

# FE Week

## TORIES FAILING APPRENTICES

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## TAKING REINS AS FE COMMISSIONER

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See you in  
court



Ed Sec Justine Greening



AoC chief David Hughes

See full investigation pages 6-7

## AOC TAKES LEGAL ACTION OVER NEW SMALL SCHOOL SIXTH FORM

- £50k spent so far to 'secure clarity' after London regional schools commissioner ignored DfE rules
- Judicial review comes despite top official telling MPs new small sixth forms were a thing of the past

**SHOCK  
LOGO  
THREAT**



**"Ofsted letters are  
monumental waste of  
time and resources"**

Exclusive on page 4

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NEWS

FE WEEK RALLY AT LABOUR PARTY CONFERENCE

PAUL OFFORD  
@PAUL OFFORD

FE Week will hold a special rally in support of its #SaveOurApprenticeships campaign at next week's Labour Party conference in Liverpool.

Shadow skills minister Gordon Marsden will attend the event alongside many other committed MPs, party members and sector leaders, at the Pullman Hotel on the evening of Tuesday, September 27.

We want to send out a resounding message to the government that devastating cuts of between 30 and 50 per cent to apprenticeship funding, which are planned for 16- to 18-year-olds in some of the most deprived areas of the country, are simply not acceptable.

The stark drop in funding recently exposed by our exclusive analysis has prompted a furious backlash – more than 500 people have already written messages pledging support for FE Week's first official campaign this week at our website.

Corrina Hembury, for example, said: "I support the campaign. The huge cuts in funding are unsustainable and it is the young people who will be hit hardest."

"I hope that the Skills Funding Agency and Robert Halfon live up to their promise of listening to the consultation results and rethink these damaging cuts," added Jeremy Colvin.

And Ross Midgley said: "The scale of these proposed cuts will force many providers to abandon apprenticeship training, while those that remain will have to charge employers well above the government cap in order to make ends meet."

Angela Rayner MP,



shadow secretary of state for education, women and equalities, supports the campaign, and has written an exclusive piece for the paper on the issue this week (see page 11).

"These cuts will disproportionately hit students from disadvantaged backgrounds, and will be particularly bad in areas where we need to develop skills the most," she warns.

Our damning findings on the impact of apprenticeship funding reform plans have already provoked Gordon Marsden and more than 50 other MPs led by Tottenham's David Lammy to write a letter to the government begging for a change of heart.

Senior politicians from across the political divide, including Mr Halfon, who defended the cuts, spoke at the launch of the campaign earlier this month.

It took place on the same day that Theresa May was asked about the issue during Prime Minister's Questions, when she told the Commons that she "does not recognise" that there will be cuts of 30 to 50 per cent – even though the

numbers come from her own government.

Mr Lammy insisted during his campaign launch speech that "it's an absolute scandal for the PM to say she doesn't recognise the figures. It's her funding agency, they're her figures."

However, he insisted: "We will force a U-turn."

Mr Marsden warned that the cuts were "an elephant trap in his [Mr Halfon's] in-tray".

Education secretary Justine Greening was also asked that morning about how proposed cuts might affect social mobility during an education select committee hearing.

The issue was raised later in the day during a subcommittee session featuring Neil Carberry, the CBI's director for people and skills.

Party members and MPs do not need to book in advance to attend Tuesday's rally, which will be held in the hotel's Albert Suite, starting at 6pm.

majority of providers shortly".

The agency's figures, published in August, also showed that while there was a healthy interest in 19-to-23 loans – applications for learners aged 24 and above had fallen to just 14,310.

This was the lowest number for that age group, during the period, since the launch.

"The response from 19- to 23-year-olds is higher than I expected and it masks the fact that the applications from 24-plus have gone down," said Mike Farmer, an education consultant. "I do think - based on the evidence from higher education as well – it is the case that the younger you are, the less averse you are to taking out loans."

Julian Gravatt, the assistant chief executive of the Association of Colleges, however said his organisation had been "pleased to see that over 5,000 younger adults under the age of 24 have already applied."

Apprenticeships and skills minister Robert Halfon told FE Week: "Advanced learner loans enable adults of all ages to gain the skills they need and move up the ladder of opportunity. It's great to see such a good take-up from those aged 19 to 23."



Loan expansion comes with SFA growth delays

ALIX ROBERTSON  
@ALIXROBERTSON4

The Skills Funding Agency appears to have been ignoring requests from several providers to boost advanced learner loan provision – just as applications from 19- to 23-year-olds are taking off.

A number of providers, who have asked to remain anonymous, have told FE Week that they are still waiting for a response on loan growth requests made as long ago as June and July.

SFA guidance states that growth requests should be responded to "within two working days", prompting the Association of Employment and Learning Providers to demand that the process be sped up.

The latest government figures have shown, meanwhile, that total loan applications made between May 1 and July 1 2016/17 had reached 19,450 – the highest figure for that time of year since the loans scheme started for the 24-plus age group only in 2013.

Just over a quarter of these requests (5,140) were made by 19- to 23-year-olds, who were able to apply for the loans in May for the

first time.

"Providers have been told they would get a quick response and they haven't," Mark Dawe, AELP's chief executive, told FE Week.

"We do not believe there is a lack of loans headroom, and there's obviously a lot of interest in loans for 19- to 23-year-olds in particular, so it is worrying that many of our providers have had no response."

A senior FE consultant who declined to be named told FE Week that he was aware of some providers who had waited months for news on growth requests.

"Up until May/June time it was a two-day process, but since July I know of three providers that have been waiting on various different growth amounts from the SFA," he said.

"At the moment what it's doing is completely stifling the process; all the learners who have been promised they are going to be enrolled are just waiting, waiting, waiting."

An SFA spokesperson said the organisation was reviewing "a significant number of requests as the loans programme continues to grow" and that it expected "to inform the



NEWS

Lsec finds loop-hole after central London college name rejected

PAUL OFFORD @PAULOFFORD  
ALIX ROBERTSON @ALIXROBERTSON4

Westminster Kingsway College’s bid to have itself rebranded as Central London Colleges Group was rejected over concerns its new name would undermine its neighbours, it has been revealed.

A Freedom of Information request found that the college’s request was turned down even though another institution, formed by the recent merger between Bromley College, Bexley College and Greenwich Community College, was permitted to use the name London South East Colleges (LSEC).

FE colleges are obliged to apply to the government in order to change their legal names, under rules set out in the Further and Higher Education Act 1992.

However, it seems as though LSEC has managed to exploit a loophole in the legislation; a spokesperson for the group told FE Week that London South East Colleges was merely a “trading name” rather than a legal one – a fact confirmed by the Department for Education, which said no rules had been broken.

Results from the FoI request, lodged last month, showed that the DfE and the now-defunct Department for Business, Innovation and Skills (BIS) had received 12 name-change requests within the past 24 months. Westminster Kingsway’s petition, which followed a merger with City and Islington

College, was the only one the government turned down

In a letter written at the time, seen by FE Week, the former skills minister Nick Boles told them: “In my view, the name you propose would imply a sub-regional identity that significantly overstates the geographical coverage of the merged colleges and potentially undermines the status of other FE colleges in central London.”

The spokesperson for LSEC revealed that the college’s legal name is actually the less distinctive Bromley College Corporation.

“London South East Colleges is our trading name, which doesn’t require ministerial approval,” they said. “This would only be the case if we were changing the legal name of the corporation, which we are not; it remains Bromley College Corporation.”

However, there are a number of other colleges in the south-east of the capital – which could mean their brands are undermined, and that they lose out on learner applications, when pitted against LSEC’s impressive-sounding trading name.

Asked whether they felt LSEC’s workaround was fair, a spokesperson for Westminster Kingsway said on September 12: “As a group



Nick Boles MP

we were disappointed that our original proposal was rejected but we do not comment on the business of other colleges or groups.”

In July, the college told FE Week: “The colleges’ plans to collaborate and create a dynamic new group at the heart of London’s evolving FE sector are independent of the name we initially proposed and were not impacted by BIS’s decision.

“We are working separately to agree a new name and develop a new overarching brand which reflects our exciting plans. In the interim we will be called ‘WKCIC Group’ which has been approved by DfE.”

A press release issued on August 1 by the colleges involved in the South East London merger read: “Greenwich Community College

and Bexley College have today formally merged with Bromley College of Higher and Further Education to create London South East Colleges.”

A local rival, Lewisham Southwark College, which itself had been permitted by BIS to change its name from LeSoCo in November 2014, declined to comment on LSEC’s name-change.

A DfE spokesperson told FE Week: “To clarify, Bromley College has not submitted an application to change its corporation name. ‘London South East Colleges’ is a brand (otherwise known as a trading) name. The name of the corporation remains unchanged for the time being. Trading names do not require statutory consent.”

NO END IN SIGHT FOR AREA REVIEW DELAYS AS WAVE FOUR STARTS

BILLY CAMDEN @BILLYCAMDEN

Wave four of the post-16 education and training area reviews has been launched, even though the sector is still waiting on important government guidance that should have been published in July.

FE Week has received confirmation from colleges in the north-east, and Leicester and Leicestershire, which both fall under the fourth wave, that their reviews were launched this month.

However, long-awaited guidance, covering the implementation of review proposals, due diligence, and details on local authority and local enterprise partnership involvement, remains unpublished.

Reports due two months ago into the first wave of area reviews, including full recommendations, are also yet to emerge – along with full details of exactly which colleges and regions will be involved with wave four.

Tyne Metropolitan College and South Tyneside College, both part of the north-east area review, told FE Week their first steering group meeting had taken place, and confirmed that plans for a merger were underway.

A spokesperson for both colleges said: “Our plans are a proactive response to the government’s area reviews into FE, which commenced in the north-east this month and

are likely to advocate fewer, larger and more financially resilient colleges, with greater specialisation.”

