The government is right to want to put employers at the heart of the system, but to suggest that this is the first time is naïve.

Taking the theme of David Hughes’ opening speech to the AoC Conference this week, I want to focus on a positive: in order to deliver effective apprenticeships, reform and the broader technical agenda, we need a position where the expertise of all aspects of our system is respected, and we need to work together to get the best possible outcomes.

The Skills Plan will fail if it isn’t sufficiently embedded in curriculum choices before 16 and, critically, in parents’ and employers’ minds, so young people are supported to make those choices. In the end, that will make the government priority of three million starts incredibly easy to achieve as apprenticeships will be a destination of choice, rather than the thing that other people’s children do.

We’re risking distorting our skills system so apprenticeships are the only answer

On the question of priority, apprenticeships have never been higher, but we’re risking distorting our skills system so that apprenticeships are the only answer.

Part of the issue emerges from the



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

IPPR's proposals are not in the public interest

The latest report from the Institute of Public Policy Research (IPPR) recommends abolishing level two apprenticeships for all 16- to 18-year-olds. It proposes forcing all those in this age group who are not taking an academic route to university, to undertake a two-year pre-apprenticeship programme at their local FE college or not-for-profit training provider.

Even before the government's reforms have been implemented, let alone evaluated, the authors are suggesting, somewhat prematurely, a total change in the way young people enter the world of work. But the report is based on highly selective statistical data without any context.

The failure is not in post-16 vocational education or apprenticeships but in the 11 years of education leading up to this point. Our current school curriculum and examination system are designed to prepare pupils for university. It needs to be changed also to prepare pupils for the world of work with a vocational skills route as opposed to an academic route.

To subject pupils to an additional two-year pre-apprenticeship programme at an FE college would be a disservice to the pupils concerned – not to mention an admission that state education has not properly equipped them for employment.

As judged by Ofsted, FE colleges' track record for delivering apprenticeships is disappointing, with a few notable exceptions. Indeed, FE colleges are minor players in apprenticeship delivery and were strenuously encouraged to increase it by the previous skills minister Nick Boles. When modern apprenticeships were introduced some 30 years ago, FE colleges, third-sector and private providers all had an equal opportunity to deliver them.

Yet today 76 per cent of all apprenticeships are delivered by private training providers, with the remaining 24 per cent equally split between employers with their own direct contract and FE colleges.

The massive growth in apprenticeship numbers and the astounding increase in success rates from a low 50 per cent to 75 per cent plus today has been achieved mainly by private sector providers. This report chooses to ignore this and proposes a monopoly of FE colleges and charities to deliver their ill-conceived pre-apprenticeship programmes. This is more reminiscent of a Stalinist approach than a 21st century solution to producing a skilled workforce.

The statistics this report uses to justify its

two-year pre-apprenticeship programme are based on those leaving full-time education with poor results, not those entering apprenticeships. Vocational learning in schools and colleges, through a variety of initiatives, such as TVEI and vocational GNVQs, has produced poor results.

This concept of a two-year pre-apprenticeship programme would be ideal for 14-year-old pupils, for whom a vocational career is the best route and a programme including early work experience – especially for those disillusioned with full-time education – would be a benefit. At 14 it's a brilliant concept; at 16 an irrelevance.

The authors are suggesting, somewhat prematurely, a total change in the way young people enter the world of work

There will always be a sizeable group of young people at 16 for whom entering employment is the most suitable route, and an apprenticeship the best thing for both the young person and the state. This report's plan to prevent this is undemocratic and demonstrably not in the public interest.

This government has already introduced the traineeship programme for unemployed young people and the take-up has not been brilliant, partly because the Youth Training Scheme it aimed to replicate paid both trainees and employers, which the current programme fails to do. There are other reasons why traineeships are not successful, such as the fact that in many sectors there are entry-level job vacancies available – in retail, hospitality and catering, for example – so young people would prefer paid work to working for free.

The statistics in this report appear to have been selected and the contents written to support a preconceived outcome for the FE sector – to deliver a two-year pre-apprenticeship programme – without any alternative being considered, or the bigger role of the economy and of employers in the programme being discussed.



Managing director, NOCN

We need to rise to the challenge of Brexit

To rise to the challenge of a post-Brexit Britain, we need a clear, accessible skills system, says Graham Hasting-Evans

When you're up to your neck in alligators it's difficult to remember your first objective was to drain the swamp – or to put it another way: we need to get a grip following Brexit.