A spokesperson for Loughborough College, part of the Leicester and Leicestershire area review, meanwhile confirmed that its first steering group meeting took place on September 12, while Accrington and Rossendale College, part of the Lancashire area review, said its review was scheduled to start on October 4.

Government guidance published in April said the other areas “proposed” for wave four would include Gloucestershire, Swindon, Wiltshire, Dorset, Greater Lincolnshire, York, and North Yorkshire and the Humber.

When asked by FE Week about the delayed guidance, a Department for Education spokesperson would only say that it would be released “in due course”.

More than 200 general FE and sixth form colleges have taken part in the first three waves of area reviews.

Martin Doel, who was chief executive of the Association of Colleges until earlier this month, has warned of “concerns” about the early reviews, adding: “late and inaccurate data was presented to colleges”.

He warned colleges involved in the later waves would be “preoccupied” by the reviews “when they should be preparing for apprenticeship growth and other policy developments”.

The Inclusion Circle

Improving Further Education Provision for Students with High Needs

Announcing the launch of The Inclusion Circle – a network of independent consultants in the FE Sector. We have previously worked for Ofsted for many years, and all have substantial specialist experience of provision for students with high needs in all post-16 remits.

Our focus as consultants is on the improvement of provision, and on the fostering of good practice: we want all students with high needs to have the best possible educational experience wherever they learn. We believe this means building on the unique abilities and potential of each student in preparation for the transition to an agreed destination.

The requirement for all students with high needs to have an Education and Health care Plan (EHCP) provides an ideal opportunity to ensure the quality of provision in all locations. We can provide as range of individually tailored guidance, mentoring and support, to include the following:



As consultants in The Inclusion Circle we aim to work regionally, and to share and promote good practice across the country. Our network will consist of consultants who have current, specialist knowledge, and who share the aims of our Circle.

The following three lead consultants are currently available for commissions:  
ELAINE CLINTON JOYCE DEERE MARGARET HOBSON MARGARET SWIFT



# Shock threat of Ofsted ‘civil action’

- > **Inspectorate send letters warning their logo can only be used by those graded outstanding**
- > **Schools, colleges and training providers face cost of removing logo from all publications**

**BILLY CAMDEN**  
@BILLYCAMDEN

**EXCLUSIVE FROM FRONT**

Ofsted has sprung a surprise by threatening legal action for unauthorised usage of its logo to advertise “good” ratings – even though it’s common practice among schools, colleges and training providers.

Institutions which have been awarded an “outstanding” overall grade have long since been allowed to use a specially designed “outstanding provider logo” on their branding.

And even though obscure policy guidance which has been in place since the year 2000 clearly states that “we do not issue a good logo”, many providers graded “good” over the years have been using modified versions of the logo in their materials.

Suddenly, however, some of them have now been told that they are breaking crown copyright law – and threatened in a letters seen by FE Week.

This new policy will come as a shock to the sector; numerous schools and colleges using the logo to advertise “good” ratings, while Mark Dawe, the boss of the Association of Employment and Learning Providers, even told FE Week that he’d never before heard of the policy, describing it as “the best kept secret in education”.

In one letter recently received by an unnamed training provider, which had deployed a version of the logo on its website, the education watchdog said it would bring legal action to bear if the logo was not removed from its materials within 14 days.

The letter said: “It has been brought to our attention that you are displaying a logo identical with or similar to the Ofsted logo which is protected and also registered by Ofsted.

“This logo appears at the foot of every page of your website without our express permission.

“The Ofsted logo is covered by Crown Copyright. In addition, the Ofsted name is a registered trademark with the Intellectual Property Office. Therefore, the logo cannot be used without Ofsted’s express permission.

“You should be aware that the unauthorised use of our logo may give rise to a civil action against you. To avoid this,

please remove the Ofsted logo from your website and any other offending materials with immediate effect.”

Mary Bousted, general secretary of the Association of Teachers and Lecturers union also told FE week: “I had no inclination that this was a rule. Every day you go past schools with signs and logos saying they are graded as good. These letters are monumental waste of time and resources.

“It would seem that if you are outstanding you can use the logo. Surely Ofsted should be interested in the reliability and viability of their judgment rather than kite marking outstanding?”

Ofsted has said it is clamping down on misuse like this and has promised to take action against schools, colleges and other training providers found to be inappropriately using its logo.

A spokesperson for the education watchdog said: “The policy around the use of our logo has been in place since 2000.

“We have clear guidelines published on our website governing its use which are applied consistently across all remits. We believe it is right that permission to use the logo should be limited to those who have achieved the highest Ofsted grade of outstanding.

“When we find the Ofsted logo has been used inappropriately we approach the provider and request that they remove it.”

AELP’s Mr Dawe told FE Week that the existence of Ofsted’s policy was news to him.

He said: “I’ve been a college principal, and I am a primary and secondary governor and represent FE providers and yet I didn’t know this restriction existed.

“Surely a publicly funded regulator inspecting publicly funding institutions should be allowing their logo to be used to inform the public about the quality of education and training provision. I hope common sense prevails.”



\*\*\*  
Offlimits



# APPRENTICESHIPS



# FUNCTIONAL SKILLS

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INVESTIGATES

AoC launches judicial review against DfE

**ALIX ROBERTSON**  
**@ALIXROBERTSON4**

FROM FRONT

**B**attle lines have been drawn by the Association of Colleges, after it launched its first judicial review against the government in more than a decade.

The legal action, which has cost AoC £50,000 so far, concerns the Department for Education’s decision to fund a new sixth form at Abbs Cross Academy and Arts College in Hornchurch.

It claims that DfE’s regional schools commissioner failed to follow the government’s own rules after approving the request from the Loxford School Trust.

These state, for example, that sixth forms should only be created in schools which expect to enrol 200 students or more.

They should also be graded ‘good’ or ‘outstanding’ by Ofsted, offer a full programme of at least 15 A-levels, and not impose a financial burden on the rest of the school.

David Hughes, chief executive of the Association of Colleges, said: “We thought long and hard about this action, recognising that the legal costs would be high.

“We will have invested over £50,000 on this process; an investment we felt was necessary at this stage because we wanted to secure clarity on such an important issue.”

Abbs Cross fell from a ‘good’ Ofsted rating to ‘inadequate’ in its last full inspection in June 2015.

Since then, it has been subject to two section eight special measures monitoring inspections, one in December 2015 and the following in March this year.

The latest report says that although both the trust’s statement of action and the academy’s improvement plan were “fit for purpose”, the academy’s leaders and managers were “not taking effective action

towards the removal of special measures”. It also advised that the academy should “not seek to appoint newly qualified teachers”.

The review, due to be heard in early November, is being launched by AoC in partnership with Havering Sixth Form College, which is 1.5 miles away from Abbs Cross.

AoC has suggested that the outcome of the judicial review could have a bearing on the way the government approves new selective schools, and could even establish the status of guidance to the regional schools commissioners.

Abbs Cross declined to comment, but a DfE spokesperson said: “We are aware of the judicial review launched by the Association of Colleges and Havering Sixth



Dr Tim Coulson

Form College. It would not be appropriate to comment while proceedings are ongoing.”

FE Week also contacted Dr Tim Coulson, the regional schools commissioner responsible for the decision to go ahead with the sixth form, but he did not respond.

At a Public Accounts Committee hearing in March on ‘overseeing financial sustainability in the further education sector’, Chris Wormald, a former permanent

secretary for the DfE, commented on the new guidance, saying “we have just tightened our arrangements for approving new sixth forms.

“You can’t just set up a sixth form; you have to apply to us.

The regional schools commissioner takes the decision on behalf of ministers, against the criteria.”

WHAT THE DFE CRITERIA SAID

The DfE published guidance entitled ‘Making significant changes to an open academy’ in March.

It set strict quality criteria against which applications for the addition of a sixth form would be assessed. Points covered included:

- **Size** – expecting around 200 students or more, either in the institution or through partnership
- **Breadth** – expecting that a student should be able to choose from around 15 A-levels across a range of subjects, either at the institution or throu Alix Robertson
- **Demand** – for any shortage of post-16 places in the area, an assessment of the quality of level three provision overall in the area and an assessment of the impact of the new provision on other local providers
- **Financial viability and value for money** – tests for financial resilience if student numbers fall, and consideration of the potential impact on 11-16 education if it is necessary to use funding from the school’s other budgets to subsidise the provision
- **Ofsted** - proposals should normally only be put forward for existing academies rated as ‘good’ or ‘outstanding’

FE WEEK TAK

LOCATION OF 16-19 FREE SCHOOLS



DAVID HUGHES

Chief executive of the Association of Colleges tells FE Week

**W**e felt we had no choice but to initiate a judicial review when official government guidance designed to ensure the quality and viability of post-16 education was seemingly ignored.

We were delighted when the government responded to our calls for clear guidance on the establishment of new-school sixth forms, as for too many years the lack of it had allowed the creation of inappropriate school sixth forms.

All we are seeking for here is that the guidance is adhered to. AoC has long been concerned about the quality and breadth of education available in small-school sixth forms.

Research shows that results in small-school sixth forms are often inferior to other options.

The risks are that young people are not given the advice, guidance and options which allow them to make an informed choice about the best route for them.

This is an area about which I’d urge the DfE to carry out more research and analysis on, to help us understand it better.

It would be helpful for Ofsted to carry out a thematic review of the information it already holds, as well as focus on it in future inspections.

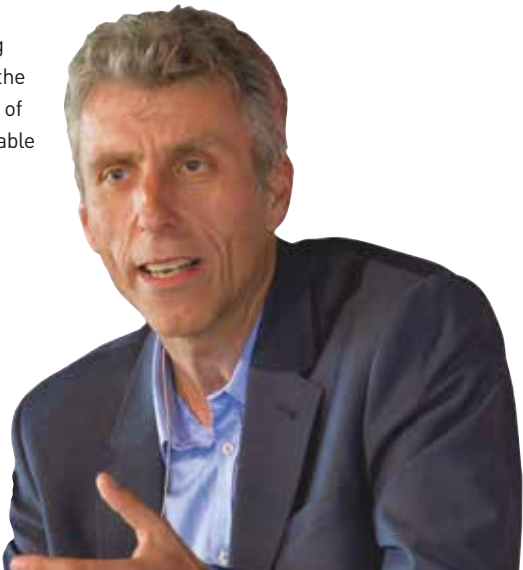
The Sainsbury Review and skills plan [unveiled over the summer] provides welcome impetus to the development of high-quality technical education routes for young people.

This will require sufficient investment if it is to be implemented well.

Having too many small-school sixth forms will divert funding that would be better spent in colleges; the college blend of academic and technical education suits many young people.

In some circumstances, such as rural areas, a small-school sixth form is inevitable. In this instance we would want to see more support for partnerships between these sixth forms and colleges

so that young people have the widest range of options available to them.



# over controversial new school sixth form

## KEES A CLOSER LOOK AT THE ISSUE OF SIZE



JUDE BURKE  
@JUDEBURKE77

Size matters, at least when it comes to sixth forms – as FE Week discovered when we took a wider look at the issues.

Mick Fletcher, an FE policy expert and the founder of Policy Consortium, insisted that the government decision to set the minimum number of students at 200 was “well-founded”.

Smaller sixth forms “don’t perform very well”, he explained.

“There’s a very strong relationship between the size of a sixth form and its performance – the smaller, the worse.”

This 200-student “break-point”, he said, had been based on Ofsted reports and analysis of success rates.

It’s for this reason that David Hughes, the chief executive of the Association of Colleges, said his organisation had been “long been concerned” about small-school sixth forms – a point he expands upon on the facing page.

But despite these well-founded concerns, FE Week has found that many existing sixth forms already have fewer than 200 students.



According to Education Funding Agency allocations for 2015/16, there are 37 free schools with an average of 181 16- to 18-year-olds. The smallest has just 40, while another 14 have under 100.

Of the 613 school sixth forms listed, the average size was just 209 16- to 18-year-olds – with 85 schools having fewer than 100.

The average number of 16- to 18-year-olds across the 40 university technical colleges was 150 – one of which had just 22 students enrolled in this age group, and 12 others had under 100.

The majority – 23 out of 34 – of studio schools had under 100, with an overall average of 83.

In contrast, no general FE or sixth form college had numbers like that: the average student body across the 34 FE colleges was 2,497, while for the 93 SFCs it was 1,736.

Many new sixth forms – whether in schools or as separate standalone sixth forms – are opened as 16-to-19 free schools.

There are currently 21 of these 16-to-19 free schools open, with a further 10 in the pipeline. EFA figures show that student numbers across the 17 which were open during 2015/16 stood at an average of 291 – with five having fewer than 200 students.

Sizes vary amongst the more recently approved 16-to-19 free schools which are yet to open; Harris Professional Skills Sixth Form, is due to open in Croydon in September 2018 with places for 230 students [see box-out].

However, a number of others in the pipeline

have much higher projected student numbers. For example, Callywith College, which is due to open in Bodmin, Cornwall in September 2017, and which was approved by the DfE in February, will have a capacity of 1,280.

There is concern that new sixth forms are being opened without a view to the wider picture of 16-to-19 provision.

James Kewin, deputy chief executive of the Sixth Form Colleges Association, has complained about “the absence of a competitive, demand-led process”.

He said this climate had “led to the creation of many new sixth form providers (particularly academy sixth forms) in areas where there is already an oversupply of good or outstanding provision” – an outcome which he said had “forced schools and colleges to increase their marketing spend”.

Mr Fletcher argued that increasing choice of institutions actually reduced choice for young people, rather than increasing it.

In order to be financially viable, small sixth forms have to limit the number of subjects they can offer, he explained.

“They limit choice, and by reducing the intake of other institutions, force them to reduce choice as well,” he said.

A DfE spokesperson said: “The free schools programme introduces greater local choice and will drive up standards by increasing competition.

“The programme is responsive to the need for pupil places; the need for an alternative to low-quality local provision; and local demand for new provision. It is delivering good quality places in areas where these are needed.”

NAME	OPEN OR IN THE PIPELINE?	PROPOSED LOCATION
A Level Sixth Form School in Bury St Edmunds	Pipeline	IP33 3RL
New College Bradford	Pipeline	BD7 1AY
Dixons Free Sixth Form	Pipeline	BD7 1AY
Harris Rainham Sixth Form	Pipeline	RM13 9XD
Callywith College	Pipeline	PL31 2RQ
Harris Professional Skills Sixth Form, Croydon	Pipeline	SE25 6ED
Beauchamp 16-19 STEM	Pipeline	LE2 5TP
CAPA College	Pipeline	LS3 1AA
New College Doncaster	Pipeline	DN9 3HG
TBAP 16-19 Academic AP Academy	Open	SW6 6HB
Harris Central Sixth Form Academy	Pipeline	SW4 9BL
Harington School	Open	LE15 6RP
Elliot Hudson College	Open	LS11 8PG
LIPA Sixth Form College	Open	L1 9HF
Wolverhampton Vocational Training Centre	Open	WV2 4NP
Bolton Wanderers Free School	Open	BL6 6JW
Big Creative Academy	Open	E17 5SD
Chapeltown Academy	Open	S35 9ZX
East London Arts and Music	Open	E15 4RZ
Harris Westminster Sixth Form	Open	SW1H 9LH
North Somerset Enterprise and Technology College	Open	BS24 8EE
Salisbury Sixth Form College	Open	SP1 2JJ
Exeter Mathematics School	Open	EX4 3PU
Kimberley 16-19 STEM Academy	Open	MK43 9LY
King's College London Maths School	Open	SE11 6NJ
Sir Isaac Newton Sixth Form Free School	Open	NR2 1NR
Connell Sixth Form College	Open	M11 3BS
Tech City College (formerly STEM Academy)	Open	EC1V 1JX
The Maltings Free College	Open	HX2 0TJ
London Academy of Excellence	Open	E15 1AJ

### New free school sixth form in south London will have just 230 learners

A new 16-to-19 free school being set up in Croydon will have barely more students than the minimum prescribed by the Department for Education.

Harris Professional Skills Sixth Form, which is due to open in September 2018, will have just 230 students – 170 of whom will be taking up “professional skills places” in areas including construction, manufacturing, business retail and maths, with a further 60 places for GCSE students.

The school will “address local need for vocational provision” and cater for “students who wish to stay on in a smaller sixth form environment and have choice and diversity in the provision they opt to follow”, according to the Harris Federation, the multi-academy trust which is setting up the school.

But the site of the planned new sixth form, in a former police station in South Norwood, is just two miles from Croydon College, which was attended by 1,651 16- to 18-year-old students in 2015/16, according to EFA figures.

The Association of Colleges has expressed concern that small sixth forms reduce student options by limiting courses they can choose, and FE Week put these concerns to the Harris Federation.

A spokesperson for the school didn’t directly address the concerns, highlighting instead what the school would offer that had been identified as important for the area.

This includes an option for students to start their course after September, significant numbers of GCSE retakes, and opportunities for sixth formers to combine academic and vocational studies.

Andy Smith, Croydon College’s deputy chief executive, meanwhile declined to comment on the new sixth form.

He insisted that his own college, rated good by Ofsted in its most recent inspection, “successfully delivers a broad range of professional skills” – including construction, mathematics and statistics, science and business management.

### History repeating : grammar consultation makes selection more likely

The first 16-19 free school to open was the London Academy of Excellence in Stratford in 2012.

It caused controversy in October 2014 when West Ham MP Lyn Brown started an inquiry into its highly selective admissions and retention policy, after a number of students were “kicked out” for failing to get high enough grades at the end of their first year.

FE Week’s sister-paper Schools Week reported on October 3, 2014, that teenagers who were not achieving certain grades in their AS-levels were being told to leave, as their marks would not be high enough to gain places at the most “competitive” universities, such as

those in the Russell Group. FE Week contacted LAE to find out if this policy still applies. Adam Smith, director of external relations at LAE, said: “The minimum entry requirement for students is broadly the same, five A grades at least to grade B in English and maths, and in most cases an A grade in the subject they would like to do. “For the transition from year 12 to year 13, the benchmark equates to about three Cs – it’s a point score of their best three out of the four A-levels.”



## EDITORIAL

## See you in court



The Association of Colleges is right to resort to legal action when defending its members from glaring government inconsistency.

This should not be viewed as a waste of AoC money, as the secretary of state must be held to account.

The DfE were rightly concerned about the destabilising effects that new smaller sixth forms have on learners and larger neighbouring providers.

The permanent secretary was clearly proud of the new criteria when explaining it to the Public Accounts Committee.

So it beggars belief then, that these are now being ignored by the regional schools commissioner over Abbs Cross Academy and Arts College.

If the AoC lose the judicial review on the basis of exceptional circumstances it will make a mockery of all past and future DfE rules.

It's just a shame money on both sides of the legal argument will be spent on lawyers rather than learners.