The objective is clear. In the next five years we must boost skills and productivity by 30 per cent. Last month the National Audit Office report 'Delivering the value through apprenticeship reform' stated bluntly that the "ONS estimates that Germany, France and the USA are each about a third more productive than the UK".

Clearly reform is urgently needed.

Creditably the government has been trying to deliver critical changes and has some excellent policy ideas. But it lacks the vision, coherence and focus needed to create the single skills-enhancement strategy the economy requires.

We need clarity from two perspectives: both within the sector and from the outside. To paraphrase David Hughes in his opening speech to the AoC Conference, the future does look bright for the FE sector. However, it still needs to rise to the challenge.

We must commit to a single skills enhancement strategy, underpinned by a single skills-system, which embraces all the various initiatives, while ensuring increased productivity and social mobility, including development for the existing workforce.

The current plan focuses on reformed apprenticeships and new technical education qualifications, but we need to go further. There are two major gaps that still need filling: a plan for upskilling the existing workforce, and clarity of career pathways for those entering the system.

Regarding the first, boosting productivity is not just about training up new workers. Only two per cent of our workforce is replaced every year – so a large part of increasing productivity must lie in upskilling. Yet with the distorted focus on the apprenticeship levy, professional development as a strategy to improve productivity has been cast aside by the government. This makes no sense. Training new entrants will not alone increase our productivity as a nation; we need a skills-enhancement strategy to improve capabilities at all levels of industry.

It is certainly the case that employers are looking at ways to use the levy pot to

upskill existing workers, but they are likely to find that there is currently not a sufficient number, or breadth, of apprenticeship standards at this level to achieve their aim – nor are they in the pipeline.

In truth, it seems ridiculous that we should have to rebrand the idea of professional development as an 'apprenticeship' in order for it to be seen as worthy of investment, but that's for another day.

The vast majority of the new standards are currently aimed at new entrants. If the aim is truly to boost productivity, more higher-level standards and qualifications need to be developed that would allow the levy to be spent on valuable professional development.

The future does look bright

The second gap that needs filling is to establish clear pathways for young people. Improving social mobility increases productivity, but how can people move up the socio-economic ladder, if they can't even understand which qualifications they need to take? We need to communicate better and in order to do this, we need to package the complexity of the further education offer as a single skills system.

To do this, rather than focusing solely on qualifications, we should focus on destinations. This doesn't have to mean choosing ultimate career destinations at a young age, but simply directing young people to what could be called a 'first-base job'.

There may be multiple routes to a first-base job: an academic or technical qualification, an apprenticeship (with or without a technical qualification) and/or work-based training. But whichever route learners take, it's important they are equipped with both employability skills and the necessary broad knowledge of their sector or discipline so they can adapt as the economy changes.

Which brings us back to the first gap: the skills enhancement strategy. We must recognise that getting a first-base job is not the end, but rather the beginning. People will need to adapt and retrain throughout their working life.

If we get the skills enhancement strategy and underpinning system right, productivity and social mobility will rise – and that has to be a big step towards a successful economy.

EXPERTS

The insolvency regime proposed in the new bill will make sure colleges are delivering as productive businesses as well as effective training providers, says Ian Pretty

The government's Technical and Further Education Bill sets out proposals for a new insolvency regime for FE colleges. This is a big moment for a sector increasingly pushed to be more commercial and find better and more diverse revenue streams, while simultaneously delivering the best, most productive learner experience possible.

It is no secret that there are colleges within our sector which, through lack of students, adequate facilities or revenue, are not achieving these goals.

These colleges must change to live up to the promise of what further education should be, whether that be through a merger, a change in leadership, or a new strategic direction, one option not previously open to FE is that of insolvency.

The logic is simple: if a college were allowed to close the provision for learners in that area would be threatened. In my view if a college is not able to fulfil its duties, the provision for learners is already threatened, already subpar, and something has to give.

The insolvency regime proposed by the government addresses an issue nearly 25 years in the making. When FE Colleges were transferred away from local government, a new type of corporation was created, with no provision for what to do if it became insolvent.

The central government has become a



IAN PRETTY

CEO, Collab Group

Delivering a financially sustainable sector

funder of last resort when these situations arise, to protect learner access, but there is a better way, one that has been used across other public services where a continuation of service is essential, in energy, railways, housing and the post office.