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

## #SAVEOURAPPRENTICESHIPS CAMPAIGN TWEETS

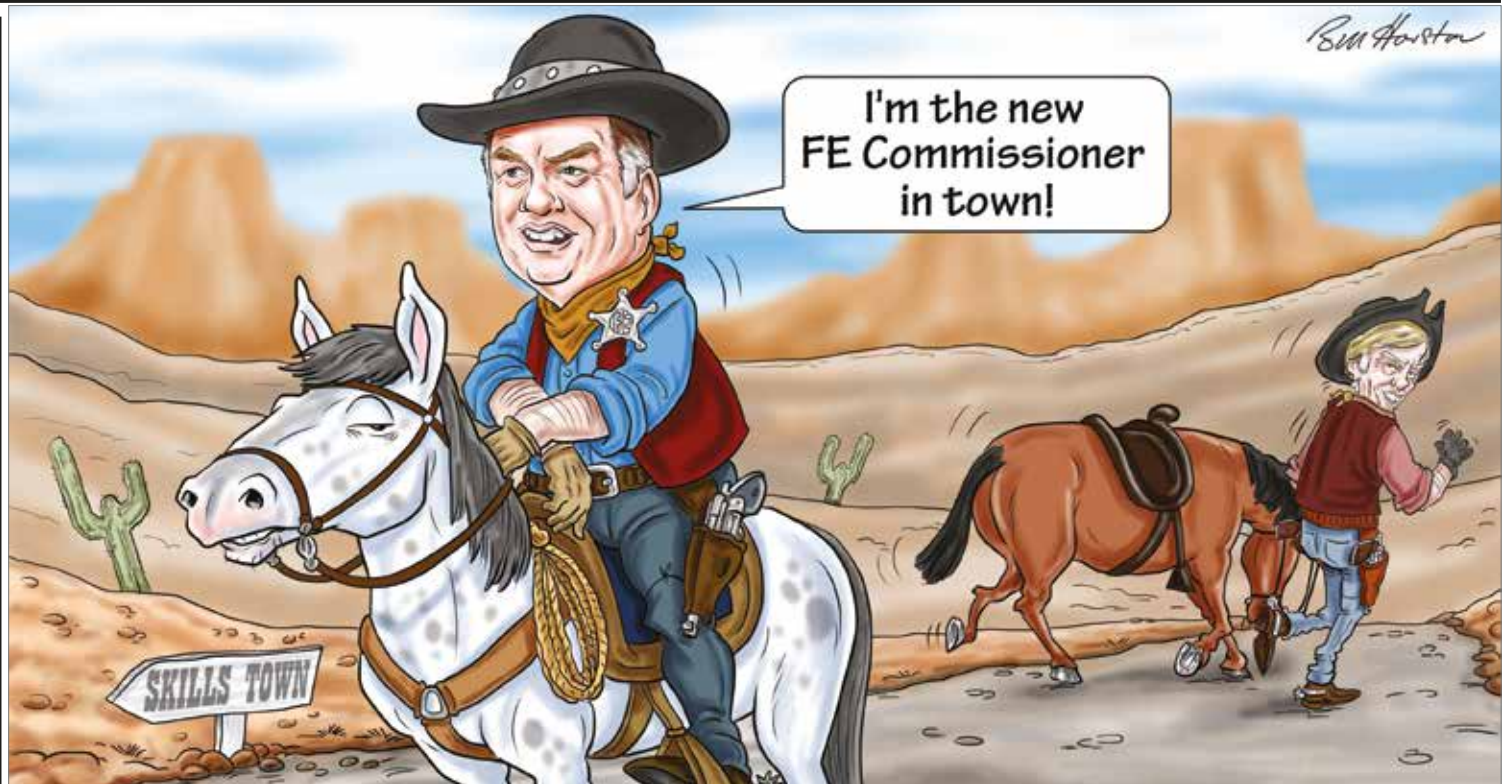
**David Lammy @DavidLammy**  
Labour MP's united & will be keeping up the pressure on Govnt #SaveOurApprenticeships @AngelaRayner @GordonMarsden

**In2Ambition @In2ambition**  
Show your support to the #SaveOurApprenticeships Campaign by commenting 'I support this campaign' here: <http://ow.ly/jwoy3o4kZVw>

**Julie Hyde @JulieHydeCACHE**  
Nursery Management: Workforce- Rage against the machine- recruitment crisis @NurseryWorld #SaveOurEarlyYrs @CACHEORG #SaveOurApprenticeships

**OCN London @OCNLondon**  
Support the #SaveOurApprenticeships @FEWeek campaign and stop the cuts

**Profile Training @ProfileDT**  
This is something we should all be showing our support for. Article by @nicklinford on #SaveOurApprenticeships <http://bit.ly/2cK03fT>



## New FE commissioner revealed, and there are two

NICK LINFORD  
@NICK LINFORD

EXCLUSIVE

The role of the FE commissioner will be split in two after the outgoing Sir David Collins' raised concern over the amount of work involved in covering both intervention and area reviews.

Two candidates were shortlisted to take over from Sir David, and FE Week understands that Richard Atkins will become the de facto FE commissioner, focusing mainly on the original brief and overseeing its programme of college intervention and support, first established in November 2013.

However, the responsibility for area reviews, an 18-month programme which started in September 2015, will be given Marilyn Hawkins, who is currently one of five Deputy FE Commissioners.

Mr Atkins was principal of Exeter College from 2002 until March this year, when he retired on a high after the college received a top grade from Ofsted in 2014.

He was president of the Association of

Colleges in 2014/15, was appointed a CBE in the last New Year's Honours list for this services to FE, and became an Ofsted board member in July.

Ms Hawkins, meanwhile, was principal of Barnet and Southgate College between 2003 and 2012, when she retired to undertake various consultancy roles.

It was reported by FE Week in 2013 that Ms Hawkins had received just under half of a £409,000 pay-off pot from the college, which was shared between six departing senior managers.

Sir David, the departing commissioner, has been responsible for both the intervention and area review programme.

He admitted that the Treasury had initially believed the area reviews could be done and dusted in three months, during his presentation at FE Week's Festival of Skills in June

This, he said, "gives you a very good indication of the knowledge of the FE sector by the Treasury, in that three months we would do something that involves 243 FE colleges, 96

SFCs, local authorities and local enterprise partnerships right across the country".

"But actually in the 18-month period up to March 2017, it is doable. It does mean that my colleagues and I are doing more mileage than the average Eddie Stobart driver," he joked.

Sir David described a punishing workload, including "15 steering group meetings in different parts of the country in 15 working days, which doesn't make me very popular at home".

Sir David has overseen interventions at 42 failing colleges and local authority providers since his appointment as FE commissioner in November 2013.

Before then, he was principal of South Cheshire College Group for 16 years from 1993, after which he served in the same post in an interim capacity at Guildford College Group in 2011/12.

The Department for Education, which following the machinery of government changes, now oversees and funds the FE commissioner's office, declined to comment on the splitting of the role or the appointments.

## COMMENTS

### A full house for FE Week's #SaveOurApprenticeships campaign

I think if you are a provider, rate cuts and funding cuts amount to the same thing.

If you get half the money for delivering an apprenticeship, it's half the money.

Maybe you can 'spin' your way to suggesting that since the theoretical funding pot is still the same size, providers could receive the same money by delivering twice the amount of apprenticeships. That in turn would create efficiencies which would deliver the expected 3 million starts at half the cost, so let's up the target to 6 million.

Good luck with that argument.

Mark Andrews

### Apprenticeship levy is 'just another tax' on employers

I support the #SaveOurApprenticeships campaign. The proposed huge cuts in funding (up to 50% for some apprenticeships) are unsustainable and it will be the 16-18 year old age group who will suffer the most. Currently, only two apprenticeship frameworks, out of more than 200, receive government support below £3000, meaning it will be impossible to meet the three million target, improve the quality and meet the needs of businesses to

thrive in the future. Due to the reduced funding many quality training providers will be unable to sustain the delivery of Apprenticeships and will cease their delivery.

Apprenticeship providers also act as recruitment services to place potential apprentices into employment, develop their interview skills, and give ongoing pastoral support, all of which are essential to the applicants making a successful transition into the workplace and be of use in the commercial world. The proposed funding cuts will jeopardise all of these services and reduce the opportunities for young people to find and sustain work and training especially in rural areas. This will result in many becoming unemployed, lack currency with their skills, become disengaged and unable to contribute to UK plc.

Chris Hewlett

The government have got this all wrong. The introduction of the levy will not increase the number of apprenticeships, in fact it will lead to employers just using the levy to train existing employees and will not be used to create new employment opportunities for school leavers. I look forward to this collapsing due to huge fraud issues similar to ILAs

jack

I believe the levy is a good thing if done properly and

everybody is fully aware of what it involves and how it will affect them. In the construction sector we need joined up thinking as we have local boroughs all having different rules in the 106 agreements which already hinder some of the potential opportunities. If this is to truly work we need providers and employers to work together to give young people the chances they need and give the country a chance to fill the skills gaps that have developed over the years.

Jeremy Rabinovitch

### Our first day in parliament to #SaveOurApprenticeships

I support this campaign. If these proposals go ahead the impact on apprenticeships for young people will be massive and runs the real risk that some pathways will disappear since they will not be deliverable within the proposed funding rates. SME and micro businesses offer really valuable apprenticeship opportunities for young people but they will not be in a position to make up this shortfall. Hopefully this campaign can raise the profile of these damaging cuts and allow apprenticeships to continue to be a valuable progression route for learners of all ages.

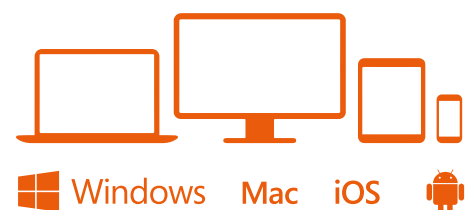
Georgina Burton



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# EXPERTS



## THE PRINCIPAL'S OFFICE

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

## In praise of 'other' qualifications

**Why are apprenticeships singled out for special treatment? The benefits of other qualifications are enormous and can be tested, says Graham Taylor, if we let levy payers to decide where to put their money.**

We're currently obsessed with apprenticeships and the emerging minutiae, which sometimes means we can't see the wood for the trees. So let's just take a minute and look at what we are trying to achieve.