A special administration regime, with protection for learner access at its core, is the right way for the FE sector. It may never be used, and is a rare occurrence in other sectors, but it is vital that the option exists.

Market forces affect colleges just as they do any business, and colleges must be responsive to them. The possibility of insolvency may force them to aim for bigger surpluses, control staff costs and cut capital spending, but also to seek new revenue streams, become more commercial and entrepreneurial.

Reliance on government funding has had its day in FE, and that day is ending as funding sources change and shrink.

For colleges to continue to offer high-quality provision, they need to look outside traditional funding sources and the special administration regime may prompt them to do just that.

There are of course areas to which we would like to see more thought given as this bill moves through the Commons and onto the Lords in the New Year.

The first must be the absolute protection of the learner and an assurance that the service will continue even if, in extreme cases, the service provider does not. This must be done with thought and care as there is no easy answer to issues such as ensuring access for learners in rural areas, continued access to specific courses without prohibitive travel, continuity of provision and teachers during the course if the college is closing.


These issues would be for the special administrator to facilitate, and the bill

addresses the importance of learner protection throughout, but they are issues that parliament should think carefully about. Secondly, the possibility of insolvency for FE colleges may make banks, the local government pension scheme, or other trading partners nervous and therefore either less likely to engage or more likely to insist on protections that are not helpful or realistic for the college.

Reliance on government funding has had its day in FE

The government has a responsibility in the implementation of the insolvency regime to make sure that by offering a solution to one set of problems for financially unhealthy colleges, it is not creating another for financially healthy ones.

These challenges are not insurmountable, and the benefit of an insolvency regime to the sector is undeniable. At its best, the opportunity presented by this bill could ensure that each college across the country is delivering in the best way possible for its local community, as a productive business as well as an effective training provider.



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CAMPUS ROUND-UP

with Sam King

Students make fashionable hats and bags for hospital patients



Kerry Drury with the hats and bags provided by Hull College Students

Fashion students at Hull College have designed and produced a batch of hats and syringe driver bags to help hospital patients feel less self-conscious about hair loss and carrying their medication.

The hats and bags which were presented to the pathology unit at Castle Hill Hospital will be given out free to patients as part of National Pathology Week, which celebrates the contribution that pathologists make to healthcare in the UK.

Patients undergoing palliative care often carry syringe drivers, which are small portable battery powered machines that administer a continuous dose of painkiller.

Kerry Drury, one of the hospital's

pathology lab social practitioners, said: "Some of our patients are on palliative care and need a syringe driver to carry medication all day. The bags enable them to go about their daily life and still keep their medicine with them without drawing the attention these usually get."

"The hats have been created in a modern and fashionable style which helps the patients undergoing chemotherapy feel less self-conscious."

The students produced the hats and bags with donated fabrics as part of their induction week at the college, and the project will count towards their industry skills studies module.



Rob, centre, shows students how to fight safely

Fighting in class encouraged during stage combat workshop

For once, fights in the classroom have been actively encouraged, during a day-long stage combat workshop at a college in Lincolnshire.

Students at North Lindsey College were taught the arts of stage safety, victim control techniques and reverse energy in order to create a believable yet perfectly safe fight scene.

The workshop has helped students to prepare for an upcoming production of Macbeth, teaching them the correct techniques when using holds, footing, grip, weight balance and vocals.

The session was delivered by Rob Leonard, a teacher at the Royal Central School of

Speech and Drama, and former workshop co-ordinator at the British Academy of Stage and Screen Combat.

Performing arts tutor, Phil Collingwood, said: "To have Rob here is a real coup for North Lindsey College and shows our ongoing commitment to providing the finest dramatic education we can."

"The students had the time of their lives and we are looking forward to Rob's return in the New Year – with swords!"

Performing arts student Mollie Slack added: "I didn't realise it would be as hands on as it was. It will really help me in the future to put the actions in place that we have learned without hurting anyone."



Left to right: sous chef Barry Langston, student Grace Clarke, and head chef Anthony Wright with the Liverpool Cookbook.

College restaurant's exclusive dish appears in new cookbook

A special dish created by a college restaurant has made it into a cookbook showcasing the best recipes and stories from Liverpool's culinary community.