Essentially, the government wants higher productivity and economic growth. That much is uncontroversial. However, most economists acknowledge that both are difficult to measure – especially productivity in a modern economy; how do you cope with the likes of Facebook, Amazon and Uber, for starters?

But putting that aside for a second, if there is a causal link between qualifications gained and productivity, then surely that should hold for all qualifications? The most recent government analysis on the subject examined GCSEs, A-levels and apprenticeships, and concluded they were all associated with significantly higher lifetime productivity. But what about other qualifications?

It's the customer (not the government or me) who should decide which are most relevant and helpful to them. And business will have their own KPIs to judge return on investment in training. So why is the government so obsessed with apprenticeships? Hypothecating funding and spending millions on TV adverts to promote one training route distorts the market. Building over-complex management systems is not a good use of taxpayers' money.

The government expects to raise £3bn from the levy, effectively a payroll tax for big organisations. However, businesses will want their money back through high-quality training that demonstrably improves productivity, as well as freedom in how to spend their money, without the apprenticeships-only restriction.

Colleges are levy-paying businesses too. When we offered our training manager an extra £45k (our net college levy) for next year's CPD budget, she didn't mention apprenticeships once. So we'll have to rename our professional and technical programmes, which work best for our staff CPD, as apprenticeships.

This is an artificial way of meeting the government's £3m target, but everyone will do it. And here's another way of shoehorning more in: NVQs are no longer funded, but NVQs under the apprenticeship banner are; strange but true.

And, of course, funding is stacked in favour of apprenticeships (with acknowledgements to FE Week's campaign to get funding rates right). The learner doesn't want to pay – witness the dire take-up of loans for apprenticeships and the swift policy reversal. But loans are now the norm for 'other' 19+ advanced qualifications, so why are apprenticeships singled out for separate funding and special systems? Because there's a target, not because this is what works best for UK PLC.

## Are adult learners sacrificial lambs at the altar of apprenticeships?

The tragedy is that there are millions fewer adult learners in this country compared with 10 years ago. Between 2013/14 and 2014/15 alone, adult learners in FE fell by 315,900 (11 per cent) despite a 1.3 per cent increase in the number of adult apprentices. With the 28 per cent cut in 'other' funding in 2015/16, the fall will be even greater. Are they sacrificial lambs at the altar of apprenticeships?

I believe lifelong learning is a good thing. But the dirigiste approach – that (funded) learning must be purely skills-related – is not only flawed, but impossible to enforce. Has anyone attempted to count the number of adult learners who come to adult classes for work reasons ("I'm taking GCSE French because I have to speak to my boss in Paris every Friday")?

Warwick Institute for Employment Research considers that adult education could disappear by 2020, "because adult and community learning providers continue to be ignored by the area reviews and skills devolution processes".

This may be an extreme prediction but what is certainly true, is that the economic and social costs of losing millions of adult learners has been overlooked. Apprenticeships are part of the solution but should not be given special treatment. Let's not forget the millions of adult learners who study 'other' qualifications, who need our help and support.

The benefits are enormous and can be tested, if you allow levy payers to decide where to put their money.



## SMITA JAMDAR

Partner and head of education, Shakespeare Martineau LLP

## The administrative burden of apprenticeships

**With the news that the levy will effectively function as a tax, Smita Jamdar asks whether government will succeed in its aim of making it simple and attractive for employers to offer high-quality apprenticeships.**

Last week, FE Week reported that employers will have to enter into contracts with the Skills Funding Agency when they access the money they are entitled to under the apprenticeship levy scheme. This seemed to take everyone, including, I must admit, me, by surprise. Having reflected further, perhaps it shouldn't have.

The levy was introduced as part of this year's Finance Act, which states that "a tax called the apprenticeship levy shall be introduced". So, the levy is just another tax which, once paid, becomes public money. As others have observed, it is, by UK standards at least, an unusual tax because it is hypothecated, with the money ring-fenced for a particular purpose.

Hypothecation has never been a strong feature of our taxation system, largely because governments have rarely shown themselves responsible enough to be trusted to continue to spend the money in the way initially proposed. But nevertheless that is what the levy is.

The effect is that when the money is drawn down by employers, conditions will be attached on the draw-down to ensure that it is spent on the things it should be spent on and not those it wasn't intended for. This is both a general feature of prudent custodianship of public funds and the only way for government to fulfil the hypothecation. Prudent custodianship requires broadly three things:

1. A clear set of expectations as to what the funds must be used for;
2. mechanisms for ensuring compliance with those expectations through a combination of assurances from the recipient of the funds and audit; and
3. the capacity to claw back funds or terminate the right to funding where there is the evidence of abuse.

In this case, the confirmation from the SFA that a contract with employers would be necessary came in response to an FE Week query about how the SFA intended to tackle misuse of the funds, specifically concerns about the prospect of employers requiring providers to 'pay to play'.

So in some ways, the requirement for funding conditions was so blindingly obvious that one wonders whether it was news at all. What makes it news is, I suspect, the fact that it is another example of the confused and incremental nature of announcements related

to the levy, which have made it difficult for both employers and providers to take plan properly for its implementation.

Employers are in any event right to be apprehensive about the requirement. The conditions the SFA has traditionally attached to funding have been complex and onerous, and ensuring compliance with them has spawned an industry in its own right. It would be really unfortunate if an overly bureaucratic approach undermined the key rationale for the levy, which was to put employers at the heart of developing high-quality, flexible and responsive skills provision.

## There is a risk that apprenticeships will be among the most prescriptively documented forms of provision we have

Already there is a risk that apprenticeships will be among the most prescriptively documented forms of provision we have. In addition to the contract between employers and the SFA, there will be the contact between the employer and the provider.

There will also be a contract (whether formally described as such or not) between the employer and the apprentice, and between the provider and the apprentice. In relation to both the employer/apprentice and provider/apprentice relationships there will be a raft of legislation that affects the relationship that isn't captured in the contracts. On top of all that, there is an expectation that the employer, the provider and the apprentice will enter into a threeway commitment statement summarising the responsibilities of each.

The stated aim of the government's reforms is to ensure that there is the swift required growth in skills by making it simple and attractive for employers to offer high-quality apprenticeships. It remains to be seen if the levy achieves these aims.



EXPERTS

Theresa May was caught out during last week’s PMQs for not “recognising” the proposed cuts to 16-18 apprenticeships that FE Week has highlighted. Here, shadow education minister Angela Rayner sets out her party’s position on apprenticeships.

Theresa May hasn’t been prime minister for very long, so we can’t expect her to know the detail of every policy area.

But if you’re going to stand up at Prime Minister’s Questions and talk about cuts to apprenticeships funding, getting the facts right would be a good plan.

So when the Prime Minister says she “simply [doesn’t] recognise” that many apprenticeships face cuts of between 30 and 50 per cent, she simply isn’t paying attention.

If someone at No 10 had been listening to my colleague Gordon Marsden, or had read the letter signed by 55 Labour MPs which raised the issue of cuts to apprenticeships funding, the prime minister would have been able to give a better answer that day.

The truth is that many apprenticeships are facing huge cuts as a result of this government’s funding reforms. These cuts will disproportionately hit students from disadvantaged backgrounds, and will be particularly bad in areas where we need to develop skills the most.

When the government has no industrial strategy, and when there is a huge need for a radical programme of housebuilding, delivering cuts of up to 50 per cent for apprenticeships in the construction sector is an abject failure.



ANGELA RAYNER  
Shadow secretary of state for education,  
women and equalities

The Tories are letting the country down on apprenticeships funding

Writing in these pages, skills minister Robert Halfon said that his focus would be to “boost social mobility, economic productivity, and our country’s skills base”.

These are laudable goals, which MPs of all parties share. But we need more than fine words.

The government’s headline pledge to deliver three million apprenticeship starts has turned this into a numbers game. With 96 per cent of apprenticeship starts at levels two and three, there is a real concern that students are not being offered any progression to opportunities for higher-level and degree-level apprenticeships.

And with a worrying fall in apprenticeship completions, down from 76.4 per cent in 2010/11 to 68.9 per cent in 2013/14, the number of people who start apprenticeships does not tell the whole story.

Unless students are fully completing their apprenticeships, they will not be getting the skills they need to begin working life and to fully meet all their aspirations.

The Office for National Statistics has shown that the economies of Germany, France and the USA are each around a third more productive than the UK economy.

We cannot hope to close that widening productivity gap unless we work more closely with businesses especially those working in high-tech sectors.

We need to incentivise large businesses, and those in high-tech sectors, to train additional apprentices, and place them within both their own supply chain and with other SMEs in the local area. This will help more young people develop the skills they need, and provide support for SMEs to grow and develop. In turn, this will support both students and businesses, and help deliver the skills and economic growth that Britain needs.

It is only by working closely with all our partners in business and throughout the education sector that we can deliver the skills policy that our country needs.

We want to see a new approach to

apprenticeships. For too long, they have been seen as a second-class, second-best option.

We need to change this attitude and work hard to raise public perceptions of their value.

For too long, apprenticeships have been seen as a second-class, second-best option

Britain faces a massive skills shortage. We can only fill that gap if we change our thinking and change our approach on apprenticeships.

As a country we should be lauding the apprentice electricians, joiners, engineers, plumbers and business administrators of the future. Post-Brexit, they will be absolutely essential to how Britain continues to make its way in the world.

As shadow secretary of state for education, I will be working with my colleagues right across the house to build a coherent, cross-cutting approach to deliver high-quality apprenticeships for our country, which will equip our young people with the skills they need for the 21st century.

AELP Autumn Conference 2016

Towards an Inclusive Skills Strategy

Tuesday, 1 November 2016  
The Palace Hotel, Manchester

When the AELP Autumn Conference takes place, the government’s consultations on the apprenticeship levy will have closed but debate on the latest proposals will still be raging. Providers will be applying to be on the new register for apprenticeship training providers and they will be bidding for a contract to deliver the apprenticeships of non-levy paying employers. Bids will be submitted without a provider knowing for certain whether it will be on the register. All providers may have only just learnt what the final funding rate will be for their standards and frameworks. This combined with the new Skills Plan and devolution of adult funding will provide us with plenty to disseminate and debate. Interesting times!

Conference Themes

- ✿ Vocational and Technical Education for Young People
- ✿ Preparing for the Apprenticeship Levy
- ✿ Ensuring Quality under the Apprenticeship Reforms
- ✿ Employment, Skills and Devolution

Our Autumn Conference will seek to make sense of all this when providers have a big job of explaining the government’s reforms to employers. We will have government officials present to give us updates on the changes. Apprenticeships and Traineeships assume an even greater importance after the vote to leave the EU as there will be an imperative to train more home-grown talent to fill vacancies and tackle skills shortages. The event will debate whether the reforms will support this objective.



To find out more information or to register your interest please visit:  
[www.aelpautumnconference.org.uk](http://www.aelpautumnconference.org.uk)



CAMPUS ROUND-UP

with Sam King

Special help from movie star Julie Walters



Students with Julie Walters at the Team Domenica launch event

City College Brighton and Hove is helping disabled learners access employment through a newly launched social enterprise – with the help of a famous face.

The college will be working in partnership with the charity Team Domenica, which offers learning programmes for young adults who have learning or social barriers to help get them into employment.

Part of the initiative is the new Equality Works training café at the college, which was officially opened by actress Julie Walters at its launch event earlier this month.

The café will be open to the public during term time, to help students to develop their professional and social skills. There will also

be support for students who want to work in other industry sectors, such as digital media.

So far, the charity has signed up 21 students in partnership with City College, and a number of local employers have offered placements and support for the students.

The charity was started by Rosa Monckton whose daughter Domenica has Down’s Syndrome. She began the initiative to meet the needs of young adults who were struggling to find regular employment.

Monckton said: “This is just the start of a much larger operation. Our plan is to open other centres across the south coast and then nationally. The aim is to transform the lives of the learning disabled.”



Barnet and Southgate College hairdressing students with celebrity hairdresser Patrick Cameron

Barnet is a haircut above the rest

Barnet and Southgate College’s Wella Centre of Excellence has officially been opened by the celebrity hairdresser Patrick Cameron.

A world leader in cutting and styling long hair, Cameron demonstrated his skills to students and staff at the college, before giving a talk about his career.

Cameron, who runs his own training school in London, said: “Good training is the key to the success of our industry, and this accreditation shows the great respect Wella has for the new facilities and the work Barnet and Southgate College does.

“Education is crucial for young hairdressers. I see a lot of great hairdressers

throughout the country who don’t continue with their training or keep up with new trends, products and tools – which is essential.

“Hairdressing is a life choice and this will be with me forever, I’m always looking at people’s hair.”

The Centre of Excellence title was awarded to the college after impressing Wella with their hairdressing facilities and the high standard of training at the college’s new Colindale Campus.

There are only 34 colleges nationally that have the Centre of Excellence accolade, with Barnet and Southgate the only college in London to hold the accolade.



Kurt Hintz, vice-principal for curriculum and learner experience at CONEL, with Heather Robson, Siemens’ vocational skills consultant

College partners with engineering giant

London college has partnered with global engineering giant Siemens to train its next generation of apprentices.

The College of Haringey, Enfield and North East London (CONEL) will provide training for 17 new recruits to the company’s apprenticeship scheme, giving them access to workshops equipped with the latest engineering tools and equipment at its Enfield Centre campus.

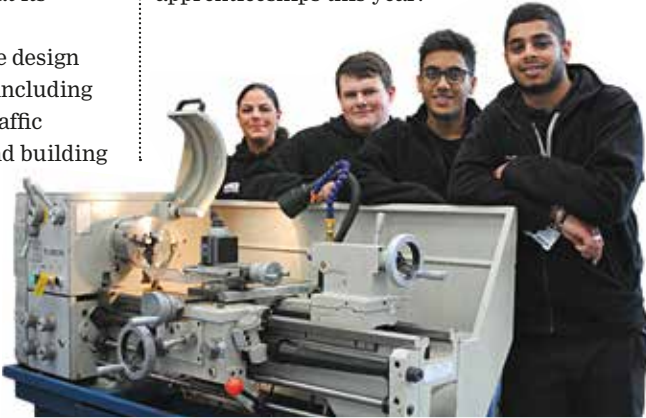
The apprentices will train in the design and development of rail systems, including electrification of railways, road traffic systems, healthcare equipment and building technologies.

Martyn Hottas, Siemens’ general manager of skills and professional education, said: “Siemens has always believed in apprenticeships as a very good start to a career in our business.

“We chose CONEL as our

partner college because of its commitment to delivering engineering qualifications to the level required by our business, to prepare young learners for a great career.”

Siemens is one of the UK’s leading employers, and has more than 500 apprentices on its training programme across all its business divisions, including 120 new apprenticeships this year.



CONEL Course Tutor Roger Keys with Siemens’ apprentices at CONEL’s engineering workshop in Enfield

Football legends talk career goals



From left to right Tony Woodcock, Campbell Christie (principal) and David Dein

A pair of football legends visited students at Bracknell and Wokingham College last week.

Ex-Arsenal chairman David Dein and retired international footballer Tony Woodcock spoke to students about their illustrious sporting careers.

The pair also imparted valuable career advice, stressing the importance of being innovative, and not being afraid to put yourself forward.

Dein has been widely praised for bringing manager Arsene Wenger to Arsenal in 1996.

During his reign, the club won numerous accolades, including the FA Cup five times.

Woodcock played for Arsenal in the 1980s and was the club’s top scorer for four seasons. He played professionally across England and Germany as a striker, and won the European Cup in 1979 with Nottingham Forest FC.

The talk was arranged through charity Speakers for Schools, who provide state secondary schools and colleges with talks from public figures, industry leading professionals and academics, free of charge.



# Former death row inmate shares his story with sociology students



As far as course inductions go, A-level sociology students at City College Norwich got more than they bargained for from former death row inmate Nick Yarris. Samantha King reports.

At just 20 years old, American-born Nick Yarris was sentenced to die by electric chair for a crime he didn't commit. Convicted on charges of rape, murder and abduction, he spent 21 years behind bars – until a DNA test proved his innocence.

Mr Yarris told students what it was like to live on the infamous death row. He described how his poor choices and life of petty crime led to a conviction for something far worse. But it was his message of the importance of education that inspired the lecture hall – for it was getting an education that saved him from his death sentence.

During the years he spent in prison, Mr Yarris used his time to educate himself from his prison cell, where he learned about modern DNA testing. He became one of the first death-row inmates to demand the test to prove his innocence – and this played a pivotal role in not only securing his release, but reclaiming his freedom.



Mr Yarris with College Norwich students

Mr Yarris said of his talks: "It's cathartic for me because I'm letting go of yesterday, but it also helps me to realise that there's a real purpose to doing it for the students too. For example, I've taught a lovely young lady a lesson about keeping her chin up. Moments like that matter to me."

Seventeen-year-old A-level student Grace Ramsey said after the talk: "It was amazing, really interesting and inspiring. I've learnt to have

confidence in myself and what I can do, also not to pressure myself as much."

Fellow student Caitlin Byrne, 16, added: "It was really lovely to see someone who's been through so much come out the other side."

In the years since his acquittal, Mr Yarris has become a motivational speaker, author and the subject of a harrowing documentary film about his experience, 'The Fear of 13'.

He often visits colleges in an attempt to deter students from heading down the wrong path – frankly sharing his own experiences of stealing cars and drug abuse, and how this behaviour ultimately led to his wrongful conviction for murder.

It was at a conference in London eight years ago that sociology lecturer Emma

Dobson first met Mr Yarris. He had been one of the keynote speakers at an event about prison life called 'Behind Bars', and at the time had not long been off death row.

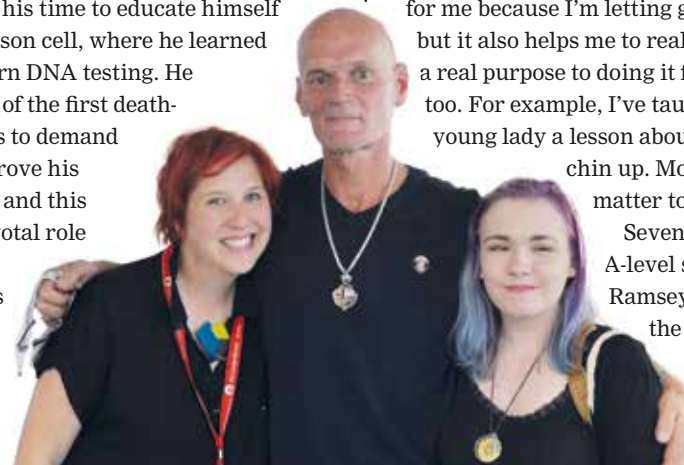
Ms Dobson, who was working at a school in Hertfordshire, said: "I chatted to him after his talk, and he said if I ever wanted to bring him into classes to speak he would. He gave me his email and then I quickly got him into the school."

The unlikely pair soon became friends, and every year since, Mr Yarris has done talks for all of Ms Dobson's students (FE Week reported on one in December 2014). So, when she became a sociology lecturer at City College Norwich, he followed.

With the majority of Dobson's students choosing the 'crime and deviants' route on the sociology course, Mr Yarris' talks are a rare, practical insight into an area that many only learn as theory.