The meal, of duck breast, croquettes, dauphinoise potatoes and star anise jus served with a creamy broccoli purée, is a signature dish at Hugh Baird College's L20 Restaurant, based on Merseyside.

Developed by students under head chef Anthony Wright and sous chef Barry Langston, the dish will appear in 'The Liverpool Cook Book' as an example of fine cuisine taken from across Merseyside and the Wirral.

Also featured in the book are fine dining establishments such as Panoramic 34, as well as restaurants, cafes, delis and pubs.

The college runs the L20 Restaurant as part of its hotel school, which is serviced by students under the supervision of staff.

Hospitality student Grace Clarke, who worked on the dish, said: "We're all made up to see it in the book."

"We came up with dish after working with Anthony and the team. They taught us what different flavours and textures complemented each other, and they allowed us to try our different ideas."

Green with envy as student takes top spot in Greenkeeper of the Year awards



L-R: Paul Copsey, work-based assessor at Hadlow College, with Vince DeMarzo

A student on the newly introduced golf greenkeeping standard apprenticeship has taken second place in the Toro Young Student Greenkeeper of the Year awards.

Vince DeMarzo, a student at Hadlow College in Kent, was judged on his knowledge of greenkeeping tasks, skills, and health and safety, alongside understanding of the job role, from personal development through to industry awareness.

He was up against five other finalists in the inaugural under-20 category, selected from hundreds of entrants across the UK.

Vince, who is currently awaiting level

two certification, works at Wildernesse Golf Club as an assistant greenkeeper, and has ambitions to work at a high-profile golf championship course in the future.

He said: "I'd love to work at one of the courses in the Milan area. I'm hopeful, since British greenkeepers are highly sought after in continental Europe. I'd also love to work in Australia or the US, but you need an entirely different knowledge-base, given the diverse climate, pests and diseases or the US."

"Ultimately, my aim is to work on a high-profile championship course that features on TV."

New sensory room will provide an escape for stressed students



The pressures of student life can often be overwhelming, but one college in Hampshire has found a unique way to lower student stress levels and provide an escape from the hustle and bustle. Samantha King reports.

South Downs College in Waterlooville has recently opened a sensory room, designed to help students who suffer from high levels of anxiety or stress – particularly those on the autistic spectrum – find peace and calm in the college environment.

With blackout blinds, aromatherapy, stress balls, specialist lighting and a range of soft furnishings, the new space provides the perfect escape for when things get a bit too much; while two pretend puppies that seem to breathe are proving especially popular with students.

Darren Darby, the additional learning support manager at the college, said: “We have two pets that look real in little baskets, and they actually breathe so you can see the movement of their chests go up and down. A lot of our students find them very comforting when they go in there.

“We’ve got a whiteboard up at one end of the room so if students want to scribble and draw on there, they can use that. It’s quite well equipped, and has lots of different



sensory aspects, so we can cater for whatever an individual student may need.”

Entry to the sensory room is through a special pass, issued by the additional learning support team following a consultation to assess the needs of the student. Passes are only issued to students who will benefit from the use of the room, in order to maintain its status as a safe and calm retreat.

The college, which has a large number of students with additional learning support requirements had recently signed up to the

Ambitious About Autism Charter, which supports FE providers in improving their offer to young people with autism and other disabilities. It was this that inspired the idea for the sensory room.

Darby explained: “We’re quite unique in the fact there’s not many colleges that actually have sensory rooms unless they’re a specialist college.

“We signed up to the Autism Charter, so we were looking at a facility that could provide for students on the autistic spectrum, and give them a place that was away from the areas of the college some students may find a bit overwhelming.

“We also wanted to extend the space for

students who may suffer from high levels of anxiety and stress, and offer them a space that was quiet and peaceful.

It’s just a really calm place that they can go to if they were feeling particularly stressed at any time throughout their day.”

Funded by the college’s additional learning support budget, the new room is situated at the heart of the college and connects to an existing lunch and breakfast room away from the main refectory.

It is hoped the new sensory room will have a positive impact on the health and wellbeing of students, allowing them to recharge away from loud noises and potential stressors that are a natural part of college life.

Darby said: “The project has taken a lot of planning within the ALS team. We’ve had to really analyse and decide on equipment that we think would be cost effective but will also be really beneficial.”

The room was officially opened by Kevin Filby, deputy director of service development at Ambitious About Autism.