Having now visited the college three times now, Mr Yarris said: "City College Norwich students have been so loving.

"I keep learning again and again how many great students are passing through the doors here."



Nick Yarris with sociology lecturer Emma Dobson (l) and former A-level student Trevyn Bell, 19 (r)

DO YOU WANT TO BE IN CAMPUS ROUND-UP?

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

## MOVERS & SHAKERS

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

Qube Learning, a provider of vocational courses and qualifications, has appointed Karen Kelly as its new non-executive director.

Ms Kelly takes on the role alongside her job as a self-employed consultant, in which she delivers improvement projects across the FE sector.

Prior to this, she worked as a senior manager for the Skills Funding Agency until June 2016.

She has more than 20 years of management experience of apprenticeships and FE, having worked as an employer, training provider and consultant.

Ms Kelly's new role will involve working closely with Qube's senior management team, sitting with them in board meetings, and supporting them with prioritising strategies and plans. She will also support the business through the introduction of new contacts, networks and the delivery of coaching and mentoring.

Ms Kelly said she is most looking forward to "the level of involvement with the senior management team".

Speaking of her new appointment, she said: "I'm excited to be part of an organisation that takes the quality of its offer seriously."

Ms Kelly will sit on her first board meeting with Qube in October 2016.

Sam Parrett OBE has meanwhile been appointed to the board of the Association of Employment and Learning Providers as its college representative.

Ms Parrett takes up the role alongside her current position as principal and chief

executive officer of London South East Colleges – the new trading name of Bromley College Corporation, which recently merged with Bexley College and Greenwich Community College.

Her role on the AELP board will involve collaborating with learning providers and colleges in order to meet the government's pledge to create three million apprenticeships.

Speaking of her new appointment, Ms Parrett said: "So many young people are interested in apprenticeships but are often unsure about how to get one.

"With FE colleges and learning providers working more closely together, I very much hope we can help more young people take this very positive route out of school."

Ms Parrett began her career as a training provider, delivering NVQs, traineeships and

modern apprenticeships. She made the move into FE in 1997.

Mary Bousted has been appointed as the new president of the Trades Union Congress.

She will serve in the role for a year, until the 149th congress in Brighton which will take place in 2017.

Ms Bousted takes on the role alongside her current position of general secretary at the Association of Teachers and Lecturers, which she has held for 13 years.

Commenting on her appointment, she said: "It's a great honour to be elected president of the TUC, an organisation which leads the way in research, campaigns and influence to improve the lives of working people."

Since 2009, Ms Bousted has also chaired the TUC's learning and skills organisation, Unionlearn.

She has served for the maximum two terms as a member of the Advisory, Conciliation and Arbitration Service board, and was also chair of the ACAS audit committee.

Ms Bousted began her career as an English teacher and became head of English in comprehensive schools across North London before making the move into higher education.

She set up an English teacher training programme at the University of York, then running the secondary teacher training programme at Edge Hill University in Lancashire before joining Kingston University as the head of its school of education.



KARREN KELLY



SAM PARRETT



MARY BOUSTED



## HEAD OF ENGLISH & MATHS

**£30,000 - £40,000 per annum**

SCL Education and Training (SCL) is the leading private training provider of sports based education.

The main purpose of this role is to manage, support and develop the English & Maths delivery within our Education and Training Department.

The ideal candidate will have excellent English and Maths skills, with a high level of writing and numeracy, along with the ability to build good working relationships with learners and lecturers.

Candidates must have a teaching qualification and experience of GCSEs is essential. Additional experience of Functional Skills would be advantageous.

To apply please email your CV to [workforscl@wearescl.co.uk](mailto:workforscl@wearescl.co.uk).

SCL is an exciting and dynamic place to work. We value the ideas and suggestions of our staff and look to them to help our business expand and become an even bigger name in education. Our aim is to help improve education through sport and deliver a range of high-quality services.



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## LECTURER IN GCSE MATHS & GCSE ENGLISH

**FULL TIME: 37 HOURS PER WEEK**

**SALARY: UP TO £33,187**

Central Bedfordshire College is one of the most successful colleges in Bedfordshire and has just completed a £15m capital build programme to provide state of the art facilities for its vocational students. The college achieved "Good" from its latest Ofsted rating in March this year for a second time and received praise for continuous improvements in teaching and learning that are reflected in the outcomes for students, most of whom achieve their intended employment or next level of study.

We have great opportunities available for September 2016 for a Lecturer in GCSE Maths & GCSE English to deliver effective, up-to-date and stimulating learning opportunities, leading to success and progression for our learners. The right candidate will underpin the teaching activity with timely completion of all administration duties and professional development.

Be part of the new look, feel and culture of the college and the drive to enhance every aspect of teaching and learning and the student experience.

**Interested? Please apply by completing our on-line application form available at [www.centralbeds.ac.uk/work-for-us](http://www.centralbeds.ac.uk/work-for-us).**

**CV's should be sent to [recruitment@centralbeds.ac.uk](mailto:recruitment@centralbeds.ac.uk)**

**All roles are subject to an enhanced DBS disclosure.**







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Due to an increase in demand at a senior level we are looking to strengthen our team of salaried consultants and are inviting applications from leading edge practitioners with relevant experience across finance, curriculum and quality. You must have experience of working at Executive Director/ Vice Principal/Assistant Principal level in a successful organisation.

You will be highly motivated and flexible, conversant with the issues facing FE and at the forefront of your area. Applicants need to be prepared to travel and stay away from home when required. In return we offer a competitive remuneration package and to be part of a friendly and supportive team.

FOR FURTHER INFORMATION PLEASE CONTACT SAMANTHA BUNN ON 07872 378965 OR EMAIL YOUR CV IN CONFIDENCE TO SAMANTHA.BUNN@FEA.CO.UK



**Bolton College** is a successful FE College providing a wide range of vocational, academic and occupational courses to 14-19 year-old students and to adult learners. As an organisation we are on the trajectory to becoming outstanding and we are looking for individuals who share this ambition and who share our values to join us on the next stage of our journey. If you are highly motivated, enthusiastic and experienced in your field then we look forward to hearing from you.

## Lecturer A – GCSE/ Functional Skills (Maths)

£21,991-£26,036 per annum (pro rata) Ref: 33-17

2 x Full time, permanent

1 x Full time, fixed term until 31 March 2017

1 x 0.7, fixed term until 31 March 2017

The College is looking to appoint innovative, highly enthusiastic and flexible Lecturers to deliver GCSE, Functional Skills and Stepping Stone maths qualifications.

You will hold a relevant degree or equivalent, a recognised teaching qualification (PGCE/Cert Ed) and have or be willing to attain a Level 5 Diploma in Maths.

Experience of delivering GCSE and Functional Skills Maths is essential.

An application pack can be downloaded from our website [www.boltoncollege.ac.uk](http://www.boltoncollege.ac.uk) by email request to: [personnel@boltoncc.ac.uk](mailto:personnel@boltoncc.ac.uk), or by telephoning 01204 482 105 or 01204 482 106.

Closing date: 5 October 2016.

Interview date: 14 October 2016.

We welcome applications from all sections of the community. We are committed to safeguarding and promoting the welfare of young people and vulnerable adults and expect all staff and volunteers to share this commitment. The successful applicant will be required to undertake a Disclosure Barring Service Check.



# Riverside College



We are looking for talented individuals with a commitment to excellence, to undertake the following role:

## GCSE and Functional Skills English Lecturer

Full time, Permanent

The qualified lecturer scale starts at £23,832 rising to £35,982

We welcome applications from NQTs

This post is subject to an enhanced DBS Disclosure

Application forms and job descriptions are available on our website [www.riversidecollege.ac.uk](http://www.riversidecollege.ac.uk)

E-mail: [HRUnit@riversidecollege.ac.uk](mailto:HRUnit@riversidecollege.ac.uk)

Closing date: 12 noon, Thursday 6th October 2016

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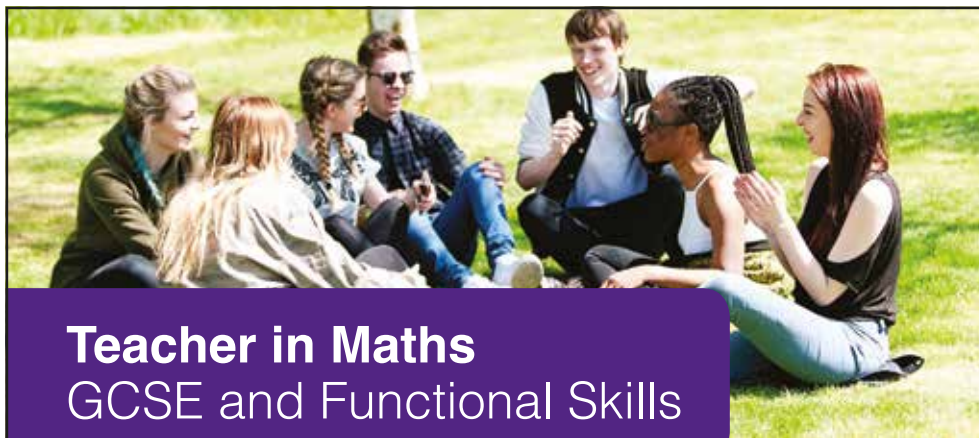
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## JOBS



## Teacher in Maths GCSE and Functional Skills

### Sessional teacher in Maths £27.35 per hour

**Closing date: October 2**

**Interviews will be held on October 6**

We require a teacher to deliver GCSE and Functional Skills maths to students working on vocational programmes from Entry-level to Level 3.

You'll join our strong and experienced maths team, helping them inspire and engage students and prepare them for their next steps in education, employment or training. You will be sensitive to your students' 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, however big or small, and celebrate their successes. You'll have a thorough understanding of GCSE and Functional Skills courses, and how to help our students achieve well.

Whether you're an experienced or newly-qualified maths teacher, we'd love to hear from you.

The college has benefitted from major capital investment and development over the last two years, with work continuing to transform the campus into a modern, thriving and dynamic learning environment. We were judged 'good' by Ofsted in January 2016, and the SFA rates our finances as outstanding.

We can offer you a final salary pension scheme, generous holidays and the facilities of a college campus with excellent transport links set in seven acres of green belt land.

**Teaching timetable: six hours on a Tuesday, with possibility of some additional hours on a Thursday or Friday.**

**For more information, visit <https://workingatnescot.irecruittotal.com/Cac/home.aspx>**

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

Nescot, Reigate Road, Epsom, Surrey, KT17 3DS

**Nescot**



ADULT LEARNING  
BUCKINGHAMSHIRE

## Maths and English Functional Skills Tutors required

- Location: Aylesbury or High Wycombe, Buckinghamshire
- Ref: TM210916
- Closing date: 12th October 2016
- Contract type: Casual Worker
- Salary: £Hourly rate dependent upon qualifications and experience

Buckinghamshire Adult Learning is the main provider of part-time learning opportunities in the county.

We are looking for part-time tutors to deliver classroom-based English and maths sessions in our main centres in Aylesbury or High Wycombe.

How to apply?

For more information about these roles, please contact:

Tessa Murray on 07921 940496 or email [tmurray@buckscc.gov.uk](mailto:tmurray@buckscc.gov.uk)



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



### Part-time Tutors Required

**Posts:** GCSE Maths Tutor  
GCSE English Tutor  
Maths Functional Skills Tutor  
English Functional Skills Tutor

**Based at:** Any of the College Centres

The Learning Centre Bexley is Bexley Council's main provider of Adult Education, providing education, guidance and support to over 8,000 students.

The College offers over 1000 part-time courses across the borough and we are constantly reviewing and expanding our programme.

Vacancies have arisen for experienced tutors to join the GCSE Maths, English and Functional Skills departments to teach adult students.

The GCSE Maths post would involve teaching at Foundation and at Higher levels. All posts involve teaching at various sites, days and times.

Applicants should have expertise and experience of teaching the subject. You must hold a relevant subject qualification and a teaching qualification or be willing to work towards one.

Successful applicants will be required to complete a DBS check if they are teaching vulnerable adults or students under the age of 16.

If you would like to discuss this post please call Nick Little on 020 8298 2843.

For an APPLICATION PACK email a request to: [personnel@tlcbexley.ac.uk](mailto:personnel@tlcbexley.ac.uk)

Closing date for Applications: **Friday 29 October 2016**

For more information about the college visit:

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



# GCSE/Functional Skills Tutor

**Salary: £21-24,000 p/a pro rata**

Dv8 Sussex is seeking skilled and qualified teachers of Maths to deliver GCSE and Functional Skills sessions in our Brighton and Bexhill centres. Liaising with the vocational tutor teams, the post holder will deliver Maths sessions to groups of 16-19 year old learners, enabling young people with a range of abilities (from Entry Level to Level 2 and throughout the full GCSE range) to progress, build confidence and gain qualifications.

#### Job purpose:

The post holder will be expected to ensure high qualification success rates by developing a curriculum of learning that engages, motivates and challenges. Learners enrolled on our creative vocational courses should be encouraged and enabled to achieve the skills needed for progression in education and life - as well as successfully passing GCSE and/or functional skills exams as required.

The post holder will demonstrate effective assessment procedures in order to identify learners' readiness for GCSE and Functional Skills exams. They will help to develop key areas within the Maths programme including research and application of good practice, as well as liaising with other tutors to identify opportunities to embed numeracy within vocational courses. The post holder will also co-ordinate and carry out teaching and learning activities appropriate to the needs of individual learners; and participate in quality assurance processes, including internal verification, marking and feedback.

#### Location:

Vacancies in Brighton & Bexhill

#### Contract type:

approximately 2.5 days per week

#### How to Apply

For more info and to download application form please visit: <http://www.dv8sussex.com/jobs/>

Deadline to apply: **Wednesday 28th September**



Barnsley Sixth Form College

A Level/GCSE

# English Teacher Vacancy

Salary: £21,924 - £26,931

Barnsley College is the largest provider of A Levels in the area and in 2015 we celebrated our best AS results ever. This year we have moved into a brand new building to match the aspirations of our staff and learners. If you have high expectations for yourself, your colleagues and young people we would love to hear from you.

We are looking for a well-qualified individual to teach GCSE and A Level in English language. This is a temporary post to cover a period of maternity leave.

We welcome applications from NQTs and experienced teachers from Schools, Sixth Form Colleges and FE Colleges. If you are passionate about teaching and learning and have the ambition to transform the life chances of our students, we encourage you to apply and join our small but dedicated team.

In addition to the online application, applicants are asked to complete a results sheet (where applicable) and a letter supporting their application of no more than 2 sides of A4.

**Closing date Friday for application is 30 September at 12.00 noon.**  
**Interviews are likely to take place week commencing 10 October.**

**Link to apply:** <https://www.networxrecruitment.com/Jobs/Advert/462173>

Barnsley College is committed to creating a dynamic and diverse workforce and welcomes applications from all candidates regardless of their gender, disability, age, ethnicity, sexual orientation or faith. Disabled applicants who meet the minimum essential criteria will be guaranteed an interview.

The College is committed to safeguarding and promoting the welfare of young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will be required to undertake an Enhanced Disclosure from the DBS.



Barnsley College

# Maths Teacher Vacancy

Salary: £21,924 - £23,952

The Department of Foundation Learning has a vacancy for a dynamic, individual who feels that they can take on the role of Maths Teacher within the department.

The successful applicant must be able to demonstrate their commitment to providing an outstanding learning environment where learners are encouraged to appreciate the importance of maths and develop skills for employment and or further learning.

Teachers' should be dynamic in their approach to reengagement and should be able to demonstrate their behaviour management skills when working with young people with challenging behaviours.

The department expects staff to have a flexible approach to working, in line with the strategic demands of the department and the college.

**Closing date for application is Friday 30 September at 12.00 noon**

**Link to apply:** <https://www.networxrecruitment.com/Jobs/Advert/467879>

Barnsley College is committed to creating a dynamic and diverse workforce and welcomes applications from all candidates regardless of their gender, disability, age, ethnicity, sexual orientation or faith. Disabled applicants who meet the minimum essential criteria will be guaranteed an interview.

The College is committed to safeguarding and promoting the welfare of young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will be required to undertake an Enhanced Disclosure from the DBS.



**LECTURER – GCSE MATHEMATICS**  
**LECTURER – FUNCTIONAL SKILLS MATHS AND IT**

Ref: LM/AC  
36 hours per week 52 weeks per year (full time)  
£20,934 - £34,265 per annum depending on qualifications and experience

Your first degree in mathematics or another related degree with a high maths content e.g. engineering and your sound teaching experience will enable you to teach maths to an outstanding level. You will be delivering on a range of programmes as they develop in the future. You will have good IT skills with excellent communication and administration skills.

You will be able to demonstrate a track record of success in delivering teaching and learning and will need to hold a teaching qualification such as Cert. Ed, PGCE or equivalent.

Please note only candidates with GCSE experience will be considered to teach on GCSE courses. Functional Skills candidates need experience, or willingness to engage in, online learning which is essential and knowledge of the use of City & Guilds eFunctional Skills is desirable.

The College is an equal opportunities employer and positively encourages applications from suitably qualified and eligible candidates regardless of sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status, or pregnancy and maternity.

The successful applicant will be required to obtain a satisfactory Enhanced Disclosure and Barring Service check before taking up this post.

For more information see our website: [www.havering-college.ac.uk](http://www.havering-college.ac.uk) or e-mail [hr@havering-college.ac.uk](mailto:hr@havering-college.ac.uk) or call Tel: **01708 462854**. Unfortunately, CVs alone will not be accepted as a formal application for this post.

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

**Closing Date: 3 October 2016**

**Newcastle City Learning**

**Adult Learning and Skills Tutor (English and Maths for apprentices)**

**£23,166 - £26,556 per annum, pro rata (Hourly teaching pay £21.94).**

**18.5 hours per week.**

Newcastle City Learning wishes to recruit a new English and Maths tutor to support our expanding apprenticeship delivery.

You must have experience of delivering Functional English and Maths up to Level 2 and a proven track record of delivering qualifications to high success and timely completion rates.

Experience of working with apprentices in the workplace is desirable.

This position will require you to manage a caseload of learners and employers and work across multiple employer sites. To apply you will need to hold both teaching and subject specialism qualifications in at least one of the specialisms as well as demonstrating relevant experience.

Use of own vehicle, current valid driving licence, or access to mobility transport and a willingness to travel are essential for this role.

We are committed to protecting and promoting the welfare of children, young people and vulnerable adults and expect all staff to share this commitment. This post is working in regulated activity. If you are successful we will undertake additional recruitment checks which will include a check to see if you have had any criminal convictions, a check of police information and we will check the barred list(s). It is a criminal offence for a barred individual to apply for a job in regulated activity.

Apply online at [www.northeastjobs.org.uk/job/Adult\\_Learning\\_and\\_Skills\\_Tutor/155605](http://www.northeastjobs.org.uk/job/Adult_Learning_and_Skills_Tutor/155605)

**Closing Date: 6 October 2016**



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Richmond upon Thames College**

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**FE Week** Sudoku challenge

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

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

Difficulty:  
**EASY**

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

Difficulty:  
**MEDIUM**

Solutions:  
Next edition

**Last Week's solutions**

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

Difficulty:  
**EASY**

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

Difficulty:  
**MEDIUM**

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New College Durham