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& MOVERS SHAKERS

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

Syed Jafery has joined the Nottinghamshire Training Network (NTN) as its new managing director.

The organisation is a network of independent training providers, colleges, schools and employers who work to support individuals into education, employment and training.

His main responsibilities in the new role will include meeting with partners, developing classroom delivery for traineeships, and developing learner experience.

Mr Jafery joins the NTN from his previous role as operations director and company executive director at Skills Training UK – a leading training provider – which he held for over nine years.

Prior to this he was performance manager for Brent and Haringey at Working Links, where he worked with the long-term unemployed, including those with disabilities and ex-offenders.

His passion for working with those with disabilities is something he hopes to develop further in his new role as managing director,

and he has hopes to implement a specialist training provision that caters to a wide spectrum of disabilities.

Speaking of his plans, he said: “Disability has a wide spectrum; you cannot just have just one word or programme, so we have to come up with a very sophisticated model. I’ve got a few people who are going to assist me

with that. I want NTN to be a pioneer, that’s my vision.”

Cherryl Martin has been appointed commercial director at new specialist training facility iMET, which stands for Innovation in Manufacturing, Engineering and Technology.

Work began on the building in Cambridgeshire in 2014, and it is due to be completed in November 2017.

Targeting learners working at level three and above, the facility aims to teach specialist skills including virtual reality, augmented reality, computer-aided design and 3D and 4D modelling, a technique which uses time as an extra dimension.

In her new role, Ms Martin will be at the

forefront of business skills growth, ensuring the curriculum serves the skills needs of the region, as well as actively collaborating with employers to ensure iMET is meeting their training needs.

Speaking of her new role, she said: “We’ll be looking at learning technologies and how you can push the boat out with that. You can’t talk the talk of innovation and then do everything with a classroom and a projector.”

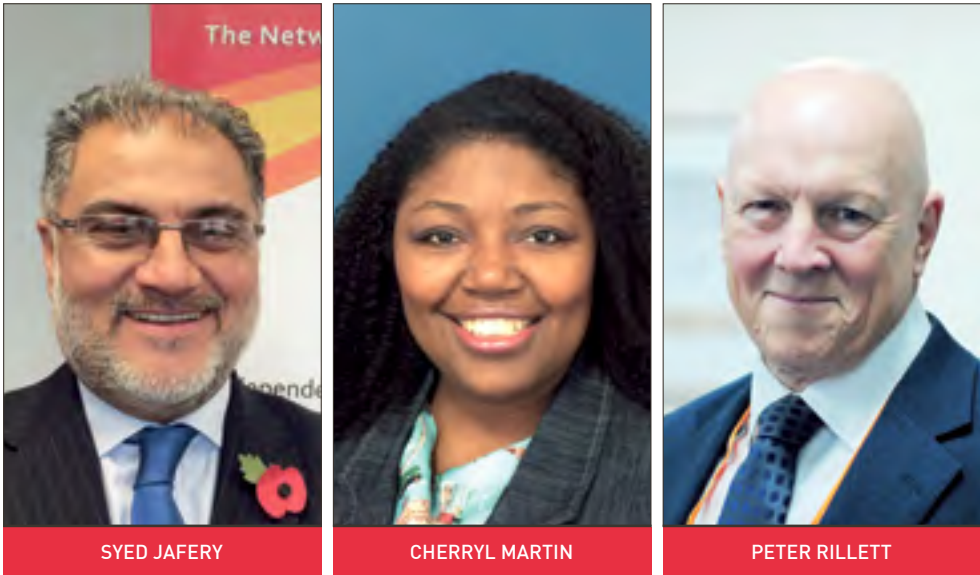
Peter Rilett has been appointed chair of the governing body at City of Bristol College.

The appointment follows the conclusion of the West of England area reviews, signalling a fresh start for the college, which provides education and training to 25,000 learners in and around Bristol.

Prior to his new role, Mr Rilett served as chair of the North Bristol NHS Trust board for several years, and is a non-executive director and advisor for a number of local companies.

Speaking of his new appointment, he said: “I am personally committed to the future of our city, and ensuring the college secures the best possible futures for all of its students. The college has a really important role in supporting our city to secure the skills it needs for today, tomorrow and beyond.”

Mr Rilett will join the board on November 11, and takes up the role of chair with effect from the end of December.



SYED JAFERY

CHERRYL MARTIN

PETER RILETT

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next edition

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

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

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